Lesson Title:
Recognizing My Stress!

Audience:
Youth Grades: K-12

Supplies Needed:

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans</td>
<td>1 of each lesson/presenter</td>
</tr>
<tr>
<td>Power Point file, “6LetterWord”</td>
<td>1</td>
</tr>
<tr>
<td>Laptop</td>
<td>1</td>
</tr>
<tr>
<td>LCD Projector</td>
<td>1</td>
</tr>
<tr>
<td>Oranges</td>
<td>1/group</td>
</tr>
<tr>
<td>Masking Tape</td>
<td>1 roll/group</td>
</tr>
<tr>
<td>Foam Rectangles</td>
<td>1/person</td>
</tr>
<tr>
<td>Magnets</td>
<td>1/person</td>
</tr>
<tr>
<td>Emotion icon cards</td>
<td>1-5/person</td>
</tr>
<tr>
<td>Glue</td>
<td>1 bottle/group</td>
</tr>
<tr>
<td>Scissors</td>
<td>1/group</td>
</tr>
<tr>
<td>Velcro</td>
<td>1/emotion/individual</td>
</tr>
<tr>
<td>Paper and Easel</td>
<td>1 of each</td>
</tr>
<tr>
<td>Markers</td>
<td>set</td>
</tr>
<tr>
<td>Trash Bag/Can</td>
<td>2</td>
</tr>
<tr>
<td>Paper Towels</td>
<td>1 roll/group</td>
</tr>
<tr>
<td>Play-Doh or Clay</td>
<td>1 container/group</td>
</tr>
<tr>
<td>Felt (for decorations)</td>
<td>Several pieces per group</td>
</tr>
<tr>
<td>Stickers (for decorations)</td>
<td>Several per group</td>
</tr>
</tbody>
</table>

Time Required: 10 minutes for set-up and 55 minutes to complete the series of activities.

Set-Up
1. Set-up Laptop and projector. Open the file named “6LetterWord”.
2. Lay out supplies to the activities that require supplies – Orange Philosophy, Brainstorming, and Emotions

Order of Activities
- PowerPoint
- Stress Triggers
- Orange Philosophy
- Brainstorming Behavior and Techniques to Manage Stress
- Progressive Relaxation
- Emotion Magnets
Introduction

Begin with the PowerPoint file, “6LetterWord”.

Read the instructions to the students from the 2nd slide, then move to the 3rd slide. See what reactions the students have to this photo.

Introduce the session: I’m guessing that most of us saw two very different animals in that picture...right? That probably means that we have good vision...but it also helps to illustrate a very important point: all of us have some level of stress in our lives!

During this session, we are going to learn about a very important part of the 4-H Healthy Living initiative: managing our stress. All of us have some level of stress in our daily lives. Some of us are able to handle it with ease, while others find it more difficult to handle. There are times when stress can almost be paralyzing to us...it’s at these times that we need to have some stress management techniques in our tool box ready for us to use!

So, let’s get started!

Lesson Title:
Recognizing My Stress!

Activity:
Orange Philosophy

Objective:
Participants will:
1. Recognize stress triggers.
2. Identify the harmful effects of negative stress reducers through a hands-on activity.

Audience:
Activity can be adapted for all levels K-12

Supplies Needed:

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange</td>
<td>1/group</td>
</tr>
<tr>
<td>Masking Tape</td>
<td>1 roll/group</td>
</tr>
<tr>
<td>Paper Towels</td>
<td>3 rolls</td>
</tr>
</tbody>
</table>

Set-Up
Divide the participants into groups and pass out an orange and a few pieces of paper towel to each group.
Procedure:

