



## RESEARCH PROJECT

### Coping with Stress Unit Grade 7 • Ages 12-14

#### TIME FRAME

Preparation: 10 minutes  
Instruction: 30 minutes

#### MATERIALS

Materials for research, including websites:

Kids Health Website for Teens:  
<http://bit.ly/19BXy6Z>

WebMd Stress Management:  
<http://bit.ly/Q1ZK1q>

Mayo Clinic Stress Management:  
<http://mayoclinic.in/dbtkJ>

John Hopkins Powerful Impact of Stress:  
<http://bit.ly/Wf3vmR>

[Kindness Concept Posters:](#)  
Responsibility, Self-Care,  
Self-Discipline

#### LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.7.1, 2; CCSS.ELA-Literacy.RI.7.1, 2, 3; CCSS.ELA-Literacy.W.7.2, 7, 8, 9; CCSS.ELA-Literacy.SL.7.1, 2, 4, 6; CCSS.ELA-Literacy.L.7.1, 2  
Colorado: Comprehensive Health S.3, GLE.2, EO.a-f; Reading, Writing and Communicating S.1, GLE.2, EO.b,c; S.2, GLE.2, EO.a,i,ii; S.3, GLE.2, EO.b; S.4, GLE.1, EO.a,b,c

SEL: Self-awareness, Social awareness, Self-management

[Learning standards key](#)

# Coping With Stress Research Project

Students will research the effects of stress on the body and prepare a report.

## Lesson Background for Teachers

Article: Adolescent Stress and Coping Strategies [http://eenet.ca/wp-content/uploads/2012/12/Montgomery\\_LitReviewAdolescentStress\\_ReviewerRevision.pdf](http://eenet.ca/wp-content/uploads/2012/12/Montgomery_LitReviewAdolescentStress_ReviewerRevision.pdf)

Article: Are Teens Adopting Adults' Stress Habits? <http://www.apa.org/news/press/releases/stress/2013/teen-stress.aspx>

## Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

**RESPONSIBILITY** Being reliable to do the things that are expected or required in your life, home, community and environment.

**SELF-CARE** Caring for yourself mentally, physically, emotionally and socially through your words, actions and thoughts.

**SELF-DISCIPLINE** Controlling one's actions and words for the benefit of self and others.

**STRESS** Something that makes you feel worried or anxious.

## TIPS FOR DIVERSE LEARNERS

Students might benefit from:

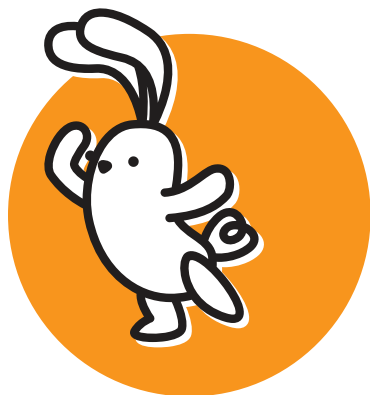
- Using a graphic organizer to organize their notes.
- Being given a specific research task in their group and having a partner for their task; this might be particularly useful for emergent readers or writers.
- Having the project scaffolded for them, so they are able to determine a realistic time frame.
- Reviewing the components of a research project.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



## Resources

4th Grade: Stress Busters Unit

KidsHealth: Stress- <http://kidshealth.org/en/teens/stress.html>

WebMD: How Stress In Children and Teens: <http://www.webmd.com/balance/stress-management/tc/stress-in-children-and-teens-topic-overview>

## Share (3 mins)

*Tell the person next to you about your favorite scene from a movie and why you enjoy it so much.*

## Inspire

### Stress Knowledge Review (5 mins)

As a class, do a popcorn share about what facts you've learned about stress.

## Empower

### Stress Research Project (multi-day activity)

We are going to take what we've learned and see what other information we can find about stress. You will conduct research on the effects of stress on the human body, using the websites I will provide.

Students could work individually or in small groups and answer the following questions:

- How can stress impact people in the short term?
- What are the long-term impacts of stress?
- What are some of the most current research projects on stress? What are their findings?

After they conduct their research, students can write a short paper, create a visual display, make a short video, or give an oral presentation on their findings.

### Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

### Evaluation Questions

- What new information did you learn about stress?
- What does stress do to the body?
- How can stress be harmful?

### Reflection Questions

- Do you think that what you learned about stress will change the way you act? Why or why not?
- Do you think what you learned about stress will help you to support other people? Why or why not?
- How can you live a healthier life with what you know now?



### Summary

*By looking more deeply into what stress is and how it can affect our lives, we now have more information about what to avoid and what to do to help ourselves and others. Reducing stress in people's lives is a kind thing to do because it adds value to the life they are already living.*

### Act (2 mins)

#### Kindness Minute

*We never really know how much stress people are under when we meet them in passing. Sometimes people are smiling through a lot of stress or pain. Hugs release a happy chemical in our bodies. Ask someone today if you can give them a hug.*

#### Kindness in Action

Share the information you learned in this research project with someone at home.

