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|  Date: 11/21/2011 | Unit: Stress Management |  Lesson #: 1 | Grade Level: 9 & 10 |
| # in Class: 24 | School: PRHS | Teacher: Courtney & Joel | Supervisor: Dr. McCormack |
|  | **AHEE National Standards** |  **NH HE Guidelines** |
| **Standards Assessed** | Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks | Standard 1Standard 7 |
| **Standards Addressed** | Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.Standard 6: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | Standard 4Standard 6 |
| Lesson Outcomes (Objectives)/ Evaluative Criteria | Equipment |
| * Students will be able to identify the difference between good and bad stress through discussion (Standard 1)
* Students will be able to identify and list the order of the Fight or Flight Response by participating in the activity “Go Hard or Go Home Relay” (Standard 1)
* Students will be able to identify healthy coping strategies through discussion (Standard 7)
 | * LCD
* Music/Music Connection
* 3 Foam Balls (will be brought, WBB)
* 12 Cones (if you have it but not necessary)
* Yoga Video
* 1 Bucket (WBB)
* Scrap Paper (WBB)
* Box of Pencils
* Fitness Cards (WBB)
* Fight or Flight Cards (WBB)
* TV
* Wii (WBB)
* Frisbees (WBB)
* Arrows (WBB)
* Guided Meditation CD (WWB)
 |
| **Assessments:** Good vs Bad Stress: Informally assessed through discussionFight or Flight Response: Formally assessed though the activity Go Hard or Go HomeHealthy Coping Strategies: Informally assessed through responding to students stressors & discussion |
| **Interdisciplinary Connections:** The class will be learning the health concepts of stress and stress management through physical activity. |

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| Time | Learning Experience/ Activity/Concept and/or Assessment Task | Procedure | Formation | Points of Emphasis/Teaching Cues/Safety Concerns |
|  | **Discussion of Instant Activity: Chicken Football*** The activity is a cardiovascular activity
* Please refer to attached worksheet for game rules, descriptions, and modifications
* A video will be shown to the students to demonstrate the activity
* Check for Understanding
	+ What do you do when you are met by the opponent?
	+ When can the next person in line start running?
	+ How does a person score?
* Students will be split into groups and sent to their team base
 | * Students form a semi-circle and listen for further instruction from the teachers.
 |  xxx xx xxxx xx o o | * Students will be reminded of the small space that they will be performing in and to be careful of one another.
* And that they should be walking to their spots prior to the activity beginning
* Students are to keep their eyes open and ears listening and hands to themselves when listening for teacher cues and instruction
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|  | **Transition to Instant Activity** | Students will jog over to their team’s starting point and wait for the start signal |  | Students will wait for further instruction |
| 3-5 minutes | **Instant Activity: Chicken Football*** Music is the start and stop signal for movement
* Refer to attached worksheet to activity information
 | See above | x xx xx x x xx x | * Students will listen for the music as a cue to start and stop during the activity.
 |
| 1 minute | **Transition to Discussion** | * Students will pick up any equipment and make a pile to the designated area
* Students will form a semi circle formation and sit quietly wait for the teachers
 | See below | * Students will walk while putting away equipment and forming a semi-circle
* Students will wait for further instruction
 |
| 2-3 minutes | **Discussion of Cool Down: Yoga*** Discuss with students why properly cooling down the body is good to release and prevent any tension
* Introduce yoga and its’ benefits
 | * Students will sit in a semi circle and participate in the discussion.
 |  xxx xx xxxx xx o o | * Students will listen to the teacher’s instruction
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| 5 minutes | **Cool Down Activity: Yoga****Physical Activity: Silent Ball** | * Students and teachers will follow along to a yoga video
* Students form a circle and participate in the activity silent ball

**Silent Ball*** Students pass the ball first using their classmate’s first names. So, before passing to a class mate you must say their first name first.
