



## Educator Guide: Stress Toolkit Activity

### **Recommended for Grades:**

6<sup>th</sup>

### **Time:**

3 minutes

### **National Health Education Standards:**

This activity aligns with the following National Health Education Standards:

- Standard 1: Use functional health information to support health and well-being of self and others.

For more information about the National Health Education Standards, visit the SHAPE America website: [shapeamerica.org](http://shapeamerica.org).

### **Learning Objectives:**

After completing this activity students will be able to:

1. Identify positive ways to deal with stress that they may be dealing with in their own life.

### **Activity Description:**

In this activity students will learn positive ways to deal with stress. They can use these strategies to manage short and long-term stress.

### **Pre and Post-Test Question:**

Use the following question with your students in any way that you see fit (on paper, using a survey tool, etc.) You may choose to combine questions from various lessons and activities that your students participate in. Correct answer choices are bolded.

1. Which of the following are positive ways to deal with stress? Choose three answers that apply.
  - a. Avoid friends
  - b. Get a good night's sleep**
  - c. Talk to a trusted adult**
  - d. Take anger out on others
  - e. Prioritize**



## **Vocabulary:**

Use the following list of vocabulary as a reference for yourself or your students as you complete the Stress Toolkit Activity. You may choose to use this list in any way that fits your needs.

- Prioritize – to list or rate tasks, goals, projects, activities, etc., according to their importance
- Stress – the body's response to pressures from a situation or life event



# Supplemental Activity: My Personal Stress Kit

## **Objectives:**

After completing this activity students will be able to:

- Identify at least one role model that demonstrates positive mental and emotional health.
- Identify personal stressors at home, school and with friends.
- Differentiate between positive and negative ways of dealing with stress.
- Identify positive ways to deal with stress that they are dealing with.

## **Materials Needed:**

- White board or SMART board
- My Personal Stressors Worksheet (included below)
- Stress Reduction Techniques Handout (included below)
- Index cards or paper cut into approximately 3 ½" x 5"
- Hole punch
- 1" binder rings
- Stapler if a hole punch or binder rings aren't available
- Pens or pencils

## **Time Required:**

45 minutes



### Instructions:

In this activity, students will think about specific things or situations that cause them stress and different ways to deal with their stress. Review different stressors with students while highlighting the difference between everyday stressors, such as tests, a soccer game or an argument with a friend or family member, and long-term stressors, such as a divorce, illness in the family or moving to a new city. Discuss with students that everyone is different and something that may cause stress for one person may not cause any stress for someone else. The important thing is for students to identify their own personal stressors.

There are lots of different ways to deal with stress. Some ways can be healthy and some can be unhealthy. Review with students several healthy ways to deal with stress, such as taking deep breaths, talking to a trusted adult, getting enough sleep, planning ahead, etc. Give students a few specific examples that they can relate to. For example, when you're stressed about a presentation coming up, it can be healthy to plan ahead and prepare for it so you can get a good night's sleep the night before, but it can be unhealthy to stay up all night the night before preparing for it.

Next, give each student the My Personal Stressors Worksheet. Make students aware that this worksheet will be just for them and they will not be turning it in. After allowing students time to complete their worksheet, give each student 4-7 index cards and a copy of the Stress Reduction Techniques Handout. Students will be creating their own stress reduction cards, based on what they think will work for them. For each index card students should write down one stress reduction technique (either from the Stress Reduction Techniques Handout or from their own personal experience). These should be things that they think will work for them in a stressful situation. Some students may find more helpful techniques than others so there will be some variation between students. Encourage students to think of someone they consider a role model who manages their stress in a healthy way, and they can write their name on a notecard as a reminder of that person.

Once the index cards are complete either use a hole punch and a binder ring to finish them into a book or staple the cards together.

# My Personal Stressors Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Think about the times that you've felt stress over the last week. Be specific in your answers.

I felt stress when: \_\_\_\_\_

Where was I? \_\_\_\_\_

What was I doing? \_\_\_\_\_

Who was I with? \_\_\_\_\_

I felt stress when: \_\_\_\_\_

Where was I? \_\_\_\_\_

What was I doing? \_\_\_\_\_

Who was I with? \_\_\_\_\_

I felt stress when: \_\_\_\_\_

Where was I? \_\_\_\_\_

What was I doing? \_\_\_\_\_

Who was I with? \_\_\_\_\_



# Stress Reduction Techniques

There is no one right solution for stress management because what works for one person may not work for another. Listed below are different strategies that may work for you. You can add your own ideas to the list too. Try a few and see what works best!

