

UNDERSTANDING: Lesson 5 (9-12)



<p><u>Understanding: Know Yourself:</u> Increase Self-Awareness Know Your Strengths and Weaknesses Develop Critical Thinking Skills</p> <p><u>Example Practices That Address Self-Awareness:</u></p> <ul style="list-style-type: none"> ● Clearly state classroom rules ● Provide students with specific feedback regarding academics and behavior ● Offer different ways to demonstrate understanding ● Create opportunities for students to self-advocate ● Check for student understanding / feelings about performance ● Check for emotional well-being ● Facilitate understanding of student strengths and challenges 	<p><u>The Goals:</u> As an Arkansas graduate, I am:</p> <ul style="list-style-type: none"> ● Able to clearly articulate information I want to share ● Growth-minded, curious, and inquisitive ● Reflective ● Resourceful
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<p><u>Personal Competency Addressed: In high school, I can:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize my own personal learning style and find ways to incorporate my style in school and out of school <input type="checkbox"/> Set priorities in building on strengths and identifying areas for improvement <input type="checkbox"/> Advocate for my own needs related to my identified strengths and areas for growth <input type="checkbox"/> Explore possible career and volunteer opportunities based on identified interests and strengths <input type="checkbox"/> Identify organizations in my community that provide opportunities for me to develop my interests or talents <input checked="" type="checkbox"/> Evaluate how behavior choices can affect goal attainment <input type="checkbox"/> Analyze and use resources for problem solving <input type="checkbox"/> Implement a plan to build on a strength, meet a need or address a challenge <input type="checkbox"/> Seek out and identify adult role models and support systems that contribute to my school and life success <input checked="" type="checkbox"/> Recognize physiological responses to emotions and identify strategies I can use to relieve stress <input type="checkbox"/> Demonstrate responsible social media use <input type="checkbox"/> Distinguish and appropriately dress for casual, social, and business situations
<p><u>Learning Objectives:</u> I will gain an understanding on how behavior choices affect goals. I will recognize physiological responses to emotions and identify strategies to manage these emotions (coping skills, stress management, etc.)</p>
<p><u>Materials and Preparation:</u></p> <ul style="list-style-type: none"> ● How stress affects your body - Sharon Horesh Bergquist (Length 4:42) ● Stress Management ● Device and internet access for digital materials
<p><u>Key Vocabulary:</u></p>

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Behavior: the way in which one acts or conducts oneself, especially toward others

Emotions: a strong feeling (such as love, anger, joy, hate, or fear)

Evaluate: to determine the significance, worth, or condition of something usually by careful appraisal and study

Physiological Response: an automatic reaction that triggers a physical response to a stimulus.

Stress: a state of mental or emotional strain or tension resulting from adverse or very demanding circumstances

Triggers: an event or situation that makes something else happen

Introduction (3 Mins):

Stress is an emotional and physical response to an event. Our bodies are made to react to internal and external factors, but sometimes we need help managing these reactions. Through these activities, students will learn healthier ways to manage stress before it happens and to assist the body in coming back to a calm state using healthy coping skills.

Explicit Instruction/Teacher Modeling (5 Mins):

Students will be provided a list of vocabulary words and discuss any unfamiliar words. Students will be provided a link to a stress evaluation exercise and video in order to complete the assignment. [Stress Evaluation](#)

Lesson Activities (10 Mins):

Students will categorize physiological responses into three groups: frequently, moderate, less frequently. This will help them identify the most frequent physiological responses and triggers. Then students will watch a short video on how stress affects the body.

Guided Practice (2 Mins):

Allow each student to practice deep breathing to focus on relieving stress.

Independent Work Time (5 Mins):

Students will describe instances of good stress responses and bad stress responses in their lives. They will also identify the most stressful situations they encounter and discuss why those situations are stressful.

Sample Sentence Frames:

I understand that I stress about _____, which triggers me to _____.

I understand that recognizing my stressors will help me in the future by _____.

One stressful situation I need to avoid is _____, because _____.

I understand that I can _____ to help me relieve stress from _____.

Differentiation:

If a student needs additional support understanding the material (such as English Language Learners or Special Education students), you could consider:

- Allowing the students to use a printed version of the Stress Management Activity
- Modifying the introduction activity to fewer words to categorize
- Explaining and describing some vocabulary before starting the activity.
- Allowing the students to work with a partner while completing the activity.

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Assessment (3 Mins):

Exit Ticket:

1. What is one thing that I understand better about myself after this activity?
2. How will this understanding help me in the future?
3. What is one stress trigger I am going to try to avoid?

Review and Close (2 Mins):

Revisit the key points of the lesson:

“What physical responses to stress do I experience?”

“What are the dangers of stress?”

“Understanding stress can help me make a plan of action.”

Enrichment/Extension:

Have students choose a basic need that he/she neglects while in stressful situations. Reflect about the dangers of neglecting that need and make a plan to relieve additional stress by protecting basic needs.

Teacher Self-Care:

Make a list of new things that you would eventually like to learn how to do. Pick one and schedule a date to begin. Remember, someday isn't a day of the week!

Sources:

1. Esch, T., & Stefano, G. B. (2010). The neurobiology of stress management. *Neuroendocrinology letters*, 31(1), 19-39.
2. Gelberg, S., & Gelberg, H. (2005). Stress management interventions for veterinary students. *Journal of Veterinary Medical Education*, 32(2), 173-181.
3. Michie, S. (2002). Causes and management of stress at work. *Occupational and environmental medicine*, 59(1), 67-72.

Teacher Reflection:**To Ask with Students:**

If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we've done? Why?

Classroom Culture:

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

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What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students' personal lives?

Curriculum and Instruction - Assessment and Grading Practices:

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

Collaboration - Professional Learning Community:

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

Mental Health – Maintain a Healthy Outlook:

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?

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