* Students then perform the same procedures although this time the students aren’t allowed to speak at all or make any noise.
 |  x x xx x x x x x x x o o | * Students are reminded to breathe
* Students should only push their body to a comfortable level
* Students should follow instruction of the teacher for the activity silent ball.
 |
| 30 seconds | **Transition to Discussion** | * Students will jog over to the discussion area and sit, forming a circle
* Students will wait quietly
 |  | * Students will form a circle and wait for further instruction
 |
| 3-5 minutes | **Introduction: What stress is*** Types of Stress
	+ Bad Stress (stressors)
		- Definition
		- Examples
	+ Good Stress (eustress)
		- Definition Examples
* Students will write down a stressor in his/her life and crumble it up and throw it in a bucket for a later activity
* The Fight or Flight Response and its’ relation to stress
	+ Why it happens when a person is stressed
* Introduce a Pre-Assessment activity (Go Hard or Go Home Relay)
	+ The activity will allow the students to demonstrate what his/her knowledge is of the Fight or Flight response
	+ See “Activity: Go Hard or Go Home” below for rules and procedure
 | * Students will remain in a semi-circle while completing the exercises.
 |  xxx xx xxxx xx o o | * Students participate in completing the activity while remaining in the circle.
* Refer to attached worksheet for activity rules, regulations, and modifications
 |
| 30 seconds | **Transition to Activity** | * Students will jog to their team cone and wait quietly for the go signal to start the activity
 | x xx xx x x xx x | * When the students get to the cone they should stop and wait for the signal to begin.
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| Time | Learning Experience/ Activity/Concept and/or Assessment Task | Procedure | Formation | Points of Emphasis/Teaching Cues/Safety Concerns |
| 5-7 minutes | **Activity: Go Home or Go Hard Relay*** One person from each team will run collect a stage the fight or flight response and bring it back to their home base
* While the student is off retrieving the stage, the teammates will be doing a fitness related activity until the teammate returns
* Repeat this cycle with a new collector and a new exercise
* Once all stages are collected, students must put them in the order that they believe the response occurs in
* Once the team is finished, the students will wait quietly for further instruction
* Please refer to attached worksheet for more information on the activity
 | * Starting from the students’ team cone they will wait for a signal and then begin the activity.
* When the teacher signals “freeze” the students should stop the activity and wait for direction.
 | See above | * Students will be reminded of the small space that they will be performing in and to be careful of one another.
* And that they should be walking to their spots prior to the activity beginning
* Students are to keep their eyes open and ears listening and hands to themselves when listening for teacher cues and instruction
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| Time | Learning Experience/ Activity/Concept and/or Assessment Task | Procedure | Formation | Points of Emphasis/Teaching Cues/Safety Concerns |
| 1 minute | **Transition to Discussion**  | * Students will rotate into a semi circle, and readjust their teams stages in their new location
* Students will wait quietly for further instruction

x xx xx x x xx xx x |  | * Students should rotate in a clockwise direction.
 |
| 5-7 minutes | **Discussion on the Fight or Flight Response*** The correct order of the stages will be given and analyzed.
* How does this response relate to stress?
* What does it actually mean is happening to the body when it occurs?
* What was the original purpose of this fight or flight response with our ancestors?
* What would be some scenarios that we would need this response for today?
 | See above |  xxx xx xxxx xx o o | * Students will listen to the teacher’s instruction and participate in class discussions.
 |
| 1 minute | **Transition to Introduction: Coping Strategies** | * Students will collect and pile the stages cards and make a pile in the designated area
* Students will form a circle and wait for further instruction quietly
 | See above | * Students wait for further instruction from the teacher
 |
| Time | Learning Experience/ Activity/Concept and/or Assessment Task | Procedure | Formation | Points of Emphasis/Teaching Cues/Safety Concerns |
| 5 minutes | **Introduction: Coping Strategies*** Discussion of how everyone feels stress at one point or another, some people feel this more, some feel this less
* But the important things to do is, cope in a healthy manner
* Coping is the thought or actions used to deal with stress
* With that, we would like to introduce several coping strategies
* Explanation of Stations
	+ Just Dance
	+ Create a Schedule
	+ Frisbee
	+ Mindful Walking
* Split students into groups
 | See above |  xxx xx xxxx xx o o | * Students will listen to the teacher’s instruction and participate in class discussions.
* Explanation of Stations
	+ Just Dance
	+ Create a Schedule
	+ Frisbee
	+ Mindful Walking
* Split students into groups
 |
| 30 seconds | **Transition to Activity** | * Students will jog over to the assigned station and wait to pick up/use any of the equipment until instructed
 | x xx x x xx x | * Students wait at their station for further instruction
 |
| 23 minutes | **Activity: Coping Strategies*** **Just Dance**
	+ A video game that the students will be able to be physically active while playing a dancing video game
* **Create a Schedule**
	+ Students will use a template to organize and construct their week of things they will need to do
	+ Discuss Topics: the importance of staying organized & how it might help them
* **Frisbee**
	+ Students will participate in this leisure activity while working on their communication skills.
