

## Lesson 3.8: Stress Management Toolkit

**Unit:** Unit 3, Growing Up, Getting Along (Human Development and Relationships) **Topic:** 3.2 Self-Concept, Peers, and Stress **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes (day 75 of the year) **Room:** Classroom or FACS lab, with space to stand and walk a loop; a hallway loop if the room is tight and the school allows it

**Coordination line:** The six tools are everyday habits: breathing, walking, writing a list, music or movement, talking to someone, sleep and food basics. The words used for them (“box breathing,” “brain dump”) should match what the health teacher uses if health teaches the same tools; ask, and use their names if they have them. Nothing here treats a condition. A student who needs more than a tool gets the who-to-ask list from Lesson 3.7.

### Standards

- NYS module line: NYS HDR 3. Peer Influence and Stress Management e) Identify the causes of stress and examine appropriate ways to manage stressors
- CTE theme line: CTE HSW 6. Stress Management d) Research and practice techniques to manage stressful situations
- CTE theme line: CTE HSW 6. Stress Management e) Assess the effectiveness of stress management techniques and determine steps to take to address stress if reduction is not achieved
- NYS FACS Learning Standard 2 (Intermediate), Key Idea: Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.; Performance Indicator: none of the three Standard 2 indicators fits; the key idea’s “safe and nurturing environment for themselves” is what a working toolkit provides. The state assigns only Standard 2 to HDR.
- CDOS Standard 3a Universal Foundation Skills: Personal Qualities
- National FCS 3.0: 13.1.6 Show ways to manage stress at home, at work, and in the community.

(The task asked for a 14.1.x competency. None of the five 14.1.x competencies in the 3.0 text names stress management; 14.1.1 is the closest and is already cited in Lesson 3.7. 13.1.6 is the confirmed stress management competency and is the one this lesson demonstrates.)

### Enduring understanding and essential question

**Big idea:** A stress tool is only a tool if it works for you, and the only way to find out is to try it while you are a little stressed and rate it honestly. Everyone’s kit is different. **Essential question:** Which of these six tools actually moved your number, and which one just sounded good?

## Objectives

By the end of this lesson, students will be able to:

1. (Low) Describe six stress management tools (box breathing, a two-minute walk, a brain dump list, a music or movement break, talking to someone, sleep and food basics) and the steps for each.
2. (Mid) Test each tool in class, rate their own stress level before and after on a 1 to 5 scale, and compare the six ratings to find which moved the number most.
3. (High) Build a personal toolkit card with their top three tools ranked, one situation each tool fits, and one line on what to do if the top tool does not work, and justify the ranking with their own ratings.

## Vocabulary

Tier 2 (general academic): rate, compare, effective, situation Tier 3 (FACS): stress management, box breathing, brain dump, toolkit, baseline. See the unit vocabulary list (Vocabulary 03.md) for Turkish, Portuguese, and Spanish.

## Materials and setup

- Handout 03.08 - Toolkit Test Sheet and Toolkit Card.md, one per student (the test sheet is page 1; the toolkit card is the bottom third of page 2, cut off and kept)
- Slides: Slides 03.08 - Stress Management Toolkit (one slide per tool with the steps and the timer)
- A speaker and one instrumental track, about 90 seconds, for the music or movement break [*Sal: your pick; no lyrics*]
- A walk loop marked in the room (tape on the floor) or a hallway loop agreed with the office
- Scrap paper, one sheet per student, for the brain dump (they keep it or shred it)
- Index cards or card stock for the toolkit card if the handout is not on card stock
- Timer visible to the class
- Setup notes: mark the loop before class. Test the speaker. The tools are tested in this order because breathing and walking need the room to be calm first, and talking needs partners already assigned. Partner list is the Lesson 3.6 skit teams.

## Pre-assessment

The do now is the baseline: a private 1 to 5 stress rating and the first body signal from yesterday's map. Every tool is rated against that baseline, so the do now is the pre-test in the most literal sense. Yesterday's exit strips told you the two most common categories; mention them in the hook.

## Do now and hook (Time: 3 min)

On the board: "Baseline. Rate your stress right now, 1 to 5. Write your first body signal from yesterday's map. This is your starting number for every test today."

