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Learn to Use Stress Reduction Techniques

TRANSITION OBJECTIVE

Students will recognize symptoms of stress and learn a procedure for reducing stress.

RELEVANCE TO SUCCESSFUL TRANSITION

Handling stress is a skill one must master to be healthy and happy. Learning to control physical reactions and relax are ways to handle stress.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I can handle stress when . . .

❑ STEP 2: Convene Roundtable

"I become stressed when ____."

❑ STEP 3: Advance Organizer

"Today you will continue to learn and practice stress reduction techniques."

tell them this test will be a large part of their grade. After two minutes, tell students to put their pencils down and find their neck pulse, using their first and second fingers. As soon as everyone has found their pulse, have them count their heart beats for six seconds. They should write this number at the bottom left of the test page.

Now have students sit back and relax. Tell them to take three deep breaths and relax their bodies. Explain that they have 10 minutes to answer questions six through 10. Tell them they may use their notes and work with a partner. If possible, play classical music, such as Mozart. Assist students as needed. After 10 minutes, have students take their pulse again. Make two columns on the board titled *First* and *Second*. Have students report the two pulse recordings as you write them under the two columns. Draw a line graph depicting the two pulse rates for all students. Compare and discuss the difference in the two pulse rates.

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LIFE MANAGEMENT: Unit 1
LESSON 8

Stress Test

Read the first five statements and mark "T" for true or "F" for false.

- ____ 1. Stress is our body's reaction to what is happening to us.
- ____ 2. Some people may feel stress sitting on the beach.
- ____ 3. Driving a car always causes stress.
- ____ 4. Stress is usually positive.
- ____ 5. Taking a test can cause stress.

Stop
Stop
Stop

Read questions 6 - 10 and answer yes or no.

- ____ 6. Do you feel stress when taking a test?
- ____ 7. Does stress cause us to feel panic?
- ____ 8. Will eight hours of sleep each night reduce stress?
- ____ 9. If stress is not handled well, it causes exhaustion.
- ____ 10. Regular exercise or talking to a friend are positive ways to handle stress.

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❑ STEP 4: Activity - 20 Minutes

To raise the level of stress in your students, give these directions for the Test activity. Tell them they will have a test on what they have learned so far about stress. Distribute the **Stress Test** and tell students they have one minute to mark true or false for the first five statements. To increase their level of stress,

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LIFE MANAGEMENT: Unit 1 LESSON 8

Seven Secrets for Immediate Stress Relief
LETT-IT-B

- L**ook
Recognize your stress. Stop and ask yourself, "What is going on here?"
- E**xercise
Do 10 to 30 minutes of brisk exercise, such as taking a walk, shooting baskets or dancing.
- T**alk
Talk about your stress with someone you trust. This gives you a chance to think about what is causing your stress.
- T**ime
Calm yourself; quietly take time to decide how to respond. Say, "I need to think about what is causing this stress."
- I**nterest
Do something creative like sing, draw, paint, sew, crafts or play music.
- T**hink Positively
Think of a pleasant experience. Day dream and push the stress out of your mind for a few minutes.
- B**reathe
Stop, relax, breathe deeply ten times. Count each breath to help focus and take your mind off the stress.

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□ STEP 5: Activity - 25 Minutes

Explain to the students that there are other symptoms of stress, such as sweaty hands, clenched hands and teeth, tightened muscles, tight stomach, trembling voice, racing heartbeat and aching head. Tell

them that when these symptoms happen, it is important to free the body of tension.

Go over the handout **Seven Secrets for Immediate Stress Relief**. Point out that the beginning letters for each secret spells LETT IT B. Discuss let - it - be, as the phrase relates to stress reduction. Students break into seven groups. Each group is given one of the seven ways to deal with immediate stress. The groups have five minutes to discuss the technique and present it to the class with an example. Show the video clip, *Deep Breathing Techniques for Stress* and have students practice deep breathing.

□ STEP 6: Evaluate Outcomes

One thing I will do next time I feel stressed is "_____."

□ STEP 7: Connecting Activity

Assign students to use one stress reduction technique with a person or event and be prepared to share it at the next class meeting.

KEY WORDS

immediate

relief
creative

tension

relax
respond

calm

MATERIALS AND PREPARATION

- Student Handouts: **Stress Test**, page 27; **Seven Secrets for Immediate Stress Relief**, page 28.
- Prepare for test activity.
- Prepare to talk about the seven ways to relieve stress.
- Search online for "deep breathing for stress" videos. There are many short clips.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Math, Listening
- Thinking Skills: Creative Thinking, Reasoning
- Personal Qualities: Responsibility, Self-Management