

# Stress



## An Introduction

Welcome to Getting Connected. Within this resource you will find seven topics, each with a number of learning Units.

Each Unit has the following components:

### **1. Points to Remember**

These are the core teaching outcomes for the work unit. They are designed to be simple so that each child will have the opportunity to internalise the content.

### **2. Summary**

An explanation of the core points for teacher information.

### **3. Activities**

Each work unit will have some form of activities divided into the categories (borrowed from multiple intelligences theory) listed below:

#### ***Visual/Spatial***

These activities will be based on making pictures or artistic images relating to the topic. They may also relate to visual puzzles or problem solving activities.

#### ***Dramatic/Interpersonal***

These activities will challenge students to explore a topic through roleplay or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

#### ***Kinesthetic***

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge.

There will usually be a follow-up process of de-briefing in order to process the learning activity.

#### ***Linguistic/Intrapersonal***

These activities will usually be completed individually by students. They will be predominantly work-sheet or journal based activities that encourage the student to reflect and learn.

## Topic: **Stress**

### **Units:**

1. What is Stress?
2. Coping with Stress
3. Time Management

## **Theory** Component

Adolescence is a time of coping with newly changing bodies, surging hormones, and unpredictable emotions. It is a product of both biological and social forces. While biological changes are universal –found in all cultures-, emotional changes are accompanied by social expectations. The young person begins to give up his/her childish ways, develop new interpersonal relationships, seek for a greater sense of identity and take on more responsibilities.

Adolescence has been referred to as a time of transition, as a time of storm and stress, and as a time of being marginalised. Although many researchers argue that the notion of adolescence as a biologically determined period of storm and stress is greatly exaggerated, emotional changes can make adolescence a time of exciting challenge, yet often filled with turmoil and confusion.

Emotional changes during adolescence can be difficult and a strain on family relationships and school life unless communication is maintained. These emotional changes may cause insecurity, the erosion of the family and social support networks, self-esteem issues, poor interpersonal relationships, drug consumption, and antisocial behaviour. Thus, adolescents are highly vulnerable to emotional maladjustment and a range of at risk behaviours, such as early sexual activity, poor health, depression, suicide, drug abuse, delinquency and dropping out school.

## Stress

### Unit 1: What is Stress?

#### Learning Focus Points

- Stress is common to all of us
- Stress is a good thing that can become a problem
- Negative or harmful stress is defined by the symptoms that it causes

#### Summary

Stress is our body's response to a situation that tells us we need to DO something. It is a response that is meant to protect us. If something is threatening us, we have a natural 'fight or flight' instinct, our body gets ready to either fight the danger or run away. When our bodies are not in danger, stress challenges us to help get things done. For example, when we're worried about being late, we hurry up. When we need to make a deadline, we work harder.

So stress is how the body RESPONDS to an event, and not the event itself. For example, it is my motivation to walk faster, and not the fact that I'm late for work. Stress is so important to us, that if we didn't have enough of it, we could actually suffer from laziness or depression.

Negative or harmful stress is defined by the symptoms that it causes. When stress becomes negative, our bodies respond with both physical and emotional or mental changes.

## 'What is Stress?' Classroom Activities

### Visual/Spatial

#### Activity - 'Stressman'

(Worksheet No. 1. See Appendix)

Time: Approx 15 min.

**Brief:** *Drawing causes and symptoms of stress around cartoon figures*

##### Part One:

Give each student the worksheet and allow them to work in pairs or small groups. Each group should brainstorm situations that cause stress and label (or draw pictures) them around the cartoon figure.

In the top figure (good stress) students should diagram positive stress situations and in the bottom figure (bad stress) students should diagram situations which bring on negative stress.

##### Part Two:

Use the longer arrows in the bottom figure to also draw or write in some of the responses to negative stress.

##### Options:

- Put the two figures on a larger piece of butcher's paper and allow students to work in small groups.
- If you have access to art supplies, students could paint or colour their work.
- Students could also draw their own figures or copy from an OHT.

### Dramatic/Interpersonal

#### Activity - Good Stress/Bad Stress

Time: Approx 20 - 30 min.

**Brief:** *Short role plays enacting positive and negative examples of stress*

Divide students into groups of 3-5 and ask them to sit together in the classroom. Clear a 'stage' somewhere in the front of the room. Number the groups.

##### Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also relate to visual puzzles or problem solving activities.

##### Dramatic / Interpersonal

These activities will challenge students to explore a topic through role play or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

# Stress

## **Part One:**

Give teams five minutes to brainstorm at least two examples of how stress affects them in a positive situation; and two examples of how stress affects them in a negative situation. They will need to be able to act out each situation.

The task for them is to write down the examples and quickly plan how they might act out the scenario in a less than 1 minute role play.