1. Scroll rather quickly through the slides #5-32, each including a different Stress Trigger.
2. Review the discussion points on the PPT slides related to stress (#33-35).
3. Distribute an orange to members of the group and ask them to examine the orange (slides #36-37).
4. Direct the participants to pull a piece of the peel off the orange each time a negative stress reducer is “shouted out”. (Examples of negative stress reducers can include sex, drugs, alcohol, cutting, etc…)
5. After each negative stress reducer is shouted out, pass the orange to the next person who will pull the next piece of the peel off the orange.
6. Continue until the orange is peeled.
7. Once the oranges are peeled, discuss what the orange is representing…your mental, physical, and emotional self.
8. Have groups examine their orange and have a discussion on what they see and how it relates to the mental, physical, and emotional self.
9. Now explain that the “Shout Outs” do not happen all at once to a person; however, if these happen over a period of time, permanent issues can result.
10. Now give each group a roll of tape and have the groups work together to put the peel back on the orange the way it was when they started the activity.
11. Have each group pass the orange around, so that each member of the group can examine the orange and see if it looks the same as before.
12. Have groups examine their orange and have a discussion on the process that the orange has taken through this activity as it relates to how you deal with stress.
13. Discuss what the masking tape represents….the external things one must have to hold themselves together to function in their original form. (e.g., support from friends, medicine, treatment, scars, etc.)

Discussion Questions

1. What were you thinking while the stress trigger words were being shown on the slides? Was your stress level raised any?
2. What happened to the orange in this activity?
3. How does the orange look now as compared to what it looked like in the beginning?
4. How does stress in your life relate to what happened to this orange? What does stress do to you?
5. What does the masking tape represent?
6. Who or what do you have in your life to help you “hold it all together” when you become stressed? Are there positive stress reducers that you use?
Lesson Title:
Recognizing My Stress!

Activity:
Brainstorming Behaviors and Techniques to Manage Stress

Objective:
Participants will discuss ways to positively cope with stress that occurs in their everyday life.

Audience:
Activity can be adapted for all levels K-12

Supplies Needed:

<table>
<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Flip Chart</td>
<td>1/group</td>
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<tr>
<td>Markers</td>
<td>1 roll/group</td>
</tr>
<tr>
<td>Play-Doh or Clay</td>
<td>1 container/group</td>
</tr>
<tr>
<td>Pencils/Pens</td>
<td>1/person</td>
</tr>
<tr>
<td>Paper</td>
<td>1-2 sheets/person</td>
</tr>
</tbody>
</table>

Set-Up
Put the participants into groups and pass out a piece of flip chart paper and marker to each group.

Procedure:
1. Direct the groups to brainstorm behaviors and techniques they can use to manage their stress (slide #38).
2. Brainstorming may be completed by writing words, drawing their ideas, acting out the behavior, or sculpting with Play-Doh or clay.
3. As the groups are brainstorming, ask them to record their ideas.
4. Give the groups a specific amount of time to complete this task.
5. Tell the group to select someone to report back to the entire group.
6. After each group reports, congratulate them on their ideas.
7. Share the ideas found on the PPT slide presentation (slides #39-40).

Discussion Questions:
1. What type of brainstorming did you enjoy most? Why?
2. Which of these stress-managing behaviors have you tried previously?
3. As you look at the list, which ones would you like to try in the future?
4. Why do you believe that it is important to manage the stress in your life?
5. In what ways can you help others to manage stress in their lives? How can you use this activity?
Lesson Title: Recognizing My Stress!

Activity:
Progressive Relaxation

Objective:
Students will learn deep muscle relaxation as an easy stress-reduction activity.

Audience:
Activity can be adapted for all levels K-12

Supplies Needed:

<table>
<thead>
<tr>
<th>Item</th>
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</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

Set-Up:
Explain to participants that they are going to do an activity that will help them relax by tightening and releasing different muscle groups in their bodies. Give the participants the opportunity to sit or lay down on their backs. Show PowerPoint slide #41 during this activity.

