

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



LESSON 3.22

Experiencing Stress and Compliments

Unit:
MAKING GOOD CHOICES

PRECEPTS

- K. Emotional Growth
 - K1. Cope with life's trials

NATIONAL STANDARDS

- CS.02.06.02.b. Explain how respectful, sensitive behaviors lead to increased influence.
- NL-ENG.K-12.4 – Communication Skills
- NL-ENG.K-12.12 – Applying Language Skills



Lesson Type:
Small Group

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Determine how *eustress* and *distress* can affect a person's life.
- Show how compliments make people feel.





TIME

Instruction time for this lesson: **30 minutes.**



RESOURCES

National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success.

The Story on Stress. Nemours. 1995-2010 The Nemours Foundation

<http://kidshealth.org/kid/feeling/emotion/stress.html#>



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ Construction paper strips – one per student
- ✓ Markers – one per student
- ✓ Glue or stapler
- ✓ 12 inch balloons – one per student
- ✓ PALS3.22.SG.ASSESS.A – one per student
- ✓ PALS3.22.SG.AS.A
- ✓ PALS3.22.SG.AS.B

KEY TERMS



The following terms are presented in this lesson and appears in ***bold italics***:

Eustress

Distress



CONTENT OUTLINE

- I. Determine how ***eustress*** and ***distress*** can affect a person's life
 - A. ***Eustress***: Good kind of stress
 - B. ***Distress***: Bad kind of stress
 - C. Stress Balloon activity
- II. Show how compliments make people feel.
 - A. Chain of compliments group activity

INTEREST APPROACH

Before class starts, make an open space in the room where students can sit in a large circle. In the middle of the circle, place construction paper strips and markers in two separate piles, enough for each student to have one of each. Students will use these materials to make a chain of compliments.



Thanks for being here today! It's great to see all of you.

Let's take a minute and use our imaginations. Let's close our eyes.

Wait until all students are participating to ask the following questions.



Visualize the toughest day you've ever had. What made it so bad? How did you handle it? Did someone help you get through it? *(Give students two to three seconds to think about each question after you ask.)*

Open your eyes. Is there a volunteer who will share with us their toughest day and explain why it was hard for you? *(If more than one student volunteers listen to each of their examples.)*

Thank you. Many times, we have tough days due to stress. Stress is a combination of psychological, physiological, and behavioral reactions that people have in response to events that threaten or challenge them. Let's talk about the kinds of stress that affect us.

OBJECTIVE 1. | Determine how *eustress* and *distress* can affect a person's life.



Stress can be good or bad. Sometimes, stress is helpful, providing people with extra energy or alertness that they need. Stress could give a runner the edge he or she needs to persevere in a marathon, for example. This good kind of stress is called ***eustress***.

A. ***Eustress***: *Good kind of stress.*



Has stress ever helped anyone in this group? *Elicit student responses.*



Unfortunately, stress is often not helpful and can even be harmful when not managed effectively. Stress could make a student buckle under pressure while trying to take an important test, for example. Moreover, stress can increase the risk of developing health problems, such as cardiovascular disease and anxiety disorders. This type of stress also has a name. Can you guess what it is?

Praise students for all responses, correct and incorrect.



Great answers. This bad kind of stress is called ***distress***.

B. ***Distress***: *Bad kind of stress.*



Does stress affect everyone the same? *Student response should be no.*

No, it doesn't. Let's use balloons and identify what stresses affect us in our life by the amount of air we blow into them.

Pass out one balloon to each student prior to the activity.



Each one of us has a balloon. As different types of stressors are read off, blow air into the balloon. If one of the stressors is a strong stressor, give a hard blow into the balloon. If it is a weak stressor, give a soft blow into the balloon. What questions do you have? Please pick up your balloon and listen carefully. Here we go.

Read off PALS3.22.SG.AS.A to complete the activity.



Wow, some of our balloons are small and some of them are really big! There is a lot of stress in this room. Stress is always going to be a part of our lives, but the important thing is how we deal with it.

The question we have to ask ourselves is how to reduce it? When I say TALK, turn to a neighbor and exchange ideas on how to reduce stress. For each answer that is given, let out some air from your balloon. If the method stated is a method that works for you, let out a large amount of air. If the method suggested doesn't work for you, let out a small amount of air. We have one minute to come up with as many suggestions to reduce stress as you can. What questions do you have?

TALK!

Some ways to reduce stress include exercise and diet.



Time's up. If you have any stress left in your balloon, let it all go and give your partner a high five. You did great! Stress can happen anytime, anyplace, but as we just learned there are things that can help us have a great day. Raise your hand high in the air if you are having a good day today. *Elicit responses.*

Fantastic. What are some things that make us have a great day?

Student responses may include someone smiled at you, someone gave you a hug, it's your birthday, etc.



Those are great answers! Let's make sure everyone has a great day today.

OBJECTIVE 2. | Show how compliments make people feel.



When I say SMILE, sit in a circle surrounding the construction paper and markers in the open space at the front of the classroom. As soon as you sit down raise both hands in the air and keep them raised until you hear me clap my hands. You have 30 seconds. What questions do you have?

SMILE!

Remind students as they get out of their seats to quickly sit down in the circle, making sure each one has space to work during the activity.

Clap your hands three times to regain attention.



Excellent. A great way to make others feel good about themselves is to give them a compliment. No matter how stressed out or upset a person may be, when we say something nice or encouraging to another, it can bring a smile to their face. Let's try saying something nice to one another by making a chain of compliments.

Look to the person on your right. In our head and without saying it, think of one nice thing that could be said to them. When I say GO, take one construction strip and one marker from the middle of the circle and write down one nice thing about the person to the right. When finished, we will read our compliments aloud, then work together to make a chain. You will have two minutes. What questions do you have?

GO!



After two minutes, facilitate the compliment giving around the circle. When finished, have students work together to complete the task of making a chain with glue or staplers. As they finish, ask how the compliments made each of them feel and encourage them to compliment others daily.



REVIEW / SUMMARY



How did hearing a compliment make you feel?

Student responses may include happy, excited, special, etc.



Giving compliments can make people feel good and improve their self-esteem. I challenge each one of you when you leave today to hand out five compliments. Are we willing to meet this challenge? Give me thumbs up. Awesome!

APPLICATION



Large Group Suggestion

Play a game where students stand in a circle and throw a soft, large ball back and forth. Each time the ball is thrown to a student, the thrower must say something positive about the person who catches the ball.



One-on-One Suggestion

Students write down what they feel is the most stressful event in their life and how they will handle it next time they are faced with it.

EVALUATION

PALS3.22.SG.ASSESS.A

True or False.

- _____ 1. Stress can be good and bad
- _____ 2. The adrenaline you feel before a sporting event is a good stress.

Fill in the blank.

- 3. Good kinds of stress is called _____.
- 4. Bad kinds of stress is called _____.

Short answer.

- 5. Explain two ways that a person can deal with a stressful situation.

ANSWERS TO EVALUATION:

- 1. True
- 2. False
- 3. Eustress
- 4. Distress
- 5. Answers may include exercise, talking with a friend, eating healthy, medication, etc.



PALS3.22.SG.AS.A

Stressors That Affect Students

- Tests
- Homework
- Family life
- Too busy
- Sibling rivalry
- Money
- Peer pressure
- Bullying
- Health
- Death in the family

PALS3.22.SG.ASSESS.A

Name _____

True or False.

- ____ 1. Stress can be good and bad
____ 2. The adrenaline you feel before a sporting event is a good stress.

Fill in the blank.

3. Good kinds of stress is called _____.
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Short answer.

5. Explain two ways that a person can deal with a stressful situation.