

Lesson Plan

Teacher(s): Alex Delton

Grade Level: 10th grade

Date Taught: October 10, 2017

Lesson Title: Stress managing difficult situation. Subject: Health Time Length: 50 Minutes

KCCR Standard	Students will comprehend concepts related to health promotion and disease and disease prevention related to: mental and emotional health.
Lesson Objective	Understand that sexual pressures are going to happen at this age. The safest way is to remain abstinent to avoid further complications.
Essential Question(s)	What if I do not feel stressed? How do I handle stress? Who can I talk to if I feel stressed out?
Vocabulary	Stress, anxiety
Assessment/Criteria	Students will be asked to identify the main stressors that are prevalent in their life. I will asked give students time to deeply think and if they cannot come up with anything they will need to write what their parents main stressors are.
Materials Technology Resources Setting	Bouncy balls, Pencils, Paper Classroom setting

		Lesson Activities
	Est. Time of Task	Write out detailed lesson procedures. Be sure to include 4-5 important questions you will ask during the lesson and the expected student responses. Your plan should be detailed enough for another teacher to teach it without having to ask you any questions. Numbering and/or bullets are encouraged.
Beginning <i>Engage</i>	10	First I am going to introduce stress topic that students are already familiar with. I am going to put an emphasis on how important it is to manage stress from time to time. To start off I want students to write a list of things that they feel stress them out and why these things stress them out.
Middle <i>Explain/Explore</i>	12	Once students have wrote their main stressors out I will pass out several stress balls to each table. These students are to list 1 stressor per ball. In all we will have over 20 or so balls with things that stress individuals out. Once the balls are listed with stressors I will ask them to group up in one big circle.

End Evaluate	25	I will read each stressor that was written out on the ball. This is an important step because students will hear some of their peer's stressors (anonymously) and will cause them to think deeply about others lives. Once the students are in one big circle I will start passing the balls around. Similar to hot potato the students will need to quickly grab the ball and toss it to a partner. The only difference in this game is once the ball hits the ground the ball must stay there. This will go on slowly and students should enjoy tossing the ball around. After a while I will use more balls. Eventually we will have about 20 balls going around our class and there is going to be many balls on the floor. This will symbolize being overwhelmed with problems and hitting a breaking point. After this happens ask students a way they feel like they could have played the game more efficiently and better. This can directly correspond to life and stress problems. Once you feel overwhelmed with issues try to nip it early on and before the problem seems larger than you and you break. Students will all get stress balls after we are done.
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Adaptations: What could you adapt to help students with learning disabilities, students with learning exceptionalities, &/or ELL students with this lesson? (Ex: guided notes, extended time, fewer questions, fewer distractors, alternate setting, etc.)	<p>Students with learning disabilities will be able to complete this assignment as well. The objectives will be clear-cut and I will modify the assignment to that specific individual as needed. Visual: Have a paraprofessional talk them through the assignment and even catch the ball for them during our activity.</p> <p>Auditory: Use more visual learning. I will guide the student in this activity (or a para will) on the objectives of this lesson. I will make directions clear cut so they are getting the full amount of material. If needed I will help guide their writing skills down if they are unable to write.</p>
Modalities: What modalities did you utilize in this lesson? How?	<p>Visual: Students will be watching and playing a version of a ball activity similar to hot potato.</p> <p>Auditory: at the end of our game when I am giving our discussion is the main auditory used in this lesson.</p> <p>Kinesthetic: students will jot down their main stressors causing them to critically think.</p> <p>Tactile: students will be catching balls and tossing them</p>
Strategies: What instructional strategies did you utilize in this lesson? (Ex: graphic organizer, cooperative learning, discussion, technology integration, etc.)	The main instructional strategies used in this lesson are discussion and our interactive ball activity.