Debrief: none, it is private. Hook, slide 2: “Yesterday most of you said school and friends. Today you try six tools on whatever number you just wrote, right here, and you rate each one. By the end you will know which three to keep. Not which three sound good. Which three worked.”

### Procedure

| Step                 | Teacher will                                                                                                                                                                                                                                                                                                                                                                                                                                            | Students will                                                                                                                | Time   |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------|
| 1. The test rules    | Slide 3. Each tool: hear the steps, try it for the timer, rate your stress after (1 to 5), write one word on how it felt. Honest ratings only; “it did nothing” is a useful answer. No talking during breathing and walking. Talking tool has partners assigned.                                                                                                                                                                                        | Copy the six tool names onto the test sheet. Confirm partners.                                                               | 4 min  |
| 2. Six tools, tested | Run each with its slide and the timer. (1) Box breathing: in for four, hold four, out four, hold four; four rounds; 90 seconds. (2) Two-minute walk: the loop, no phones, no talking; 2 minutes. (3) Brain dump: write everything in your head onto the scrap sheet, no order, no sentences; 2 minutes; then fold it. (4) Music or movement break: the track plays; stand, stretch, move, or sit and listen; 90 seconds. (5) Talk to someone: partners; | Try each tool. After each, rate 1 to 5 and write one word. Fold the brain dump sheet and keep it or put it in the shred box. | 20 min |

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|                               | <p>one talks for 45 seconds about anything stressing them or anything at all, the other only listens (no advice); switch; 2 minutes.</p> <p>(6) Sleep and food basics: not a live test; slide 9 shows the two questions, “did I sleep in my window last night (Lesson 2.6)” and “did I eat something real today”; students answer yes or no and rate how they think they would feel if both were yes; 2 minutes. Between tools, 30 seconds to rate and write. Circulate; watch for a student who is not okay and use the who-to-ask list.</p> |                                                                                                      |       |
| 3. Compare and build the card | <p>Slide 10. Find the tool that dropped your number the most; that is your number one. Rank the top three. On the toolkit card: the three tools, the situation each fits (before a test; after a fight; Sunday night; on the bus), and one line for “if number one does not work, I will ___” (try number two; or bring it to an adult from yesterday’s</p>                                                                                                                                                                                   | <p>Compare ratings. Fill the toolkit card. Cut it off and put it in the FACS folder or a pocket.</p> | 8 min |

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|  | list). Cut the card off and keep it. Then the honesty check: “Hands if your number one surprised you.” |  |  |
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## Questions to ask

Monitor understanding:

- What are the four counts in box breathing?
- Which tool needs another person? Which tools can you do in a hallway between classes without anyone noticing?
- Your rating went from 3 to 3 on a tool. What does that tell you?

Deepen learning:

- The brain dump does not fix anything on the list. Why might it still lower the number?
- The listening partner was not allowed to give advice. Was that harder or easier than being the talker? What does that say about what a stressed friend needs from you?
- Sleep and food are the only tools you cannot use in the moment. Why are they on the list at all? (Because they set the baseline every other tool starts from.)

## Check for understanding

Clipboard during Step 2: a yes or no per student on “rated after each tool,” “one word written,” and “tried the tool” (a student may sit out any tool; sitting out is not a no if they write “sat out” and a reason). Whiteboard check before Step 3: “Which tool moved your number the most?” held up as a number 1 to 6. A spread across the room is the expected and correct result; a room that all writes the same number probably rated what they think you wanted.

## Closure (Time: 5 min)

Exit line on the bottom of the test sheet (turned in; the card is kept): 3 tools you tested with their after ratings, 2 you are keeping, 1 sentence on why your number one is number one. Two students read their “1” aloud by choice. Say what Lesson 3.9 is: “Tomorrow: your online life, and then the Stress Plan, which is the check for this topic. Bring the card.”

## Differentiation and supports

- ELL: each tool slide has the steps as numbered pictures (lungs and a square for breathing; footprints for the walk; a pencil and a pile for the dump; a note for music; two faces for talking; a bed and a plate for basics); the counts for breathing are shown on the screen, not only spoken; word bank on the handout for breathe, walk, write, music, talk, sleep, and food in Turkish, Portuguese, and Spanish; a student may do the talking tool in their first language with a partner who shares it.

