Lesson Title:
Helping A Friend in Need

<table>
<thead>
<tr>
<th>Time: 45 minutes</th>
<th>Key Concepts</th>
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<tbody>
<tr>
<td>Grade Level: 10</td>
<td>Positive stress relief strategies, community resources, and internal and external warnings signs for stress.</td>
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<tr>
<td>Unit Name: Stress Management</td>
<td>Vocabulary</td>
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<tr>
<td>Lesson Number: 4</td>
<td>Stress, community resources, coping strategies, and signs of depression.</td>
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This lesson will address Grade Level Expectation (GLE) 2.4.3 and OSPI-Developed Health Assessment Dear “Stressed and Depressed.”

Objectives for Student Learning
1. Student will identify positive ways to reduce stress.
2. Student will identify community resources.
3. Student will apply their knowledge of the stress concepts (signs of depression, coping skills, and community resources).
4. Student will differentiate between internal and external warning signs of stress.
5. Student will demonstrate safety rules and procedures in a variety of physical activities.
6. Student will demonstrate sportsmanship and cooperative skills.

Safety
During the fitness entry activity, students should:
- Be in a good personal space.
- Travel in the same direction.
- Move safely around people running.

During the physical activity, the teacher will:
- Remind students to be aware of those around them and use good personal space.
- Clearly state the running path and when the runner may start.
- Organize cards, scenario handouts, and pencils out of the running path.
- Watch out for others when picking up cards from the center of the gymnasium.

Equipment/Materials
- 6 cones or polyspots.
- 6 clipboards with one pencil per clipboard.
- Diagram – Set-up (refer to page 3).
- 6 sets of Stress Titles. (Refer to Stress Titles, page 4.) Cut out each word – these words are used as the title of each category.
- 6 sets of the following color-coded cards:
  - Community Resources (refer to page 5).
  - Coping Strategies (refer to page 6).
  - Signs of Depression (refer to pages 7–9).
  - All words and phrases need to be individually cut out and color coded. Color coding is used for easy card collection at the end of the class.
- 6 Stress Scenarios, one per team. (Refer to pages 9–10.)
- Extension: Tape one of the Habits of Mind inside the home base cone. (Refer to page 11.)

Essential Questions
- What are appropriate community resources?
- What are positive ways to reduce stress?
- What are the warning signs of stress?
- What steps should be taken to help someone who is experiencing stress? (Refer to pages 4–8 for answers.)

Prior to this activity, students have stress management knowledge. Correct protocol for exercises and physical activities should be reviewed at the beginning of the class.
### Standard 3 – Participates regularly in physical activity.

### Standard 4 – Achieves and maintains a health-enhancing level of physical fitness.

### Standard 5 – Exhibits personal and social behavior that respects self and others in physical activity settings.

### Standard 6 – Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

#### Resources:
- **Appropriate Practices for High School Physical Education**, NASPE.
- OSPI Health and Fitness Vocabulary
  - Grade 5
  - Grade 8
  - High School

## Procedure/Instruction
### Fitness Entry Activity
- Students jog around the gym and form lines to begin stretching and warm-up routine.
- Upon completion of warm-up, students will meet in a large group near the teacher.

### Activity Set-Up
- Divide students into teams of six. Each team will start at a designated cone stationed in the gymnasium. This cone will be called *home base*. (Refer to Diagram – Gym Set-Up, page 3.)
- At each station, each team will have a clipboard, writing utensil, and stress scenario. (Refer to Stress Scenario, pages 9–10.)
  - Print (use six different types of colored paper) and cut word or phrase of the following cards:
    - Stress Titles, page 4.
    - Community Resources, page 5.
    - Coping Skills, page 6.
    - Signs of Depression, page 7–8.
  - Color coding is used for easy card collection at the end of the class.
- Spread the cards in the middle of the gymnasium.

**Extension:** Tape Habit of Mind on the inside of the cone – one per team. (Refer to page 11.)

### Activity Instruction
- The student runs, one at a time, from each cone into the center of the gym and picks up a card from the floor. The student returns to their *home base* with the card as quickly as possible. The team identifies the term on the card and places it under the correct stress title, e.g., if the term is “Counselor” it belongs under the heading “Community Resources.”
- After the card is placed in the correct space, the next member of the team runs to the middle and picks up another card. The student returns to home base and the team repeats the process until the template is complete. If a player returns with a duplicate card (one that has already been placed by the team), hand the card to the next player who returns it to the middle and retrieves another card.
- When a team has completed the task, the team sits on the floor and waits for teacher confirmation. The teacher checks for understanding. If incorrect, the teacher uses guiding questions to prompt correct responses.
- If correct, the teacher provides the team with a Stress Scenario handout, refer to pages 9–10. The team reads and discusses the scenario and then completes the questions. The team ensures that each person is prepared to share answers to the large group.

