# Grade 9 Sample Lesson Plan: Unit 8 – I hope I can cope

## SOLs

- Develop a personal system for coping with distress and stress.
- Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.

## Materials

- Stress management Journal
- Visualization presentation
- Do not disturb sign

## Procedure

- Explain to students that they have been rewarded with "a perfect day" experience. They came in to school on a Friday. Their principal and their parents are there to give them the keys to the family car, a full tank of gas, and
- $50.00.
- Allow the students to describe, in detail, how they would spend their perfect day. The only restriction is they must be home by midnight.
- Discuss student responses.
- Explain to students that although this is not realistic, it is important to remember to incorporate these stressfree days in our daily lives. With the heavy workload and all the social pressures at this age, every student needs a break.
- Explain that this is why the class is having a stress management day today.
- Give each student a Stress Management packet
- This stress management packet contains all the techniques we will be using today during our stress management day. The most important page in this packet is the "Reflection" page. This is the assessment piece of the packet. Regardless of which technique(s) you choose to perform, the reflection on how those techniques worked for you is the only part that will be graded.
- Relaxation C.O.P.E. Technique (Stress Journal)
- Explain that today you will set up a center to deal with stress at school called the Relaxation Station. Relieving stress is important to overall mental, physical, and emotional health.

- The Relaxation Station teaches students how to C.O.P.E. with stress and anxiety. Students learn helpful strategies to use in a classroom center.
- At the Relaxation Station, students use the strategy C.O.P.E. Concentrate on what's bothering you, Only you know your feelings, Pick a relaxation strategy, and Evaluate if you are feeling better.
- Step 1 is to concentrate on what is bothering you. Is it a test, quiz, family problem, problem with friends or something else? Students give some examples of problems or stress that a student their age might have.
- Step 2 involves identifying what feelings you have. Students give examples of feelings.
- Step 3 has students picking a relaxation strategy. The options are writing in a journal, drawing a picture, listening to music, breathing deep, or taking a short walk.
- Step 4 allows students to evaluate whether or not they feel better. If they do, then the student can return to work. If they don't, then they need to speak to an adult. Have students give you examples of adults that they can talk to their problems about (teachers, parents, counselors, school nurses).
- Give students a choice of the following activities. Every student must complete the
- C.O.P.E. evaluation sheet.
- Journal Entry (Stress Journal)
- Students list 5 stressors that they encounter/will encounter today.
- Students will then indicate what part of the “whole” self they would classify the stressors listed above (emotional, physical, intellectual, spiritual, or social).
- Students then choose one stressor from above and reflect upon it by writing a short paragraph about why they think it caused them stress, how they handled it, and how they would handle it differently if they could do so.
- Doodle (Stress Journal)
- Students have this page to draw or sketch whatever it is they feel like. This page is to be marked up in any way the students seem fitting (school appropriate obviously)
- Coloring (Stress Journal)
- Remember when you were a child, lying on your tummy on the floor, coloring book open, crayon in hand with the other crayons spilling out of the box? Can you remember the sense of peace and enjoyment you felt while you were coloring?
- Choosing colors and the gentle, repetitive motion of your hand as you bring color to paper helps quiet your mind--bringing your usual rapid-fire thoughts down to a much slower pace.
- Coloring is the perfect creative quick fix for anyone. It's a time to experiment with color and to express your moods with color in an effortless, convenient and affordable way.
- Coloring is being used in formal therapeutic settings such as eye-hand coordination development and to help heal victims of trauma. Regardless of your needs, there is so much to be gained by spending some time coloring.

- Progressive Muscle Relaxation
- Teacher will take students through a PMR script. Students will be instructed to lie on the floor or sit in a comfortable, spread out position in their seats. Students will be given a bunch of instructions on how to tense and relax a variety of muscle groups in order to relax their entire body.
- Visual Imagery

Visualization is thinking of or actually looking at pictures, images and sensations. Visualization is a powerful technique as it enlists the imagination to problem-solve, to provide a haven to calm and nurture the soul and stimulate creativity. Visualization is very absorbing, and tends to stop or slow down the "chatter of the mind", giving time out from the everyday worries, concerns and negative thoughts. Ideally visualization is introduced after progressive muscle relaxation, so you relax the body, and then relax the mind. The following is a simple example of visualization.