## **Part Two:**

Quiet the groups down and have each team ready to come immediately to the stage when/if you call the number of their group. Make it a rule that each team has to be silent while the other teams perform their role play, and that they must all clap at the end of each one.

Have one more variable: you will also call out 'good stress' or 'bad stress' before you call out the number of the group. Therefore each group must identify which role play to do and be ready to perform if you call their number.

The key is to keep this activity moving quick and keep tension (stress!) on each group so that they must be able to choose a play and be ready to go on your command.

For example, you might call out 'Bad Stress – Group 2!' and that group will have only 1 minute to run to the stage and perform.

## **Options:**

Require each group to write down the stress situation that is performed by the other groups, so they have a list of good and bad stress situations in their notes.

Use a stopwatch to keep the 'tension' up to the teams.

## **Part Three:**

Review what you learned from this activity. Ask the students to discuss or write answers:

- *How much stress was there on your team to be ready to perform?*
- *Was that a good stress or bad stress?*
- *Do we sometimes decide that something is bad stress when it might actually be good for us (Because it helps us to achieve or learn something)?*
- *What did you learn from the role plays about positive and negative stress in our lives?*

## Activity - Make up a Stressor

(Worksheet No. 2. See Appendix)

Time: Approx 20 min.

**Brief:** *Use a drama game to role play impromptu stressful situations – both the situation and the response to the situation.*

Ask students to stand around the edge of classroom in groups of 2 – 4. Clear a 'stage' area in the center or front of the classroom.

### Part One:

Instruct students that you will describe some kind of stressful situation, and each group or pair will come to the stage and do a very short impromptu role play of the situation and how a person might respond to it.

### Part Two:

Call out (describe) a situation (See worksheet No. 2) and allow a few groups to jump in and role play that situation before you call another (pretend like you're on "whose line is it anyway"). You may even want to use a bell or buzzer like they do on the TV show to end each role play.

### Option:

It is likely to be slow at the beginning of the activity with students unsure of themselves and unwilling to jump in and 'have a go'. You may need to randomly point to the groups that you want to role play each situation. (Of course, you can always remind them that the longer they keep this going, the less writing they have to do in class!)

### Part Three:

Review what you learned from this activity. Ask the students to discuss or write answers:

- *Did everyone role play the same response to a given situation?*
- *What were some of the differences in the types of responses that we saw?*
- *Which situations were the most realistic?*
- *How stressful was it for you to play this game?*
- *If it was easy for some of you and difficult for others of you, what does that teach us about how we each respond to different stressful situations?*

## Kinaesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge. There will usually be a follow-up process of de-briefing in order to process the learning activity.

## Kinaesthetic

### Activity - Cat and Mouse

Time: Approx 10 – 15 minutes

**Brief:** *Children's game of cat and mouse*

#### Part One:

Take the class outside or to an area where they can run. Have the class stand in a circle, holding hands.

One student is the cat, who stands on the outside of the circle; the other is the mouse who stands on the inside of the circle. The cat and mouse can only get in and out of the circle when someone raises their clasped hands to allow them. The circle tries to protect the mouse from the cat by letting the mouse in or out and then stopping the cat from following.

Play until the cat catches the mouse, and then choose another pair to play. If the cat can't catch the mouse, have them trade positions.

#### Option:

Play a similar game using students standing in lines instead of a circle. The students stand in rows, one arm length apart from each other in any direction. (so a class of 25 students would be in five rows of five students).

Have the students stretch their arms out to join arms and make rows of students. Then at your command of "change!" the students turn 90 degrees and make rows in the other direction. Practice changing directions until the class can make rows in both directions at your command.

To play, the teacher chooses a cat and mouse, but they can only run up and down the rows. The rows change direction whenever the teacher calls "change!".

#### Part Two:

Review what you learned from the activity. Ask the students to discuss or write answers:

- *What did this game have to do with 'stress'?*
- *Who was under more stress, the cat or the mouse?*
- *Was there any stress for those playing the game who were not the cat or mouse?*
- *Was there any positive stress in this game? Was there any negative stress in this game?*



## Activity - Continuous Pictionary

(Worksheet No. 3. See Appendix)

Time: Approx 20 – 40 minutes

**Brief:** *Students play Pictionary in groups with a list of words you hold at the front of the classroom. (See Appendix for list of words)*

### Part One

Divide the students into groups of 4 – 7 students. Each group will need several pieces of paper and a pen.

When you start the game, each group will have one student come to the front to see the word or phrase that you want them to guess. That student then goes back to the group and is not allowed to speak, but may only draw pictures to represent the word or phrase (no letters or symbols found on a keyboard may be used).

When the groups gets the answer correct, they write it on the piece of paper and another student from the group then brings the paper to you in the front of the classroom. When you see one correct answer, you give them the next word or phrase.