**Extension:** If a team finishes early they can try the challenge activity by identifying and discussing the habit of mind the team used during the activity. (Refer to Habits of Mind, page 11.) The teacher may select words or groups of words are that on the Habits of Mind list. The following are recommended for the extension: thinking interdependently, applying past knowledge, thinking and communicating with clarity, and persistence.

### Closure
1. Students share answers to the scenario with the team.
2. Team will agree on a common response and select a spokesperson to share to the large group.
3. All teams will come together with the teacher. Teacher will call on each team to share responses to class.
4. Each scenario is different which leads to further discussion and will encourage clarifying questions among the large group.
5. Spokesperson collects team Stress Scenario handouts, stress cards, clipboard, pencils and returns to teacher.

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**Online Grade Level Standards and Resources**

2
Diagram – Gym Set-Up

Each cone has a Habit of Mind taped on the inside.

Middle of floor has color coded stress cards (stress titles, community resources, coping skills, and signs of depression).
Stress Titles

Community Resources

Coping Strategies

Signs of Depression
Community Resources

- Teacher
- Coach
- Doctor
- Clergy Member
- Counselor
- Help Line/Datewise
- Parent/Trustworthy Adult
<table>
<thead>
<tr>
<th>Coping Skills</th>
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<tbody>
<tr>
<td><strong>Exercise</strong></td>
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<tr>
<td><strong>Meditation</strong></td>
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<tr>
<td><strong>Time Management</strong></td>
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<tr>
<td><strong>Sleep</strong></td>
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<tr>
<td><strong>Change Your Attitude</strong></td>
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<tr>
<td><strong>Laugh</strong></td>
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<tr>
<td><strong>Get at Least 8-9 Hours of Sleep per Night</strong></td>
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<tr>
<td><strong>A Proper Diet will Help the Body Handle Stressful Situations</strong></td>
</tr>
<tr>
<td><strong>See a Situation as a Challenge Not a Problem</strong></td>
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<tr>
<td><strong>Make Schedules</strong></td>
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<tr>
<td><strong>List Priorities</strong></td>
</tr>
<tr>
<td>Signs of Depression</td>
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<tr>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Sadness or Hopelessness</strong></td>
</tr>
<tr>
<td><strong>Irritability, Anger, or Hostility</strong></td>
</tr>
<tr>
<td><strong>Tearfulness or Frequent Crying</strong></td>
</tr>
<tr>
<td><strong>Withdrawal from Friends and Family</strong></td>
</tr>
<tr>
<td><strong>Loss of Interest in Activities</strong></td>
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<tr>
<td><strong>Changes in Eating and Sleeping Habits</strong></td>
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<tr>
<td><strong>Restlessness and Agitation</strong></td>
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<tr>
<td><strong>Feelings of Worthlessness and Guilt</strong></td>
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<tr>
<td><strong>Lack of Enthusiasm and Motivation</strong></td>
</tr>
<tr>
<td><strong>Fatigue or Lack of Energy</strong></td>
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<tr>
<td>Difficulty Concentrating</td>
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<tr>
<td>--------------------------</td>
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<tr>
<td>Thoughts of Death or Suicide</td>
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<tr>
<td>“I don’t want to do anything.”</td>
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<tr>
<td>“One of my friends told me I look so sad.”</td>
</tr>
<tr>
<td>“I wish sometimes I had never been born.”</td>
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Stress Scenario
Stress Scenario #1

One of your friends confides in you that he was at a party where other kids were using drugs. You don’t think this person has ever used before, but your friend mentioned that he was tempted to try drugs.

This person also complains about how things at home have been lousy lately and feels stressed. You and your friend have played sports since elementary school, but your friend recently quit playing all together.

From the scenario above find two warning signs for depression.

• ____________________________________________________________________

• ____________________________________________________________________

Based on the information, what community resource would your group recommend for your friend?

• ____________________________________________________________________

Stress Scenario #2

A good friend since elementary school is going through a rough time at home. Her parents are separated and she told you she feels responsible. When you get together she is very emotional and often gets angry. The two of you are active in your church youth group and you hope to take her mind off her problems by attending a church event tonight.

From the scenario above find two warning signs for depression.

• ____________________________________________________________________

• ____________________________________________________________________

Based on the information, what community resource would your group recommend for your friend?

• ____________________________________________________________________
Stress Scenario – Cont.

Stress Scenario #3

A friend who is very close with your family has been missing school. When you talk to him about it he says, “I don’t care about school anymore.” You notice that he is hanging out with a different group of people and when you ask him if he wants to do something he says he doesn’t have time. He always had time before and this isn’t the first time he has blown you off in the past couple of months.

From the scenario above find two warning signs for depression.

• ____________________________________________________________

• ____________________________________________________________

Based on the information, what community resource would your group recommend for your friend?