**Aromatherapy**

- Relatively little research is available on aromatherapy. However, while further studies are needed, many studies have already shown aromatherapy's benefits. Of the research that has been done to date, here are some of the findings:
- Preliminary research shows that aromatherapy can alter brain waves and behavior.
- Aromatherapy can reduce the perception of stress, increase contentment, and decrease levels of cortisol, the "stress hormone."
- One study showed that an aromatherapy massage could have some beneficial effects on anxiety and depression.
- Scents that have been shown to have some relaxation effects are: lavender, lemon, peppermint, and rosemary.
- Ways to use aromatherapy in stress relief:
    - Candles

**To-Do List**

Another option given to the student will be the opportunity to fill out a To-Do list. Organizing thoughts and creating a checklist of things that need to be completed can keep the day's task manageable.

**Pancakes**

Throughout the entire lesson today, pancakes will be prepared. Each student will take a plate if they would like to eat pancakes. Whenever there is an empty plate in front of a student, we will assume the student is still hungry and give them another pancake.

- Therefore, once the student is full or does not want pancakes anymore, please have them dispose of their plates.
- Assess the reflections

- 4= The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill
- 3= The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
- 2= The response shows some evidence of the ability to apply skills; the response may have inaccuracies or be incomplete.
- 1= The response shows little or no evidence of the ability to apply health

## References


- **Melanie Lynch, M.Ed. North Allegheny School District**


## Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

# Shhhhhhhhhhhh.....

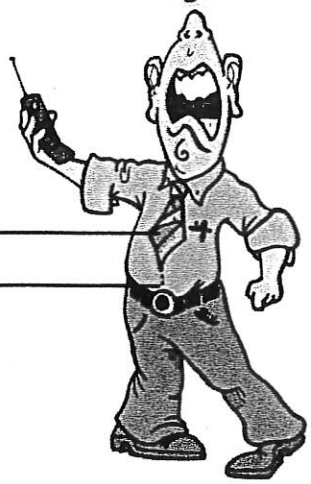
# Relaxation in Progress

# Stress Journal

## Stress Management Unit

Name_____

# Relaxation C.O.P.E Technique



**Step 1 Concentrate on what's bothering you:**

1. Do you know what is bothering you?
2. If so, describe it below:

_____

_____

**Step 2 Only you know your feelings:**

Circle any of these feelings you might have or add your own.

Anger frustration sadness fear mad
stressed upset worried panic doubt
betrayed confused unsure anxious tired
depressed lonely cranky grouchy furious

_____ _____ _____ _____

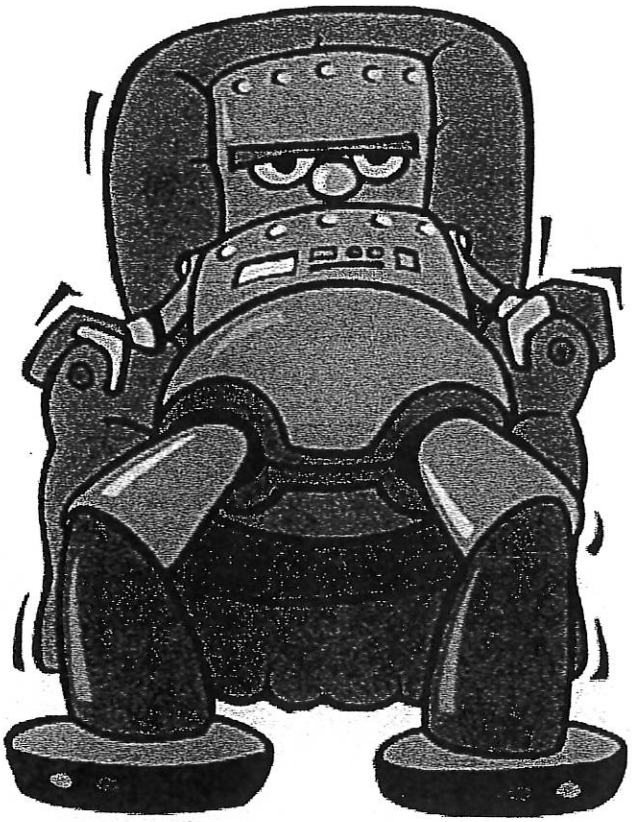
**Step 3 Pick a relaxation strategy:**

1. Write in your journal
2. Draw a picture
3. Listen to music
4. Do some deep breathing exercises
5. Eat some pancakes, but only if you are hungry
6. Use visualization relaxation technique with the images
7. Use the aromatherapy device being passed around

**Step 4 Evaluate if you are feeling better:**

1. Do you feel better? _____

On the back of this worksheet, please analyze the stress management techniques that you used today and explain why they did or did not help you. Be specific.