Each group keeps working through until one group gets through the whole list. When they finish, they can sit quietly and wait for a couple more groups to finish.

### Rules to Remember:

- No talking whatsoever. It is very easy to cheat in this game. If they do cheat, you may choose to try the optional version of the game (below).
- No calling out of the answer. Obviously then another team might hear it.
- No gestures or acting out of the word.

**HINT:** *keep another piece of paper or small book, etc... over the list of words, so that you show each student only one word at a time*

### Part Two:

Review what you learned from this activity. Ask the students to discuss or write answers:

- *What did this game have to do with 'stress'?*
- *Was the group under stress?*
- *For those groups who didn't win, how did your group respond to stress?*
- *Did any groups give up trying when you knew you weren't going to win?*
- *What kind of a response to stress is that?*

### Option:

Play the same game using Charades instead of Pictionary. Students need to act out the word in front of their group instead of drawing pictures to get it.

# Stress

## Linguistic/ Intrapersonal

These activities may be completed individually or in small groups by students. They will be predominantly worksheet based and will encourage students to reflect and learn.

## Linguistic/Intrapersonal

### Activity - What stresses you out?

(Worksheet No. 4. See Appendix)

Time: 15 – 20 minutes

**Brief:** *Students choose the things that stress them the most, then compare answers with others in the class*

#### Part One:

Introduce the activity by reviewing in class discussion some of the things that are the most stressful to students. Hand out the worksheet and make sure that students know what heading refers to.

#### Part Two:

Ask students to tick the things that stress them and then number the five most stressful situations.

#### Part Three:

Put up the worksheet list of situations on the board (or on an OHT) and ask the students to all come to the board and put the numbers they wrote on their own sheet to the same situations on the board. When they are finished, you can then add up which situation this class thought was the most stressful.

**NOTE: Be sensitive to students who may not want to disclose what their own stress situation is. Try to ensure that a number of students come to the board at once so they are not all watching what numbers each puts on the board. Also allow students the option NOT to share what they have put on their own paper.**

#### Debrief

- *Who was surprised that these were the most stressful situations for everyone else as well as you?*
- *What could you do to help your friends who are going through a stressful situation?*
- *If you would like some help in dealing with your stressful situation, you can go make an appointment to see... (refer to school counsellor or a teacher who can help).*

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## Unit 2: Coping with Stress

### Learning Focus Points

- The way you deal with stress is called a 'coping strategy'
- A coping strategy could be either healthy or unhealthy
- Each individual needs to work out positive coping strategies to deal with negative stress
- A common need for all people is to develop a support network to help cope with stress

### Summary

We each deal with stress in different ways. Whatever we do in order to cope with a stressful situation is called a 'coping strategy'. These are the things we do to help us stay balanced when there is too much negative stress in our lives.

In some cases, our coping strategies are not healthy for us. Negative coping strategies could include substance abuse, over eating, withdrawal from friends and family, overworking, or destructive relationships. In order to cope with negative stress, we need to learn how to replace negative coping strategies with positive ones.

Each person must develop coping strategies that help him/her as an individual. The strategy that works as a healthy strategy for one person may not be a healthy alternative for another person. It is a person's ability to maintain a positive attitude and adapt strategies that make the difference in being able to deal with stress.

One common need for all people in dealing with stress is the need for a strong support system of family and friends. Even though some people are naturally more reserved than others (some of us have a few close friends and others have many, more casual friends), we still all need support when stressful situations occur. In order to use those support networks for coping with stress, it is best to realise that we cannot handle everything on our own; we need to seek out and accept help from those who love us.

## Coping with Stress Classroom Activities

Visual/Spatial

### Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also include visual puzzles or problem solving activities.

#### Activity – Make a Way to Cope

Time: 30 – 50 minutes

**Brief:** *Students develop cards illustrating potential positive coping strategies (See the Appendix for the 'Coping Strategies' activity. Do No. 4)*

Ideally you will use some heavy art paper or card for this – and have some art supplies for students to use (paints, crayons, or coloured pencils, etc...).

##### Part One:

Allow the students to work either alone or in small groups. Have them cut out 5 – 10 cards of a similar size and on the back side, write the name of a coping strategy that they have used successfully before; or perhaps a strategy that they haven't tried, but think it might work for them.

On the other side: draw, paint or paste images on the front of the card to illustrate the strategy.

##### Part Two: (You may use this as a game in a follow-up lesson)

Sit the students in groups of 3 – 6, each with their 'Way to Cope' cards. Describe a stressful situation (you could use some of the ideas from 'Stress, unit #1 – What is Stress?') and ask the students to each put in one card that represents how they would cope with a situation.

After each situation, ask teams to read out the strategies they decided to use. (If you want to, give each team a point if they chose the same coping strategies as at least one other team.) The points are not important, but it might bring an element of fun into the activity.