	+ There will be a sample list of conversation topics to choose from if needed, all students must be engaged in this process
* **Mindful Walking**
	+ Students will follow a designated path within the gymnasium
	+ Students will have two options:
		- Participate in a trust walk when one person will close his/her eyes, and the group must guide them through communication
		- Or, students may walk and discuss some of the example topics given
 | * Students will rotate from station to station, when told, to experience a coping strategy
 | See above | * Students will rotate from station to station, when told, to experience a coping strategy
* Explanation of Stations
	+ Just Dance
	+ Create a Schedule
	+ Frisbee
	+ Mindful Walking
* Split students into groups
 |
| 2 minutes | **Transition to Discussion** | * Students join in a semi-circle and wait for the start of the discussion of the activity.
 | See below | * Students create circle and participate in class discussion.
 |
| 5 – 7 minutes | **Discussion: Coping Strategies*** Did anyone enjoy any of the examples of a coping strategy, and think that they may use it in the future?
* What were some of the feelings you may have felt when at any of the stations?
* Everyone grab a crumbled stressor from earlier in the class, make sure it is not your own
* One at a time, read the stressor and share a way that you might cope with it if it were you, you should give an example from either today’s techniques or something completely different
* Discuss again the importance of healthy coping strategies
 | * Students remain in the semi-circle and participate in the discussion.
 |  xxx xx xxxx xx o o | See above |
| 1 minute | **Transition to Instant Activity Discussion** | * Students will throw the crumbled up ball back into the bucket
* Students will return to his/her seat in a circle formation
 | See above | * Students will throw the crumbled up ball back into the bucket
* Students will return to his/her seat in a circle formation
 |
| 2 minutes | **Discussion: Freeze Dance*** Music starts and stops movement
* When music starts, students begin dancing (appropriately)
* When the music stops, the students caught moving become a monitor to catch the other students during the next music stop
 | * Students spread throughout the room and begin dancing when the music stops.
* At the conclusion on the activity students will form a semi-circle.
 |  x x xx x x x x x x x o o | * When music starts, students begin dancing (appropriately)
* When the music stops, the students caught moving become a monitor to catch the other students during the next music stop
 |
| 1 minute | **Transition to Activity*** Students will spread around the playing area and wait for the start signal
* Check for understanding of activity
 | See above | See above | * Students must wait for signal to start moving.
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| 5 minutes | **Instant Activity: Freeze Dance*** Refer to above directions
 | * Students spread throughout the room and begin dancing when the music starts.
* At the conclusion on the activity students will form a semi-circle.
 |  x x xx x x x x x x x o o | * Students spread begin dancing when the music starts.
* At the conclusion on the activity students will form a semi-circle.
 |
| 2 minutes | **Transition to Closure Activity*** Students will freeze and listen quietly to directions of where to go
* Directions:
	+ Spread out and find your own space, everyone is to stay within this half of the court
	+ Lay down on your back
	+ Make sure you are a couple feet away from the people around you
	+ Wait quietly
 | * + Students will listen to instructions from the teacher for a closure activity.
 | See above | * Students will listen to instructions from the teacher for a closure activity.
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| Time | Learning Experience/ Activity/Concept and/or Assessment Task | Procedure | Formation | Points of Emphasis/Teaching Cues/Safety Concerns |
| 1 minute | **Discussion: Guided Meditation*** You will be listening to a tape that will guide your mind through a journey, try to follow along and be open minded

 x x xx x x x x x x x o o | See above |  | * Students remain in their spots and listen to the tape without making any noise.
 |
| 5 minutes | **Activity: Guided Meditation*** Students will follow along in a guided meditation tape
 | See above | See above | See above |
| 2 minutes | **Transition to Closure** | * Students will collect and extra worksheets, arrows, and equipment, and bring it to the designated area
* Students jog over center court and form a circle
 |  xxx xx xxxx xx o o | * All students participate in cleaning up.
* Students form a semi-circle.
 |
|  | **Closure*** Ask the students:
	+ What good stress called, and explain what it is
	+ What bad stress is call, and what it is
	+ What is the fight or flight response?
	+ Signs/symptoms of the fight or flight response?
	+ What is coping?
	+ What are things that you do to de-stress?
	+ Open-ended discussion
 | * Students form a circle and wait for further instruction
 | See above | See above |
| **What is expected of the non-participant?**Chicken Football: Keep score of the participating teamsGo Hard or Go Home Relay: Walk around the gymnasium until the activity is over |