# Journal Entry #1

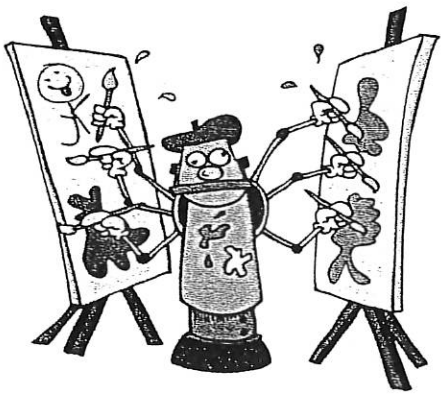
Please list 5 stressors that you encountered today.

- 
- 
- 
- 
- 

Please indicate what part of the "whole" self you would classify the stressors listed above (emotional, physical, intellectual, spiritual, or social).

- 
- 
- 
- 
- 

Please choose one stressor from above and reflect upon it by writing a short paragraph about why you think it caused you stress, how you handled it (if you did) and how you would handle it differently if you could do so.



# DOODLES

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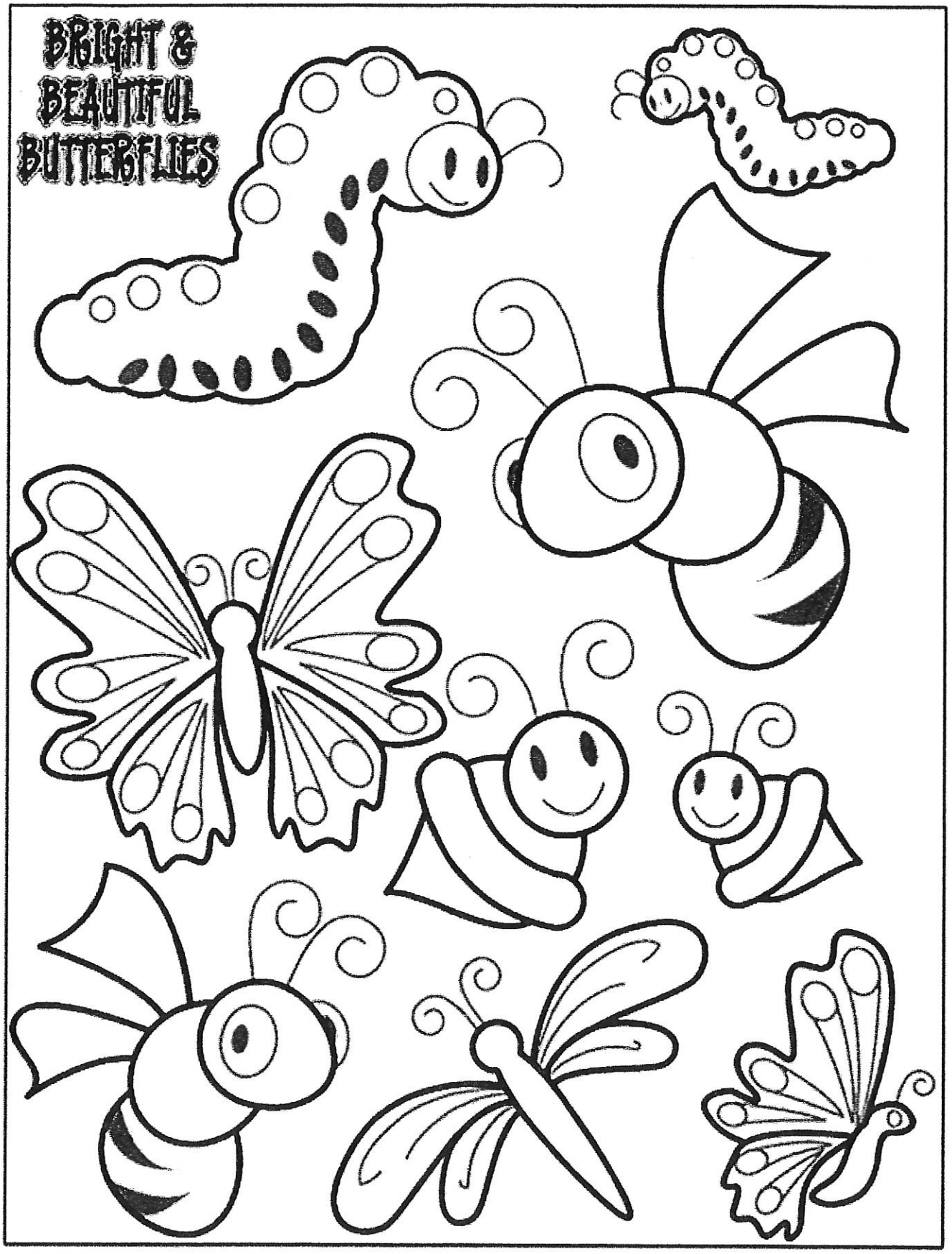