##### Part Three:

Encourage each student to keep their cards somewhere they can see them and to consider using them next time a stressful situation occurs.

## Activity – Match My Stress

Time: Approx 10 – 15 min

**Brief:** *Students draw pictures of themselves and stress on the whiteboard and then try to match them up*

Begin by introducing the concept of stress to the class. Illustrate by talking about some of the things that stress you. Try not to let the students join in on this part of the lesson. Ask each student to think about the one small thing at their home that stresses them above anything else. (It really doesn't matter if the stress happens at home or somewhere else – it would just be easier if they were thinking of as many different things as possible)

Have a few whiteboard markers (at least 4 or more!) and divide the whiteboard into two sides; label one side "me" and the other "my stress". Then ask all the students to come up all at once and draw some object that could represent themselves on the "me" side; and a picture of the thing that causes them stress on the "my stress" side. Hopefully there will be such a mob of people writing on the board that students won't notice so much what everyone is drawing.

Now play a game to see who can match a "me" picture with the correct "stress" picture. Ask for volunteers, or make small teams and get a person up to have a go. You choose the "me" picture and they have to draw a line to the correct stress. (If it is too hard, you can let them choose any one they want)

### Debrief:

- *You all picked something that stresses you. Was that the only stress for anyone? How do you deal with stress?*  
(Let that lead into other activities)

## Dramatic/Interpersonal

### Activity – Stress Doctors

(Worksheet No. 5. See Appendix)

Time: Approx 20 – 40 min.

**Brief:** *Students write down real stress situations, and the class works together to suggest stress management techniques.*

#### Part One:

Ask each student to fill out the worksheet found in the worksheet. They will be writing about a real life situation that happened to them. Be sensitive to those who may choose to write about something that still holds emotion for them. It might be easier for them to write about something that is farther in the past. However if a student does want to put down a current situation (remember that the worksheets are anonymous... well, as anonymous as one can be in a classroom).

#### Dramatic / Interpersonal

These activities will challenge students to explore a topic through role play or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

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## **Part Two:**

Collect the worksheets and randomly select a situation to read out loud to the class. Invite the class to ask any clarification questions (You may need to make up the answers since you won't know the situation. But it may be useful so that all the students are working with a common view of the situation.)

## **Part Three:**

Allow the class to work in small groups as 'stress doctors' to come up with three positive stress management techniques that may be useful in that situation. (It may be useful to use the list of techniques found in the 'Coping Strategies' activity).

## **Part Four:**

Invite some of the groups to share their suggestions as if they were guest doctors on a talk show of some kind. When a few groups have shared their suggestions for one situation, comment on their answers and choose one to be the winning stress doctors for that problem.

Review what you learned from this activity. Ask the students to discuss or write answers:

- *Did any of the stress doctor suggestions make sense to those of you whose problems were read out?*
- *How do you think you could ask your friends for this kind of help in a real situation?*

## **Activity – Stress Less Princess Poems**

Time: Approx 15 – 30 min

**Brief:** *Students write poems about coping with stress*

Stress is real and the emotions that come with it are dangerous. Sometimes the words of a friend are one of the few things a person has to help them cope.

Introduce this activity by asking students to image the most stressed friend they have ever seen. Discuss: What did the person look like? What did they act like? What were they saying? Were they just faking it or was the stress real to them?

Finish by asking, "What did you want to say to them? What would you have liked for them to know down deep in their heart?"

Spend some time writing a poem that is meant just for your friend just at that time. Don't worry if it is a boy or a girl... poetry can be for anyone. And don't worry about rhyming or whether it is good or not. Just make your words express those thoughts you were just thinking for your friend. The value is that it will help you find words and thoughts that might help you next time you're stressing... and who knows? Maybe your friend will need those words again one day.

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## Kinaesthetic

### Activity – Bum Wave

Time: Approx 10 – 20 min

**Brief:** *An active game of shifting chairs where a person standing in the middle of a circle of chairs tries to sit down while all the others are shifting from chair to chair. (Sturdy chairs without armrests are required)*

This is a fun and very active game that will probably start fairly slow until students get the idea of it.

1. Ask all those who are playing to sit on chairs in a circle.
2. Gradually bring the circle in until all the chairs are touching and still in a circle (not an oblong or square).
3. Ask one person to stand up in the middle of the circle (which will leave one chair empty).
4. Instruct the person next to the empty chair to move to it, bum first.
5. Then the next person goes to the next empty chair, etc... until the whole circle is moving in a 'wave' with each person moving to the empty chair
6. NOW... the person standing in the middle has to try and sit in an empty chair. It will be quite difficult and they'll find that the only way to get to it is to be very quick and force your way in to a chair. (This usually ends up with a lot of crashing onto someone's lap)

#### Safety Notes:

- Stop the game now and then to put the chairs back in the circle touching each other.
- Be sensitive to large students or others who may be self conscious about playing. Allow them to sit out and watch.
- If a person can't sit down (usually because they're too shy to jump into a gap) give them a count down from 10 and then allow them to pick the next person up in the middle.
- If a person gets in a second time, allow them to pick another person to go in the middle, so that more get a chance to play.
- Make sure there is plenty of clear space behind each chair in case one falls over backward with a person (or two) in it.