Procedure:
Demonstrate/model each step for students in preparation for their participation. *Then read and model the following instructions to participants twice for each direction:*

1. Raise your eyebrows and wrinkle your forehead. Try to touch your hairline with your eyebrows. Hold for 5 seconds...and relax.
2. Make a frown. Hold for 5 seconds...and relax.
3. Close your eyes as tightly as you can. Draw the corners of your mouth back with your lips closed. Hold for 5 seconds...and relax.
4. Open your eyes and your mouth as wide as you can. Hold for 5 seconds...and relax. Feel the warmth and calmness in your face.
5. Stretch your arms out in front of you. Close your fist tightly. Hold for 5 seconds...and relax. Feel the warmth and calmness in your hands.
6. Stretch your arms out to the side. Pretend you are pushing against an invisible wall with your hands. Hold for 5 seconds...and relax.
7. Bend your elbows and make a muscle in your upper arm. Hold for 5 seconds...and relax. Feel the tension leave your arms.
8. Lift your shoulders. Try to make your shoulders touch your ears. Hold for 5 seconds...and relax.
9. Arch your back away from the back of your chair (or off the floor). Hold for 5 seconds...and relax.
10. Round your back. Try to push it against the back of your chair (or against the floor). Hold for 5 seconds...and relax. Feel the tension leaving your back.
11. Tighten your stomach muscles. Hold for 5 seconds...and relax.
12. Tighten your hip and buttock muscles. Hold for 5 seconds...and relax.
13. Tighten your thigh muscles by pressing your legs together as close as you can. Hold for 5 seconds...and relax.
14. Bend your ankles toward your body as far as you can. Hold for 5 seconds...and relax.
15. Curl your toes under as far as you can. Hold for 5 seconds...and relax. Feel the tension leave your legs.
16. Tighten all the muscles in your whole body. Hold for ten seconds...and relax. Let your entire body be heavy and calm. Sit quietly (or lie quietly) and enjoy this feeling of relaxation for a couple of minutes.

Discussion Questions
1. How did you feel during these relaxation exercises?
2. Were any of you uncomfortable? Why?
3. What could be done to make this more comfortable for you?
4. Are there other relaxation exercises that you have done that we didn’t do? Would you be willing to demonstrate them for us?
5. How can you use these activities to help you in your daily life?
6. Is there a way that you can share them with others? How?
Lesson Title: Recognizing My Stress!

Activity:
Emotion Magnets

Objectives:
Students will explore an alternative way to express their emotions other than through verbal conversation.

Audience:
Activity can be adapted for all levels K-12

Supplies Needed:

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotion Icon Cards</td>
<td>1-5/person</td>
</tr>
<tr>
<td>Foam Rectangle Pieces</td>
<td>1/individual</td>
</tr>
<tr>
<td>Glue</td>
<td>1 bottle/group</td>
</tr>
<tr>
<td>Velcro</td>
<td>1/emotion/individual</td>
</tr>
<tr>
<td>Felt (for decorations)</td>
<td>Several pieces per group</td>
</tr>
<tr>
<td>Stickers (for decorations)</td>
<td>Several per group</td>
</tr>
<tr>
<td>Magnet</td>
<td>1/individual</td>
</tr>
<tr>
<td>Emotion Icon Sheet</td>
<td>1/person</td>
</tr>
</tbody>
</table>

Set-Up:
1. Distribute Emotion Icons (3-4/person), Foam Sheets, and Velcro.
2. Place stickers, felt, scissors, and glue in a central location so all can decorate their Emotion Magnet as they wish.
3. Show PowerPoint slide #42 during this activity.

Procedure:
1. Have a discussion with the participants about communicating their feelings with others. Talk about how sometimes it is hard to talk to other people about what they are feeling. It is important to be able to show others our emotions, because we do not always want to talk to them. Explain how emotions are shared without talking.
2. Hold up each of the different emotion cards and ask the participants what the different cards are expressing. Discuss what types of moods are represented by each card. Then show the kids how they can decorate an Emotion Magnet that they can use to display their emotions. These magnets can hang in a locker or anywhere you would be willing to express your feelings.
3. Invite the participants to decorate their Emotion Magnet.
4. To finish the project, glue a piece of felt to serve as a pocket for the emotion cards that are not being used.
Discussion Questions:
1. Is it easier or harder for you to express your emotions verbally as compared to nonverbally? Why do you think that is?
2. In what situations is it important to express your emotions verbally?
3. When is it more appropriate to share your emotions nonverbally?
4. How do you think you’ll use your emotion magnet?
5. With what groups might you lead this activity at home?