



Grade 7 Lesson Plan

Stressors, Coping Strategies, Mindfulness breathing

SOLs

Objectives/Goals

- Analyze the benefits of stress management and stress-reduction techniques.
- Explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for emotional health.

Material

- Newsprint
- Sticky notes
- Red, yellow, green circles

Procedure

Step 1

- Explain the objectives and goals of the unit. (Above)
- Around the room, place six pieces of newsprint with the following labels:
 - School work
 - Parents
 - Romantic relationships
 - Friends problems
 - Younger siblings
 - Other
- Direct the students to think about their sources of stress and write it down on a sticky note. When prompted, the students place the sticky note on the newsprint most closely related to their source of stress. Other may be an option for some students.
 - This will give the teacher and the students a visual of the main sources of stress the students are experiencing. (www.teenhelp.com/stress-anxiety/teen-stress-statistics)
- Data- (www.teenhelp.com/stress-anxiety/teen-stress-statistics)

The five sources of stress most often experienced for the **youth** in the study were slightly different and included:

- School work (78%)
- Parents (68%)
- Romantic relationships (64%)
- Friends' problems (64%)
- Younger siblings (64%)

The study also looked at how the teenagers coped with their stress. For boys approximately

- 25% avoided or refused to deal with their stress
- 23% sought ways to distract themselves away from their stress
- 17% sought support
- 35% actively tried to reduce their stress.

On the other hand, when it came to the girls, approximately

- 19% avoided or refused to deal with their stress
- 14 % sought ways to distract themselves away from their stress
- 22% sought support
- 45% actively tried to remove or reduce their stress

Step 2

- On the other side of the room, have two other pieces of newsprint labeled:
 - Positive coping strategies
 - Negative coping strategies
- After discussing the sources of stress, then ask the students to write down on a sticky note, how they cope with the stress. Ask them to analyze their responses then place the sticky note under either healthy or unhealthy coping strategies.
- Discuss why a strategy is healthy or why it is unhealthy.

Step 3-

- Tell the students that today we are going to analyze and explain the benefits of stress management and stress-reduction techniques on their health. (7.1l)(7.2p)
- Ask the students, “Why are some benefits (emotional) of managing stress in a healthy way?”
 - pay attention better
 - be less distracted
 - learn more
 - stay calm under stress
 - avoid getting upset too easily
 - slow down instead of rush
 - listen better to others
 - be more patient
 - get along better
 - gain self-control
 - get tasks finished
 - feel happier and enjoy things more

(<https://teenshealth.org/en/teens/mindfulness.html>)

Step 4-Practicing breathing skills

- Tell the students that they are going to learn how to decrease stress by practicing Mindfulness skills.
- Definition of Mindfulness-Paying full attention to something. Taking time to notice what you are doing. (<https://teenshealth.org/en/teens/mindfulness.html>)
- The first skill is breathing exercise.
 - Find a comfortable position
 - Close your eyes
 - As you breathe, pay attention to the air going in and out of your lungs. If your mind wanders, bring it back to concentrating on your breathing. (<https://teenshealth.org/en/teens/mindfulness.html>)
 - Stress reduction breathing exercise
 - Inhale through your nose slowly for 4 seconds. (1-2-3-4)
 - Hold your breath for 7 seconds (1-2-3-4-5-6-7)
 - Release the air slowly from your mouth for 8 seconds. (1-2-3-4-5-6-7-8)
 - Formative assessment: Students pair up and one student counts to 4 for each part of the breathing exercise. If the partner completed the breathing exercise correctly, they place a green circle on the desk. If they are not sure, they place a yellow circle on the desk. If the partner did the breathing incorrectly, put the red circle on the desk but give coaching until the partner breathes correctly. Put the green circle up when correct.

Step 5- End of class assessment

- End of class review (Ask questions about all the content and skill taught in the lesson, including a demonstration of breathing.)
- Exit ticket-How will this lesson help you cope with stress in a healthy way at home, with friends, or at school?

Assessment Idea

- Peer breathing check using red, yellow, and green circles

References

- Connolly, Mary., Skills-Based Health Education, 2nd edition (2018) Jones and Bartlett.
- Linda Meeks., Philip Heit., Randy Page., Comprehensive School Health Education, 7th edition (2018) McGraw Hill
- <https://teenshealth.org/en/teens/mindfulness.html>

Handout

- Breathing handout

Newsprint Title: School work



Newsprint Title: Parents

Middle School Parents
October 2013
Vol. 16, No. 2
Washington-Culpeper District
School Board
still make the difference!



Keep your child motivated in school all year!

It's not only the back-to-school time when you should be thinking about your child's learning and motivation. It's all year long.

1. Encourage your child to stay motivated. Encourage your child to stay motivated by setting goals and tracking progress. Encourage your child to stay motivated by setting goals and tracking progress.

Talk to your child about using social media responsibly

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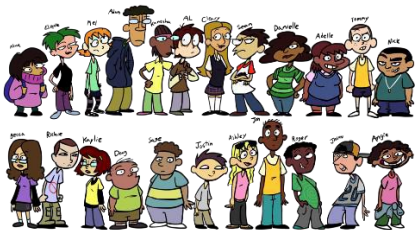
9. Encourage your child to stay motivated. Encourage your child to stay motivated by setting goals and tracking progress. Encourage your child to stay motivated by setting goals and tracking progress.

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Newsprint Title: Romantic Relationships



Newsprint Title: Friends



Newsprint Title: Siblings



Newsprint Title: Other

Newsprint Title: Healthy Coping Strategy

Newsprint Title: Unhealthy Coping Strategy

Breathing Exercise



Breathing To Relax (4-7-8)

~ Inhale for a count of four

~ Hold for a count of seven

~ Exhale for a count of eight

Adapted from Andrew Weil, M.D.