

# *Skills for Healthy Living*

## *Handling Stress*

### Teacher's Guide

**Grade Level:** 9–12

**Curriculum Focus:** Health

**Lesson Duration:** Two–three class periods

#### **Program Description**

Stress comes in many forms for teenagers. Some find they don't have enough time to get done everything they need or want to accomplish, some face pressure from friends, family, and others to excel, and others must deal with serious illness. There's another cause of stress that torments a number of teenagers, being bullied. Meet several teens who were bullying victims and several who did the bullying and find out what they learned about themselves.

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#### **Discussion Questions**

##### *Under Pressure*

- How do you relieve stress?
- What causes you stress?

##### *Stop the Violence*

- What are strategies for coping with bullies?
  - What would you do if you saw someone being bullied?
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#### **Lesson Plan**

##### *Student Objectives*

- Define bullying.
- Explain the motivations that lead someone to bully and the consequences of being bullied.
- Prepare a monologue that accurately presents how a bully, a victim, or a bystander might feel about bullying.

##### *Materials*

- *Handling Stress: Stop the Violence*
- Computer with Internet access
- Props or visual aids for skits

## Procedures

1. Have an open discussion about bullying. What is bullying? What actions constitute bullying? (Possible answers include name-calling, teasing, pushing or pulling, hitting or other forms of physical violence, taking bags or other possessions and throwing them around, spreading rumors, ignoring or leaving someone out, forcing someone to do something he or she doesn't want to do.) What is the school's policy regarding bullying? Is it effective? What could be done to make it more effective?
2. Randomly assign each student one of three roles: victim, bully, or bystander.
3. Assign students to research bullying from all three perspectives. They should find the answers to the following questions:
  - What are some common characteristics of bullies? What benefits do they feel they receive from bullying?
  - What are some common characteristics of victims of bullying? What are the potential consequences of being bullied?
  - Why do some bystanders go along with the bully? Why do some choose to do nothing about the bullying?
  - What are the best strategies for dealing with a bully?

There are many Web sites with information on bullying. The following list is a good place to start:

<http://www.kidsource.com/kidsource/content3/bullies.K12.2.html>

<http://www.safeyouth.org/scripts/teens/bullying.asp>

<http://www.ext.vt.edu/pubs/family/350-852/350-852.html>

<http://www.mentalhealth.samhsa.gov/publications/allpubs/SVP-0052/#four>

<http://www.nih.gov/news/pr/apr2003/nichd-14.htm>

<http://www.cyberbullying.ca/>

[http://www.bewebaware.ca/english/safety\\_tips\\_14\\_17.aspx](http://www.bewebaware.ca/english/safety_tips_14_17.aspx)

4. Have each student write a 1-2 minute monologue about bullying from the perspective of their assigned role, explaining that person's feelings and motivations. The monologue should include considering possible ways to deal with the situation and the student can decide how the story ends.
5. Have students read their monologues to the class.
6. Discuss various points raised in the monologues. Did anyone feel sympathy for the bullies or the bystanders? Why or why not? Did anyone think the victim may have "deserved" to be bullied? What do the students think is the best way to deal with a bully?

## Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

**3 points:** The student accurately defined bullying, accurately explained the motivations that lead someone to bully and the consequences of being bullied, and prepared a monologue that accurately presented how the assigned character might feel about bullying.

**2 points:** The student demonstrated a basic understanding of what constitutes bullying, accurately explained one motivating factor that would lead someone to bully and one consequence of being bullied, and prepared a monologue that showed a basic understanding of how the assigned character might feel about bullying.

**1 point:** The student did not demonstrate a basic understanding of what constitutes bullying, did not accurately explain motivating factors that would lead someone to bully or the consequences of being bullied, did not prepare a monologue that showed an understanding of how the assigned character might feel about bullying.

## Vocabulary

### **bully (noun)**

*Definition:* A person who mistreats another person either by name-calling, teasing, spreading rumors, or physical violence.

*Context:* A bully often picks on someone smaller, weaker, or someone who has few friends.

### **bully (verb)**

*Definition:* A behavior that causes someone to feel intimidated, inferior, unwelcome, harassed, or afraid.

