This is a very good lesson, but allows for 20% of the grade based on observation of discussion participation.

**Lesson Activity: ‘Stress’**

**Grades 3-5**

**Objectives:** Students will…

* Define stress
* Identify stressors and recall healthy ways to respond to stress by making 3 journal entries from home over the course of one week.

**Vocabulary:** stress, stressors, coping

**Snappy Launch:** State the objectives. Explain to students that today they will be talking about how to make good choices and stay health. Activate background knowledge by having a whole group discussion on prevalent vocabulary: stress, stressors, and coping. What are your students’ perceptions of these terms? Have they experienced stress or practiced coping?

**Procedure:**

1)      Activate background knowledge by asking, what does stress mean? What kinds of things, stressors, create stress in our lives? What does it mean to cope?

2)      Read aloud *Don’t Panic, Annika!* by Juliet Clare Bell. Tell your students to listen for the stressors in Annika’s life and the ways that she copes with them.

3)      Have students turn and talk to a partner about the stressors in Annika’s life and the ways that she coped with them.

4)      Make a T-chart of ‘Stressors’ and ‘Coping Techniques’. Have a few partnerships share while guiding the conversation as needed and recording their thinking.

5)      Call on three students to help reiterate the working definitions of stress, stressors, and coping as they relate to the lesson.

6)      Send off: explain to students that their job is to create 3 journal entries over the course of the week where they will cite something that has happened that has caused their bodies stress and at least one healthy thing that they did to cope with it. Have them do one journal entry immediately following this lesson as guided practice.

7)      Allow 20-30 minutes of reflection and writing time. Circulate and monitor.

8)      Bring the whole class back to the carpet and ask for a few volunteers to share their writing. Be selective about who shares—pick students who demonstrate exemplary work.

**Assessment:**

60%   A minimum of 3 thoughtful and reflective journal entries meeting requirements (20% each)

20%   Evidence of editing/mechanics (capitalization, punctuation, spelling)

20%   Participation during lesson (turn & talks)