

12 Identifying Stressors and Coping Mechanisms for Stress

Content Area: **Special Education**
Course(s):
Time Period: **Full Year**
Length: **On-going**
Status: **Published**

General Overview, Course Description or Course Philosophy

Nutrition and Fitness

Fundamentals of nutrition include factors that influence healthy eating behaviors, the ability to make healthy food choices, and access to products and services. The course is designed to teach students about good eating habits and exercise which influence overall health. In this class students are presented with a multisensory approach to learning the content infused with Howard Gardner's multiple intelligences to enhance student learning about how to apply concepts of nutrition to their lives. Students will use knowledge about their cultural background by engaging in high interest authentic learning activities within the school, family, and community where they can apply nutritional education and practices to their everyday lives.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

There are different types of stressors.

Stress affects the body.

There are methods that individuals can use to cope with stress.

CONTENT AREA STANDARDS

HPE.2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
HPE.2.1.8.E.CS1	Social and emotional development impacts all components of wellness.
HPE.2.1.8.E.CS3	Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.2.8.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- There are different types of stressors.
- There are a variety of factors that cause stress.
- Stress management skills impact an individual's ability to cope with different types of emotional situations.
- Social and emotional development impacts all components of wellness.
- There are strategies to reduce and manage stress to improve an individuals overall health.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

Procedural Knowledge

Students will be able to:

- Define stress.
- Research different types of stress, factors that cause stress, the effects of stress and coping mechanisms.

- Identify what stress does to teenagers.
- Identify effective communication as the basis for strengthening interpersonal interactions and relationships
- Identify effective communication as the basis for resolving conflicts.
- Discuss healthy activities to help reduce stress.
- Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.
- Write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- Demonstrate command of the conventions of standard English grammar and usage when writing.
- Demonstrate command of the conventions of standard English grammar and usage when speaking.
- Write about daily stressors as a coping strategy to reduce stress.
- Select and implement stress management strategies to reduce stress.
- Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
- Perform stress reducing activities.
- Evaluate and select information sources based on the appropriateness for specific task.
- Evaluate and select digital tools based on the appropriateness for specific task.
- Create a plan to help teenagers reduce stress.
- Present the stress management plan.

EVIDENCE OF LEARNING

Formative Assessments

Woordle to define stress.

Google forms survey to identify daily stressors.

Chart the results of survey to see a visual representation of teen stressors.

Journal about a stressful situation and how you handled it.

Graphic organizer: Venn diagram to compare and contrast stress management strategies.

Graphic organizer: map the different types of stress and reasons for stressors.

Station activities and shared Google slides for researching different types of stress, causes, the effects and coping mechanisms.

List 10 of your favorite songs and identify whether the songs are stress reducing or stress provoking.

Play classical studying music as a stress reducing technique.

Perform deep breathing exercises and muscle relaxation techniques.

Discuss how deep breathing exercises and muscle relaxation techniques made you feel.

Create you PIP (problems, ideas, plans) as a method used to reduce stress.

Beat stress before it beats you poster activity.

Read an informational article about the benefits of yoga.

Interview the physical Education teacher about exercises to perform to reduce stress and sample the exercises.

Create a 5 minute warm up yoga session once a week as part of the unit to practice a method used to reduce stress (don't forget your yoga mats).

Role play, class discussion, class participation, teacher made assessments

Summative Assessments

Create a plan to help teens reduce/manage stress.

Perform stress reducing techniques in your plan to help teens reduce/manage stress.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Woordle - <http://www.wordle.net/create>

Supplementary Activities for Building Coping Skills - <https://www.adolescentwellness.org/wp-content/uploads/2014/04/Supplemental-Activities-for-Building-Coping-Skills-BFFD-4.pdf>

INTERDISCIPLINARY CONNECTIONS

English Language Arts - Information Writing; Implementation of Conventions of Standard English.

Technology/Multimedia - Research Based Writing, Google; Media Literacy; Educational Tech Applications.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

Seating

- Balance ball and exercise bike to reduce hyperactivity (if available).
- Preferential seating (e.g., facing instruction and/or seat away from distractions and/or near the source of instruction w/easy access to the ICS teacher) or (exercise bike or balance ball to reduce high energy, if available).

Instruction

- Repeat/restate directions.
- Provide multisensory instruction by utilizing all learning modalities of V.A.K.T.
- Provide frequent checks for understanding to ensure students understands the assignment expectations.

Writing

- Allow use of speech to text or text to speech.
- Provide access to audio.
- Allow oral in lieu of written responses when writing is not being assessed.
- Brainstorm prior to writing.
- Provide and encourage use of graphic organizers.
- Provide rubrics for writing assignments.
- Chunk writing assignments into smaller parts.
- Provide check-ins and due dates for long-term writing assignments.

Content

- Provide access to audio.
- Provide and encourage use of graphic organizers.
- Provide rubric or checklists for assignment expectations.
- Provide access to guided notes to support students own note-taking.
- Pair visual with auditory instruction to enhance understanding.
- Provide study guides one week in advance of tests.
- Allow access to laptop to type assessments.
- Allow alternative forms of assessments (e.g., verbal responses when not assessing writing, project-based assessment in lieu of written exam).
- Break down tasks into manageable units.
- Modify assessments (e.g., word banks, lessen multiple choice options, avoid embedding negative clauses in the question).
- Provide timelines or benchmarks for work completion.

- Help with organization of materials (e.g., Google classroom, access to class calendar with definitive due dates, access to assignments and rubrics, etc.).
- Provide supplemental reading material depending on students reading level.
- Heterogenous grouping (if working in groups and as determined by ICS teacher).

Testing

- Allow for small group testing.
- Read assessments aloud at students' request.
- Arrange for a scribe, if necessary.
- Must have access to the ICS teacher during testing.
- Modify content and length as determined by the ICS teacher.
- Verbal in lieu of written responses if writing is not being assessed.

Accommodations

- Allow extra time for task completion.
- Allow extra time for tests and quizzes.
- Provide short breaks when refocusing is needed.
- Calculator to determine nutritive value.

- Enrichment activity - arrange for student leaders to speak to their student body about simple ways to reduce and manage teen stress to improve overall health.