Review what you learned from this activity. Ask the students to discuss or write answers:

- *What did this silly game have to do with stress?*
- *What can you learn from this game as a person who is stressed looking for a way to manage stress?*

#### Kinaesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge. There will usually be a follow-up process of de-briefing in order to process the learning activity.

# Stress

Suggestions:

- You have to keep trying, even when it doesn't seem to work
- You can't give up
- You've got to go 100% in order to make it through
- Sometimes you need someone to help you sit down
- Sometimes when you crash, you land on a friend who breaks your fall
- Etc...

## Activity - Let's Relax

Time: Approx 10 - 15 min.

**Brief:** *In class group practice of relaxation techniques they can use at home*

### Part One:

Instruct the students that you will practice something that they can use at home to relax. Tell them that when they do this at home, it will be best if they are wearing something comfortable, like pjs or a tracksuit; and are in a quiet place.

If you have room to allow the students to lie down, ask them to lie down on the floor with their backs straight. Alternatively they can sit upright on a chair.

### Give these instructions:

1. I'm going to teach you how to relax with a deep breathing technique. Close your eyes if you want to.
2. Place one hand on your stomach.
3. Breathe as you normally would and notice whether your hand rises or your chest rises. To breathe properly, your stomach must rise as your diaphragm expands.
4. Begin by slowly breathing in through your nose while gently pushing your hand up with your stomach.
5. Count from 1 to 5, and then slowly breathe out through your mouth while gently pushing your tummy down with your hand.
6. Continue breathing this way for a few more minutes. (Continue for at least 3 minutes)

### Part Two:

Give these instructions:

1. I'm going to teach you a visualization exercise
2. Sit or lie down in a comfortable position. Close your eyes.
3. Think of a place where you felt truly relaxed, calm, and happy.
4. In this picture, observe what is happening there. Notice the colours of the scenery. Notice the quiet atmosphere, or freshness of the air. Notice the shapes of familiar objects, and be aware of any movement.
5. Just let yourself recall the positive feelings in that scene. Enjoy what you remember and what you see in your mind's eye.
6. Breathe deeply and relax. (Continue for at least 3 minutes)

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## Linguistic/Intrapersonal

### Linguistic / Intrapersonal

These activities may be completed individually or in small groups by students. They will be predominantly worksheet based and will encourage students to reflect and learn.

### Activity – Coping Strategies

(Worksheet No. 6. See Appendix)

Time: 10 - 15 minutes

**Brief:** *Students complete a worksheet on coping strategies*

This is an introductory worksheet for this unit that will help students identify and understand what coping strategies are. You will notice that No. 4 on this sheet is used in two activities in this work unit.

### Activity – My Plan

Time: Approx 15 – 20 min.

**Brief:** *Using both the ‘coping strategies’ and the ‘stress doctors’ worksheet, students work out a plan for dealing with a current stressful situation. (See Appendix for worksheets)*

#### Part One:

Give each student a clean copy of both worksheets and ask them to first complete the stress doctor worksheet for a situation that is a current stressful problem for them.

#### Part Two:

Ask students to look at some of the ideas found in the coping strategies worksheet and consider which of those might apply to his/her personal situation. Have them write in at least three strategies that may be of some help.

#### NOTE:

- Ask students to work alone on this one with the option of handing the finished sheet into you.
- If possible, invite the students to hand in the worksheet for you to read and comment on.
- Another option would be to allow students to join together in groups of 2 or 3 and share their problem and strategies with each other. (Likely to be more successful with girls than boys.)
- Be ready to refer problems that may need intervention to the school counsellor.

## Stress

### Unit 3: Time

# Management

#### Learning Focus Points

- Everyone has the same amount of time - your priorities determine how you use it
- Managing your study time will mean more learning and more time
- A diary is a most useful time management tool

#### Summary

Everyone has the same amount of time in a day, yet some days seem to go by without achieving anything; and on other days you can accomplish much more. The difference is in how you manage your time.

People make time for what is important to them. If relationships or sports are your highest priority, you will find time to spend on those things. Even doing nothing can be a priority when your body is telling you that you're on the point of breaking down. Then doing nothing becomes a high priority because you feel like you have to in order to survive.