• ____________________________________________________________
## Habits of Mind

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Thinking Flexibly</strong></td>
<td>Remains open to alternatives; sees many possibilities</td>
</tr>
<tr>
<td><strong>Managing Impulsivity</strong></td>
<td>Thinks before acting; is deliberative</td>
</tr>
<tr>
<td><strong>Striving for Accuracy</strong></td>
<td>Uses criteria to evaluate quality; demonstrates craftsmanship</td>
</tr>
<tr>
<td><strong>Gathering Data through the Senses</strong></td>
<td>Observes using all sensory pathways; engages the multiple intelligences</td>
</tr>
<tr>
<td><strong>Thinking About Thinking; Metacognition</strong></td>
<td>Puts into words his/her own thinking; self-reflects</td>
</tr>
<tr>
<td><strong>Thinking Interdependently</strong></td>
<td>Builds on other people's thinking; works collaboratively</td>
</tr>
<tr>
<td><strong>Thinking and Communicating with Clarity and Precision</strong></td>
<td>Uses words carefully; strives for specificity in language</td>
</tr>
<tr>
<td><strong>Finding Humor</strong></td>
<td>Exhibits a whimsical approach to life</td>
</tr>
<tr>
<td><strong>Persistence</strong></td>
<td>Keeps on trying; does not give up easily</td>
</tr>
<tr>
<td><strong>Applying Past Knowledge to New Situations</strong></td>
<td>Learns from experience</td>
</tr>
<tr>
<td><strong>Questioning and Problem Posing</strong></td>
<td>Asks questions; enjoys problem solving; is curious</td>
</tr>
<tr>
<td><strong>Creating, Imagining, Innovating</strong></td>
<td>Enjoys making and doing original things, strives for fluency and elaboration</td>
</tr>
<tr>
<td><strong>Listening with Understanding</strong></td>
<td>Listens to others attentively with empathy and sensitivity</td>
</tr>
<tr>
<td><strong>Takes Responsible Risks</strong></td>
<td>Willing to take on new challenges; not afraid of making mistakes</td>
</tr>
<tr>
<td><strong>Responding with Wonderment and Awe</strong></td>
<td>Enjoys problem solving; demonstrates curiosity</td>
</tr>
<tr>
<td><strong>Remains Open to Continuous Learning</strong></td>
<td>Strives for improvement; searches for new and better ways</td>
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</table>
Vocabulary – Dear “Stressed or Depressed”

Community resources
- Clergy member
- Parent or trust-worthy adult
- Counselor
- Hotline/Helpline
- Reliable websites

Despair
- **Minor** – Mood disorder accompanied by feelings of hopelessness, sadness or helplessness
- **Major** – Mood disorder accompanied by long-lasting feelings of hopelessness, sadness or helplessness.

Distress – Negative stress

Eustress – Positive stress

Fear – Protects us from danger

School resources
- Staff member
- Counselor
- Teacher
- Coach
- Reliable websites

Self Esteem – Pride in oneself; self-respect.

Signs of depression
- Persistent sadness
- Change in grades
- Isolation
- Low motivation
- Using controlled substances
- Loss of pleasure or interest in activities once enjoyed
- Fatigue or loss of energy
- Restlessness, irritability
- Sleep disturbances
- Weight or appetite disturbances
- Lack of concentration, difficulty making decisions
- Feelings of worthlessness, hopelessness, or guilt/blame
- Thoughts of suicide or death

Stress – The body’s and mind’s response to a situation, positive or negative

Stressor – Something that causes stress; e.g., traffic jam, tests, divorce

Stress management – Coping with the harmful effects produced by stress

Stress management strategies
- Use responsible decision-making skills
- Plenty of rest and sleep
- Participate in regular physical activities
- Use a time management plan
- Write in a journal
- Have close friends
- Talk with parents and other trusted adult
Vocabulary – Cont.

Stress management strategies
- Help others
- Express affection in appropriate way
- Care for pets
- Change your outlook–seeing a situation in a more positive way
- Keep a sense of humor
- Use breathing techniques
- Accept what cannot change
- Do not mask problems (Avoidance)
- Don’t sweat the small stuff
- Be flexible
- Have fun–do things that you enjoy
- Eat a nutritious well-balanced diet
- Avoid unnecessary distressful situations, e.g., attending parties with alcohol
- Tackle one thing at a time
- Take action

Suicide – The act of taking one’s own life

Support system – Family, friends or others that help when it is needed
Sincere appreciation is extended to the members of the Health and Fitness Video Production Team and the Review Panel for their time, expertise, and commitment to ensuring that all students in Washington achieve the state standards and assessments in health and fitness.

**Health and Fitness Video Production Team**

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
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<tr>
<td>Patricia Jean Jarvis, Central Valley School District</td>
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For more information about the contents of this document, please contact the Program Supervisor for Health and Fitness Education.

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