- IEP and 504 (general): any tool may be sat out with a one-word reason; the walk can be a seated stretch; the music break can be with headphones if the student has them; ratings can be circled instead of written; the toolkit card can be dictated to the teacher; a student who cannot cut the card gets one pre-cut.
- Grade 6 support: test four tools (breathing, walk, brain dump, music); the card holds two tools.
- Grade 8 stretch: Part 3 on the handout: pick one tool and write the steps as a three-line card a younger student could follow, then one sentence on which tool would work in a job (the Investor Challenge crisis day from Lesson 2.17 is a good example of stress at work).
- UDL checkpoint used: multiple means of engagement (students test and rate for themselves; sitting out is allowed; the kit is personal) and multiple means of action and expression (movement, writing, listening, speaking, all inside one period).
- No-kitchen or no-machine alternative: not needed. If the hallway loop is not allowed, the walk is a loop inside the room or a two-minute standing stretch.

## Assessment

| Objective                                         | Standards met                                                     | Learning task                             | Assessment<br>(formative or summative; tool)                                                                                                                                                                                |
|---------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Describe six tools and their steps             | HDR 3. e); HSW 6. d)                                              | Test sheet tool column, Step 1 and 2      | Formative; test sheet checked for six tools named; the steps for two tools return on the Unit 3 test                                                                                                                        |
| 2. Test each tool, rate before and after, compare | HSW 6. d) and e); National FCS 13.1.6; CDOS 3a Personal Qualities | Six tool tests, Step 2; whiteboard number | Formative; clipboard checklist (rated, one word, tried or sat out with a reason)                                                                                                                                            |
| 3. Build a ranked toolkit card with a backup line | HDR 3. e); HSW 6. e); Std 2 KI                                    | Toolkit card, Step 3                      | Formative; card glanced for three tools, three situations, and a backup line (the student keeps it); the two tools on the card are the two tools required on the Stress Plan, the formal check for Topic 3.2, in Lesson 3.9 |

## Homework

None. Optional: use your number one tool once before tomorrow and write the before and after numbers on the back of your card.

## Connections

Inside the building: the health teacher, if health teaches breathing or mindfulness, so the counts and names match; the PE teacher, who may already run a two-minute walk or stretch and can tell you what students call it; the counselor, who may want copies of the tool slides for advisory. *[Sal: the HDR module's illustrative activity is a mindfulness journal; if the counselor runs one, the toolkit card is a page in it.]*

## Sources

- NYS Middle Level CTE FACS Content Module 02, Human Development and Relationships (nyctecenter.org, June 2018), line 3. e). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Module, Health, Safety, and Wellness, lines 6. d) and 6. e). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 2, Intermediate, FACS strand. Wording per 02 Standards/STANDARDS SOURCES - web research.md, section 2.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competency 13.1.6.
- Box breathing (four counts in, hold, out, hold) is a widely taught paced breathing pattern; the walk, list, music, talking, and sleep and food tools are the everyday coping strategies listed on the National Institute of Mental Health fact sheet on stress for teens ("I'm So Stressed Out," nimh.nih.gov). *[Sal: confirm the page before teaching.]*
- Sal's own materials: the sleep window from Lesson 2.6 and the self-talk swap from Lesson 3.5 are the two tools from earlier lessons that students may add to the card.

## Teacher notes

- Twenty minutes for six tools is tight. The timer runs the lesson. Say the steps once, start the timer, and do not stop to explain during a tool.
- If the period runs short, drop the music break (tool 4) and keep the talking tool; the talking tool is the one most students have never done on purpose.
- Common mistake: students rate every tool a 2 because they think low numbers are the right answer. Say before the first tool: "A rating that did not move is a true rating. I am not grading whether the tool worked. I am grading whether you tested it."
- The brain dump sheet is private. Have a shred box or a recycling bin they can fold it into. Nobody reads it, including you.
- Watch the room during the talking tool. A student who cannot stop crying or who goes silent and stays there needs the who-to-ask list today, not the card.
- *[Sal: the two-minute walk is the tool most likely to be cut by a school that does not want students in the hallway. Tape a loop in the room. It works almost as well.]*