The problem with time is that beside the things you want to do most, you also have to do the work that comes with your life. For students, this work is called school! If a person doesn't make academic work a high enough priority, there can be trouble when tests come and assignments are due. The stress of having to cope with all that work in a short amount of time can be terrible.

By learning effective time management skills, you can gain control of academic stress when it gets difficult. You can begin by setting priorities for the work that is most important, setting short term goals and using a school diary to keep track of work and due dates.

Avoid distractions. People can increase their time management skills by avoiding the following habits:

- Procrastination - avoiding unpleasant work that will pile up later
- Catastrophic thinking - being unable to function because of the huge workload ahead
- Physical distractions - getting distracted with television, computers, games, music, etc...
- Emotional distractions - getting distracted by wanting contact with friends through telephone, computer, etc...

- Crisis management – attending to whatever crisis (real or imagined) comes up at the time instead of staying focussed on work priorities

By managing time, you can spend less time on the 'work' that you must do and more time on the other priorities in your life that you like to do.

## Time Management Classroom Activities

### Visual/Spatial

#### Activity – Hot Rod Diary

Time: Approx 10 – 20 min

**Brief:** *Students show off their school diaries as you would a hot rod in a car show. You will only be able to do this activity if each student has a school diary of some type.*

Introduce the concept of time management and mention how important it is to keep an organised diary. Then divide the class into groups of boys separate to the group of girls. Have each group look through each other's diaries and choose a few diaries to go in each of these categories:

- Most Organised
- Most Arty
- Most Creative

Then ask them to lay out their diaries so they look the best and judge them. Have some fun with it.

#### Debrief:

- *How many of you use your diaries every day?*
- *Could you do as well in your work without them?*
- *What are some ideas you've found to help you use your diary more effectively?*

#### Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also include visual puzzles or problem solving activities.

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## Activity – The 12 Hour Challenge

Time: Approx 15 – 25 min

**Brief:** *How much could you plan to accomplish in 12 hours?*

Ask students to be creative as they can in designing a large clock face with 12 hours marked on it.

The task is to use the clock face as a visual trigger to plan how much you could accomplish in 12 hours if you planned to use every minute wisely. Ask students to write in all that they could do in the 12 hours. They must also include:

- Time for three meals
- Time for all transport
- Time for toilet and personal hygiene including a shower
- Some form of physical fitness or recreation
- Some form of learning or productive work
- Something that will earn some money
- Something for the community

Finish by asking students to read their 12 hr plan you can see who wins the challenge!

### Dramatic / Interpersonal

These activities will challenge students to explore a topic through role play or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

## Dramatic/Interpersonal

### Activity – Time Savers

Time: Approx 20 – 30 min

**Brief:** *Students create a TV commercial for saving time*

How will you save time? Divide the class into small groups and ask each to brainstorm ideas for timesaving devices. Let them as whacky and creative as possible. Ask them to then plan a TV commercial for one or more of their ideas and then act it out as a skit. Let the groups perform their skits for the class.

#### Debrief:

- *What could you do if you had more time?*
- *What are you doing with what you have now to manage your time?*

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## Activity – Study Smarter

Time: Approx 10 – 20 min

**Brief:** *Students brainstorm ideas for studying smarter*

### Part One

Divide students into groups and ask each group to come up with at least 10 ideas for studying 'smarter'. That is, ideas to make maximum use of study time to get the most benefit. They can write these down – one page per group.

### Part Two

Allow the students to pretend that there is a market for their ideas for studying smarter, and they are going to sell them on TV via one of the channels like the Home Shopping Network. Which of their ideas are they going to sell? How much will it cost? Will they get extras (like a set of steak knives) if they buy right now?

Have some fun watching the groups perform their TV shopping ad for you.

## Kinaesthetic

### Activity – Slaps

Time: Approx 5 – 15 min

**Brief:** *Individual quickness challenge plus debrief*

Use this activity as a starter for the debrief.

Two players stand arm length apart from each other, one is the attacker and one is the evader. The attacker stands with hands straight to the side, still on the side of the leg. The evader stands with hands held together out in front.

The attacker must slap with either hand and try to hit the 'held together' hands of the evader. The attacker may not balk, shrug shoulders, or make any move that doesn't follow through to try and slap the evader. If the attacker balks or misses, then the roles change and the attacker becomes the evader.

Demonstrate how to play, and then ask the class to pair up. After they get the idea, let them have a go against other students.

### Debrief:

- *What is the key to winning this?*
- *Who did well at it?*
- *What can you learn about time management from this little challenge activity? (You need to be economical with your energy. You need to be decisive. Both help with time management)*

### Kinaesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge. There will usually be a follow-up process of de-briefing in order to process the learning activity.

## Activity – Holdens and Fords

Time: Approx 5 – 15 min

**Brief:** *Two teams race in a figure 8 relay*

This is a difficult little game to describe. If you know how to play it, go ahead and have a relay race any way you like. The objective is to have some action and a little fun – and use the activity to talk about time management in the debrief.

