

Stress & Goal-Setting Unit



Stress is a risk factor for cardiovascular disease, and children are not immune to it. Throughout the unit, students define stress, identify causes and warning signs and determine healthy escapes. This builds awareness and serves as an interlude. Lessons further help students name emotions and their opposites so they can adjust attitudes and communicate through I-messages. It also covers the topic of forgiveness being a choice not a feeling, and exposes our need to forgive ourselves the most at times. The purpose of the unit is to help students devise a pathway for coping with and moving through stress positively. (Objectives may overlap among lessons to reinforce content and skills.)

The culminating goal setting lesson involves children in writing a fitness, nutrition and/or stress-management goal as an application of what they've learned throughout the curriculum.

ACTIVITY	DESCRIPTION	OBJECTIVES
Stress: What is it?	With a literacy connection from the book <u>Don't Pop Your Cork on Mondays</u> , students define stress, identify causes, warning signs, and positive/negative reactions as well as escapes.	<ul style="list-style-type: none"> Each student will explain how bodies react to stress. Each student will explain healthful ways to manage stress on a daily basis. Each student will explain how attitude affects stress. Each student will differentiate eustress and distress.
Emotions Behind Stress	Given scenarios of stress passing from person to person, students name emotions underlying negative and positive actions.	<ul style="list-style-type: none"> Each student will explain how bodies react to stress and steps to managing it. Each student will explain how attitude affects stress. Each student will explain the impact of different emotions and discuss strategies for dealing with them.
Forgiveness and Turning the Tide	Children define forgiveness as a choice vs. a feeling and practice communicating through the use of <i>I-messages</i> .	<ul style="list-style-type: none"> Each student will explain how attitude affects stress. Each student will describe the actions of true friends and ways to maintain healthful relationships. Each student will implement appropriate emotional-response strategies.
Attitude Check	Learners turn Alexander's frown upside down in <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> through an attitude adjustment exercise.	<ul style="list-style-type: none"> Each student will explain how attitude impacts stress. Each student will explain healthful ways to manage stress on a daily basis. Each student will implement appropriate emotional-response strategies.

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<p>Self-Care Assessment</p>	<p>Through a plethora of children's books, students identify how main characters give and receive kindness. Those methods are grouped into five categories. From there, they pinpoint the method in which they (along with a family member) most like to receive acts of kindness. Finally, they set goals to show a loved one kindness in that manner.</p>	<ul style="list-style-type: none"> • Each student will explain healthful ways to manage stress on a daily basis. • Each student will describe ways to maintain healthful relationships. • Each student will apply a variety of emotional-response strategies. • Each student will develop a plan and write a goal to improve the health of a relationship.
<p>Self-Esteem</p>	<p>There are many shapes that live in <u>SHaPEsVILLE</u>. Each shape is uniquely created, and it's okay to be different from others. Then children share which shape in <u>SHaPEsVILLE</u> they are most like and why (highlighting their interests, talents and positive qualities).</p>	<ul style="list-style-type: none"> • Each student will describe the influence peers can have on character. • Each student will describe ways to maintain healthy relationships. • Each student will demonstrate appropriate emotional response strategies
<p>Goal-Setting <i>(This lesson could be taught after the fitness or nutrition units if desiring to have students write a goal targeting each area. Students should work on one goal at a time, however.)</i></p>	<p>Given the components of a S.M.A.R.T. (specific, measurable, attainable, realistic and time-bound) goal, grade-schoolers identify missing elements in sample goals, write their own health & fitness goal and track it in a log for two weeks to form a heart-healthy habit.</p>	<ul style="list-style-type: none"> • Each student will draw conclusions from fitness assessments and nutrition assignments for effective goal-setting. • Each student will develop a plan to improve previous health-related fitness scores. • Each student will create a health plan for improvement.

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