- Take a break
- Count to ten
- Learn to relax
- Talk to a friend
- Talk to an adult
- Prioritize
- Do something different
- Cut an activity out of your day
- Make time to do something you enjoy each day
- Practice mindfulness
- Take deep breaths
- Listen to music
- Get some physical activity
- Find a hobby
- Write down your thoughts and feelings
- Take one step at a time
- Encourage yourself
- Do something creative, such as writing, painting, drawing, etc.
- Eat healthy foods
- Eat regular meals and snacks
- Get a good night's sleep (9 hours each night)
- Cuddle with your pet
- Walk your dog
- Get outside
- Check your attitude
- Plan ahead
- Get organized
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Handouts

Included on the following pages are additional resources that you and your students' families may find useful.



# Mental Health Resources for Families and Educators

988 Suicide & Crisis Lifeline, call 988 or [988lifeline.org](https://988lifeline.org)

Anxiety and Depression Association of America, [adaa.org](https://adaa.org)

Centers for Disease Control and Prevention (CDC), [cdc.gov/childrensmentalhealth/](https://www.cdc.gov/childrensmentalhealth/)

Children and Adults with Attention-Deficit Hyperactivity Disorder, [chadd.org](https://chadd.org)

Children's Wisconsin, [childrenswi.org](https://childrenswi.org)

Children's Wisconsin Shine Through, <https://shinethrough.childrenswi.org/parents>

The Institute for Child and Family Well-Being,

<https://uwm.edu/icfw/tools-and-resources-3-2/>

KidsHealth, [kidshealth.org](https://kidshealth.org)

Mental Health America, [mentalhealthamerica.net](https://www.mentalhealthamerica.net)

National Alliance on Mental Illness (NAMI), [nami.org](https://nami.org)

National Institute of Mental Health (NIMH), [nimh.nih.gov](https://www.nimh.nih.gov)

Wisconsin Department of Public Instruction (Student Services/Prevention and Wellness), [dpi.wi.gov/sspw/mental-health](https://dpi.wi.gov/sspw/mental-health)



# Transcript

## Intro

Here are some great ways to deal with stress. Different things will work for different people. What works for your friend may not work for you. And you may need to try a few things before you find out what works for you. Let's learn a little bit about each of these strategies and see which ones might work best for you. Click on each one to learn more about it and add it to your stress toolkit.

## Prioritize

Prioritize. Deciding which tasks, or activities, are most important can be very helpful when you feel overwhelmed.

## Get Organized

When you're organized, you're less likely to feel overwhelmed and stressed.

## Plan Ahead

Planning ahead could mean studying for the test you know is coming up or preparing for the speech you have to give in class. Being prepared for what's to come helps you to feel more in control.

## Talk to a Friend

When things become overwhelming, it can often be helpful to talk with friends who may be in similar situations.

## Talk to a Trusted Adult

It's important to have adults in your life who can help and support you. That could be an adult at home, a teacher, counselor or other adult at school or a close relative or a family friend.



## Get a Good Night's Sleep

Getting a good night's sleep helps keep your body and mind working well, which makes you better equipped to deal with stress. Someone your age should aim for at least 9 hours of sleep each night.

## Learn to Relax

Relaxation is the opposite of stress, so it's important to learn how to relax. For some that could simply mean learning to take deep breaths. For others it could mean learning different ways to be mindful throughout the day.

## Get Regular Exercise

Getting regular exercise will help your body and mind function at their best, including in stressful situations.

## Eat Healthy Foods

Eating healthy foods will fuel both your body and your mind, which can help in stressful situations.

## Check Your Attitude

Your attitude, outlook and thoughts can affect how you handle stress. Having a positive attitude and being optimistic can help you cope with stressful situations.

## Conclusion

Nice job! Now you have lots of options and things to try when you are feeling stressed. Try them and see what works for you!

# Acknowledgements

Children's Wisconsin would like to acknowledge the following individuals for serving as subject matter experts during the development of the 6<sup>th</sup> grade Mental and Emotional Health lessons, videos, activities and games:

Olivia Floyd, LCSW, Children's Wisconsin

Megan Johnson, Mukwonago Area School District

Tim Riffel, MS, LPC, Children's Wisconsin

Nicholas Schneider, LPC, Children's Wisconsin

A special thank you to New Berlin West Middle/High School for allowing us to film at their amazing school





Contact us:

**Children's Wisconsin  
E-Learning Center**

(866) 228-5670

[healthykids@childrenswi.org](mailto:healthykids@childrenswi.org)