Here is an attempt to explain:

Divide the class into two teams and sit them on the floor with plenty of space around them. The two teams will be facing each other, sitting side by side with their teammates. One team is the Holden Racing team and the other is the Ford Racing team!

To start the race, the first runner – on the end nearest the teacher for both teams (we'll follow the runner who was sitting on the left end of his team, with his team lined up to his right) – gets up and runs in front of his team towards the other end of the Ford team. He then turns left and runs around the back of the Ford team. Then he runs across the front of his team again (in the middle now, between the two teams) and runs to the other end of his own line, turns right and runs behind his own team until he comes to his own place in the line again and he sits back down.

As soon as he sits down, the player next to him (in this case, on his right) will follow the same figure 8 pattern and come and sit down.

The other team does the same so that the two are running in the same directions but to opposite corners each time. Keep going until the last one from that team sits down. First finished is the winner!

Play the best two out of three.

### **Debrief:**

• *This is a game about going as hard as you can. What lessons can you learn about study habits from this race?*

## Linguistic/Intrapersonal

### Linguistic / Intrapersonal

These activities may be completed individually or in small groups by students. They will be predominantly worksheet based and will encourage students to reflect and learn.

### Activity – Your Last Week

Time: Approx 20 – 40 min

**Brief:** *Students block their last week in time blocks and analyse*

#### Part One – Time Block

Students can work in pairs or small groups. Ask them to draw a full seven day table on their paper with the days of the week along the time and time slots down the left side.

The task is for each student to block in their entire past seven days. They may not remember everything, but once they start working on it, they should get it mostly filled in. Ask them to include anything that is at least 30min as a block. They can combine things like going to toilet, brushing teeth, etc... They must include sleep time, travel time, meal times, TV, talking with friends, travelling to school, etc... Give them enough time to complete the table fully.

#### Part Two – Analyse the Table

Now let the students work in pairs or small groups to analyse each other's time schedule over the past week. They will need to approach this task as if they were the teacher marking a test paper. Have them use a red pen to look for and circle any time wasted, including:

- Too long doing something that could be done quicker
- Too much time spent in entertainment or games
- Not enough time spent in something that could be beneficial to them later
- Any wasted time blocks
- Any activities that could have been better placed in a different time slot
- Not enough taking care of the individual physically (sleeping, exercising, etc...)

The marker needs to circle and comment on any problems in the time block and write a comment (as a teacher would) at the bottom.