*Context:* The group of girls would frequently bully the new student, calling her names and telling her she didn't belong.

### **cyber-bully**

*Definition:* Bullying that takes place by e-mail, instant messaging, text messaging or at Web sites.

*Context:* Cyber-bullying is becoming more common but can be easier to trace because there is written documentation.

### **harassment**

*Definition:* To annoy persistently

*Context:* Bullies use many different forms of harassment, from name calling to spreading rumors to hitting their victims.

### **self-esteem**

*Definition:* A person's feelings about his or her worthiness

*Context:* Being bullied can have a long-lasting impact of the victim's self-esteem.

## Standards

### National Academy of Sciences

The National Academy of Sciences provides guidelines for teaching science in grades K–12 to promote scientific literacy. To view the standards, visit this Web site:

<http://books.nap.edu/html/nses/html/overview.html#content>.

This lesson plan addresses the following national standards:

- Science in Personal and Social Perspectives: Personal and community health

### Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Health: Knows how to maintain mental and emotional health
  - Working with Others: Uses conflict-resolution techniques
  - Working with Others: Displays effective interpersonal communication skills
  - Behavioral Studies: Understands conflict, cooperation, and interdependence among individuals, groups, and institutions
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## Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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## DVD Content

### How To Use the DVD

The DVD starting screen has the following options:

**Play Video** – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

**Video Index** – Here the video is divided into sections, indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

**Curriculum Units** – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

**Standards Link** – Selecting this option displays a single screen that lists the national academic standards the video addresses.

**Teacher Resources** – This screen gives the technical support number and Web site address.

## Video Index

### I. Teens Under Pressure (16 min.)

Teens have to deal with all kinds of stress while trying to keep their lives in balance. See how several teens manage their stressful lives, and learn some strategies that may help you cope better.

### II. Stop the Violence (16 min.)

There are many types of bullying, from teasing, to physical violence, to cyber-bullying, but they all can have devastating consequences. Listen as several victims describe the pain they felt and what finally brought it to an end.

## Curriculum Units

### 1. Brandon's Juggling Act

*Pre-viewing question*

Q: What causes stress in your life?

A: Answers will vary.

*Post-viewing question*

Q: What can Brandon do to help alleviate his stress?

A: Get more rest, talk to others about his frustrations, find more time to relax, and think about giving up something.

### 2. Exam Anxiety

*Pre-viewing question*

Q: What school activities cause you stress?

A: Answers might include taking tests, speaking in front of the entire class, not having enough time to finish homework, and athletic competitions.



*Post-viewing question*

Q: What do you do to reduce stress before a big test?

A: Answers will vary.

### **3. The New Kid**

*Pre-viewing question*

Q: What's it like to be "the new kid" in a school?

A: Answers will vary.

*Post-viewing question*

Q: What can schools do to make it easier for new students to fit in?

A: Answers will vary.

### **4. A Different Kind of Stress**

*Pre-viewing question*

Q: Do you know someone with a serious illness? How do they cope with the stress?

A: Answers will vary.

*Post-viewing question*

Q: What can anyone dealing with various stresses learn from Rachel?

A: Answers will vary but may include maintaining a positive outlook, keeping busy and involved, helping others, talking it out, and expressing yourself creatively.

### **5. The Bully**

*Pre-viewing question*

Q: Why do some kids bully others?

A: Answers will vary.

*Post-viewing question*

Q: What does your school do to try to prevent bullying?

A: Answers will vary.

### **6. Dealing With a Bully**

*Pre-viewing question*

Q: How would you respond to being bullied?

A: Answers will vary.

*Post-viewing question*

Q: What lessons did the teens in the video learn about being bullied?

A: Answers will vary but may mention talk to an parent, school administrator, or trusted adult, don't resort to violence, bullies should think about how the other person might feel, bullying is never the victim's fault.

## 7. Cyber-bullying

*Pre-viewing question*

Q: What is cyber-bullying?

A: Using computers, cell phones, and text messaging to harass someone.

*Post-viewing question*

Q: What are some strategies for coping with cyber-bullies?

A: Ignore them, contact your service provider, keep documentation, go to your parents or a teacher for help.