



Gold Seal Lesson

Author(s): Marsha Kucker			Lesson Title: Coping with Stress			
Grade Span			ICLE Application Model			
K-4 XX	5-8	9-12	A	B XX	C	D

Instructional Focus:

Writing – Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Reading – Students read a variety of grade level materials, applying strategies appropriate to various situations.

Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

Stress affects everyone. Students need to be aware of ways to handle the stress they face in their lives.

1. Tell students that today they are going to talk about dealing with stress. Discuss the definition of stress: stress is pressure that affects our feelings, our thinking, and our behavior.
2. Discuss with students that everyone has stress in their lives and that some of it can be good.
3. Brainstorm with the class examples of good and bad stress. Some could be written on the chalkboard. For example:

Good Stress

Tension before taking tests leading to more study
 Caution in crossing busy streets
 Pressure to do well in school
 Pressure to conform to basic rules of the group

Bad Stress

Family divorce
 Family arguments
 Peer pressure to do bad things
 Pressure to be perfect

4. Lead students in a discussion of ways to reduce or handle stress. Make sure to include: belonging to a group, relaxing, exercising, recreation/hobby, sharing, and avoiding stress-producing situations.

Performance Task continued:

5. Ask students to fold a sheet of paper in half vertically. Ask the students to list the pressures that cause them stress on one half and a way to handle the stress on the other half. For example:

Pressure

Family Divorce

Ways to Handle the Stress

Belong to a group where one can share the problems

6. After giving students about ten minutes to work on the activity, ask students to share their ideas as time permits.
7. As a follow-up activity, ask students to analyze the stress level of a character in an age-appropriate piece of fiction. Use the folded paper in the same manner as described above to analyze the fictional character.
8. Ask students to write a friendly letter to the fictional character suggesting ways the character can manage stress in his/her life.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)

Follow oral or written directions. (ela 4)

Present information in well-organized fashion that will be clear to the target audience. (ela 11)

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)

Use writing as a tool for learning in formats such as learning logs, laboratory reports, note taking, journals and portfolios. (ela 40)

Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important. (ela 50)

Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)

Scoring Guide:

Ratings: 4 – Excellent, 3 – Good, 2 – Average, 1 – Poor, 0 – Unacceptable

Works well independently. _____

Stayed focused on task. _____

Seeks help appropriately/assumes responsibility for completing task. _____

Structure and content appropriate for grade level. _____

Spelling and punctuation appropriate for grade level. _____

Class Participation _____

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Grammar Narrative Vocabulary Spelling	Geometry	Life Science
Communications Discussion Listening Communication	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	