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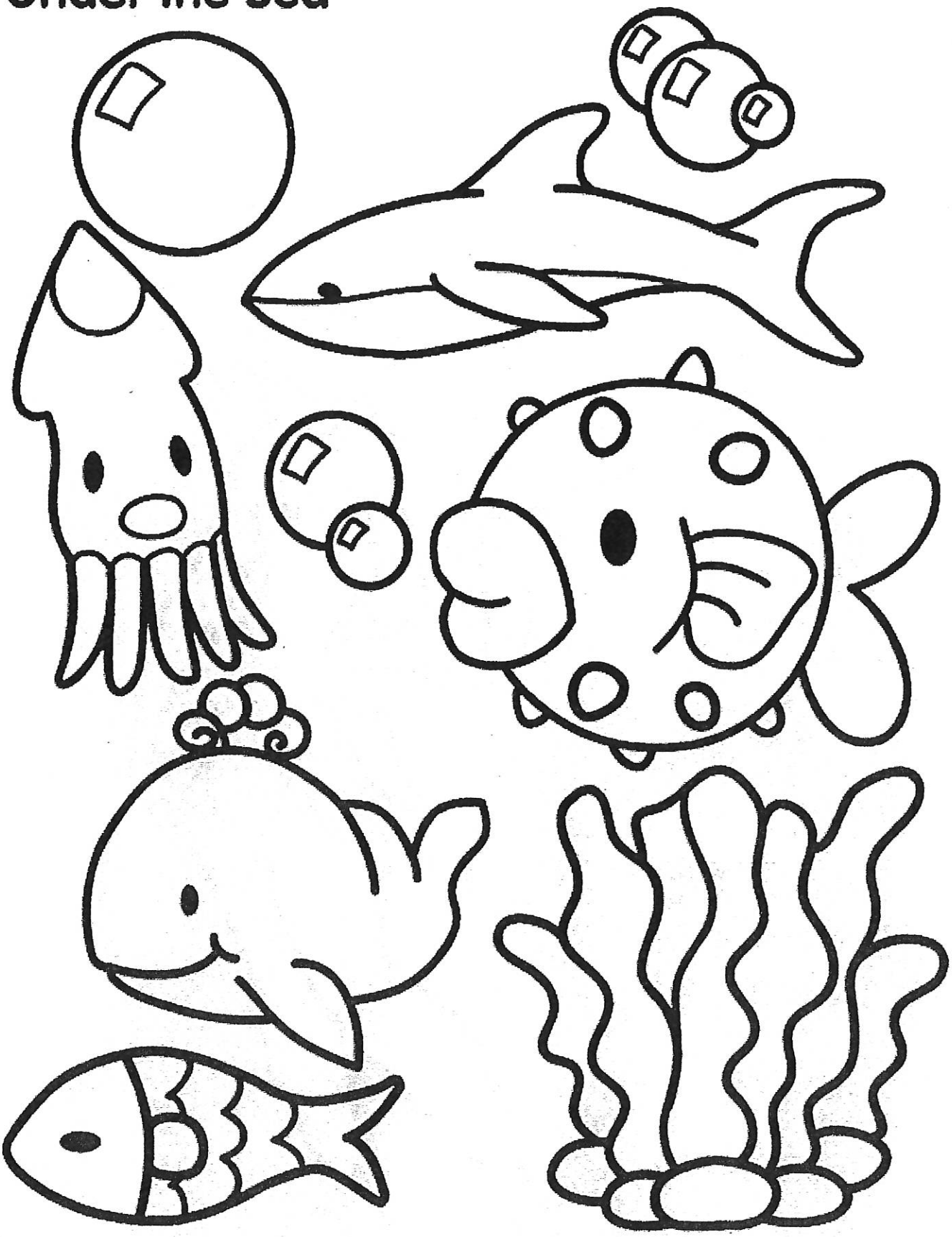
# Under the Sea



# TO DO LIST

Directions: List all of your appointments, meetings, assignments, practices, etc. on the chart below. Use it as a guide to help you manage your times. Cross off each item as you complete it.

| |
|---|
| Monday |
| Tuesday |
| Wednesday |
| Thursday |
| Friday |
| Saturday |

# Daily To Do List

## Must Do

## Call

## Scheduled

## To Do

## Morning

## Before Bed

## Water

## I'm Thankful For