

Stress – my friend or enemy



Main objectives of the lesson:

- Students acquire an ability to identify the sources of stress in everyday life
- Students are presented with different techniques of coping with stress
- Students can apply the presented techniques to minimize the consequences of stress in their life
- Students are presented with a diet that can reduce the level of stress

Desired effects after the lesson :

- Students can identify stressors in their everyday life
- Students know the immediate and long term techniques of dealing with stress
- Students know what food items may help them to control stress level
- They are able to cope with stress in everyday life

Methods:

- Presentation
- Brain storming – discussion
- Applied drama
- Exercise

Aids:

- Paper
- Pens
- Visual aids:
photos/ films

Warm up

Students watch a short film

- While watching they try to come up with a definition of the word **STRESS** and what it means to them
- They also get to know the immediate and long term techniques of dealing with stress

Exercise 1: Students work in groups and write down as many stress factors as they can think of

Here are some of the most common answers:

- A test
- An argument with a parent or a friend
- Being late for school
- Moving out/ changing school
- Loosing a friend
- Breaking up with a boyfriend/ girlfriend
- Etc.

Exercise 2: Students role play some of the situations from the previous exercise:

- A difficult talk to the teacher
- An argument with a parent
- An argument with a friend

And answer the questions:

1. How did you feel as a child/ parent/ student/ teacher?
2. What immediate techniques may be used to deal with stress?
3. How to prepare for such situations in the future?



Exercise 3:

Students are presented with a list of stress factors. They have to classify and grade the factors. Then they compare their lists to the Holmes and Rahe stress scale

https://en.wikipedia.org/wiki/Holmes_and_Rahe_stress_scale

Exercise 4:

Are you prone to stress?

Students fill in the worksheet answering the questions. Thanks to that exercise they may find out how easily they get stressed and how strong their reaction to stress is.

The example questions from the worksheet in exercise 4:

- Do you get irritated easily?
- Do you try to do several things at the same time?
- Do you hate waiting e.g. in a queue or traffic jam ?
- Do you like taking part in a competition?
- Do you like taking risks?
- Are you fascinated with collecting things?
- Do you feel a little bit guilty when you have a rest and do nothing for some time?

At the end of the exercise students are presented with the results of the test which depend on the number of the YES and NO answers.

Exercise 5:

What are the examples of short term and long term stressors?

Students classify stressors into two categories, e.g.

Long term stressors:

- Daily hassles
- Chronic stressors
- Ripple effect stressors

Short term stressors:

- Acute stressors
- Personal or non-personal stressors
- Not knowing stressors
- Trigger stressors

Exercise 6: What to eat to control stress? Students are presented with a list of substances that help to reduce stress level:

- vitamin B
- flavonoids
- magnesium
- complex carbohydrates
- zink
- calcium
- tryptophan

Vitamin B

- Vitamin B1



- Vitamin B2



- Vitamin B6



Flavonoids



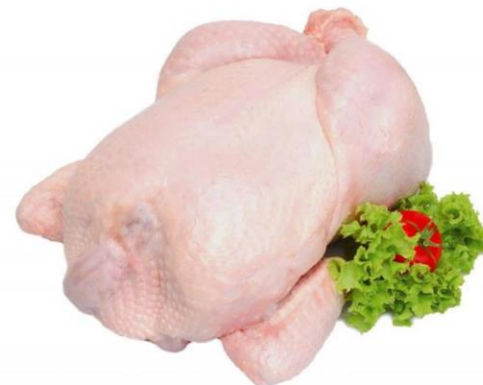
Magnesium



Complex carbohydrates



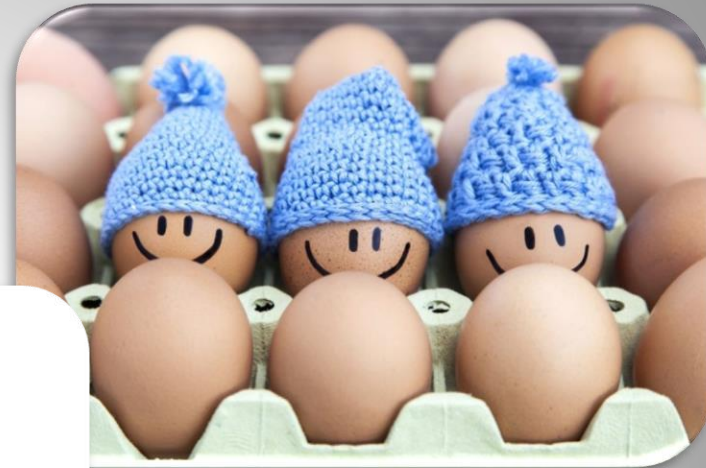
Zink



Calcium



Tryptophan



Exercise 7: How to build up the resistance to stress

Students work in groups and prepare the lists of the techniques that they use to cope with stress. Then the most common answers are written down on the board.



Immediate and long term techniques of dealing with stress

- Use positive thinking
- Learn from your own mistakes
- Face your fears
- Don't be afraid to ask for help
- Do physical exercise/ practise sports
- Exercise your brain
- Do breathing exercises
- Listen to relaxing music
- Have a relaxing bath
- Using relaxation techniques from Far East such as meditation, visualization

Exploration Table: At the end of class, each student answers the following questions presented to them on index cards:

- What did we do in class?
- Why did we do it?
- What did I learn today?
- How can I apply it?
- What questions do I have about it?