# Stress

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# Stress

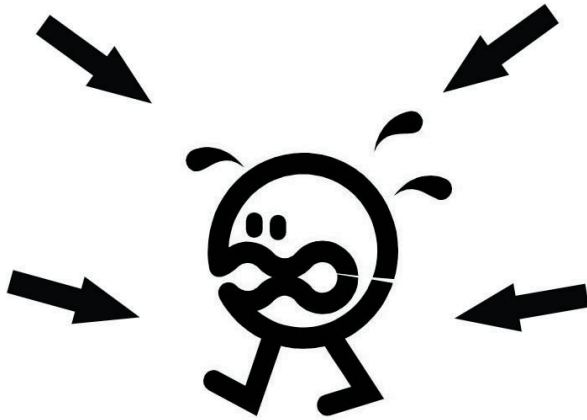
## Appendix



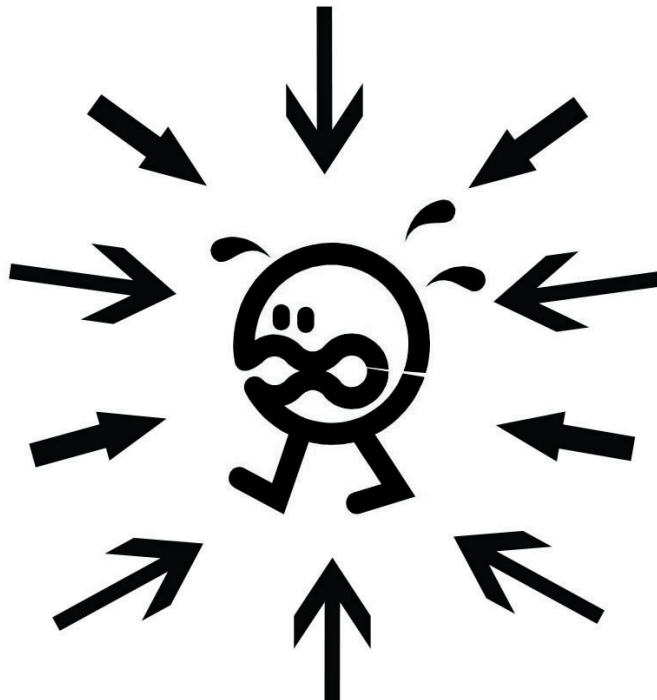
Stress Worksheet No. 1

## **Stress Man!**

Good Stress



Bad Stress



## **Make up a Stressor**

### **Stressful Situations!**

1. You are in class when the teacher tells you that you're going to have a surprise test and you have 10 minutes to study.
2. You're late and in a line at the checkout of a grocery store and an old lady in front of you (who has a massive trolley full of groceries) decides to go and get just one more thing from the store before she pays.
3. You're at home trying to do your homework and your parent calls you out to do the dishes.
4. You're in the playground and a bully calls you a name as you walk by.
5. You get up in the morning and realise that you've only got 15 minutes before you have to leave for school – and nobody in the family woke you up.
6. You get told by a friend that one of your other friends is spreading rumours about you.
7. You wrote a secret note to a boy/girl who you really like and your friend tells you that he/she started laughing and showed it to the whole class.
8. You get called up to the Principal's office.
9. You normally are well behaved in class, but the one time you ask a friend about your homework, the teacher yells at you.
10. You've left doing your assignment to the last minute, and you know it's going to keep you up late to finish it in time. Then a friend calls who you know wants to talk for an hour.
11. You badly need new clothes, but when you ask your parents for money, they tell you to get a job or do more chores at home to earn it.
12. Your friends want you go down and play sport at lunch, but another friend in a different group is having a hard day and wants you to sit with her.

Make up your own!

Stress Worksheet No. 3

## **Continuous Pictionary**

Themed groups of words:

1. Elf
2. Christmas present
3. Harness
4. Boxing Day
5. Shopping Trolley
6. North Pole
7. Beach
8. Wise Men
9. Snow
10. On Sale

1. Boomerang
2. Outback
3. Sand
4. Uluru (or Ayers Rock)
5. Western Australia
6. Aboriginal
7. Football
8. Water
9. Dingo
10. Goanna

1. Homework
2. Highlighter
3. Paper
4. Assignment Due
5. Detention
6. Before School
7. Teacher
8. School Bag
9. Diary
10. School Uniform

## What Stresses You Out?

Look at the list below, and place a tick  next to each one that gives you a lot of stress. Then number the TOP FIVE that really bother you. Number 5 as the most stressful.

- Exams
- Bullies
- Teachers
- Parents
- Brothers and sisters
- High school
- Speaking in front of the class
- Being in trouble
- Making friends
- Being late
- Not being included in a group at school
- Fighting
- Being sick
- Not being allowed to do things
- Homework
- Not getting enough sleep

Is there anything else that stresses you out?

## Stress Doctors

As a class, you are going to work as a team of 'stress doctors' to work out some stress management techniques for real problems.

First we need the real problems:

In the space below, write down a stressful situation that you have had some time in your life, and that you are willing for the class to talk about. However, do not put your name on the card so it won't be read out as being yours.

Include the following information:

- Who were the characters in the situation? (Give them fake names)

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- What is the background information to the situation?

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- What happened at the time when the situation was at its very worst?

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- What other circumstances were happening at the time to complicate the problem?

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- What is one thing that you did try in order to cope with the situation that did not work?

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Is there any other information that the 'stress doctors' need to know in order to help with the problem?

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## Coping Strategies

Following are ways that we might cope with a stressful situation. Some of them are obviously negative, some are obviously positive – and some could be positive or could end up being used in a negative way.

### 1. Good or Bad Strategy?

Next to each strategy on this page, write whether it is definitely positive (P), definitely negative (N) – or whether it could be used in either a positive or negative way (E).

### 2. Something I've Used Myself

On the other side of the strategy, put a tick mark (✓) if that is a strategy that you have used yourself to deal with stress.

### 3. I Think I Might Try That

If you haven't used that strategy, but think it could be a good one, put a star (★) by it. It may help you if you write down somewhere – the specific stressful situation that you might use that strategy with.

### 4. Make a Way to Cope

Use the paper or card provided to design at least 5 (and maybe 10?) cards that illustrate coping strategies that work for you (or that you want to try for yourself). Write the strategy in writing on the back of the card and draw, paint or paste images on the front of the card to illustrate the strategy.

Stay up late	Cook
Go to bed early	Practice relaxation techniques
Get out of some responsibilities	See a movie
Take a holiday	Get a pet
Run away	Daydream
Change your diet	Worry
Stop eating	Quit drinking sugar or caffeine drinks
Give up	Read a book
Work harder	Go to a party
Go to church	See a counsellor
Withdraw	Volunteer to help a community service
Over eat	Feel guilty
Clean up your room	Ask for help
Break up with your boyfriend/girlfriend	Exercise
Keep a journal or diary	Listen to music
Watch TV	Pray
Make a daily schedule	Cry
Go shopping	Whinge to people