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Lesson Plan: Stressful Situations and How to Cope (Grade 5)

Grade 5 Learning Expectations (Specific Expectations):

**Note* the expectations in the 1998 vs. 2015 curricula are very similar – the 2015 is more detailed and explicit, and can be used as a guide*

Specific Expectations (1998)

Identify strategies to deal positively with stress and pressures that result from relationships with family and friends; Identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers.

Specific Expectations (2015)

Describe emotional and interpersonal stresses related to puberty (e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices), and identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional wellbeing (e.g., being active, writing feelings in a journal....talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from elders).

Multiple Intelligences

- | | |
|---|--|
| <input checked="" type="checkbox"/> Linguistic | Bodily/Kinaesthetic |
| Logical/Mathematical | <input checked="" type="checkbox"/> Interpersonal |
| Spatial | <input checked="" type="checkbox"/> Intrapersonal |
| Musical | Naturalistic |

Assessment:

Ask students to submit their journal responses to you to check for completion/analysis of the situation.

Cross Curricular Connection:

Language Arts (written communication; verbal communication; vocabulary, spelling and grammar)

Materials and Resources

- Notebook
- Writing utensil
- **Optional/accommodation** Computer and printer (students can type their write-up)

Lesson

Minds-On

- Facilitate a class discussion to answer the following questions: 1) *define and describe what “stress” means, including emotions affiliated with stress.* 2) *Ask students to describe situations that cause them stress (e.g. fighting with friends, homework, etc.)* 3) *Ask students to define what “coping” means, and examples of coping strategies/skills.*
- Explain to students we will be doing an activity called “where do you stand?” or “four corners” (either activity will work). The teacher will read prompts/situations, and students will place themselves either along a line, with both ends of the line representing a spectrum (e.g. stressful, not stressful), or four corners (where each corner is a different category).

Action

- The teacher will read the following prompts/situations. Students will place themselves along the line/in one of the four corners. After students have placed themselves along the line/corner. Here are sample prompts/situations:
 - *I have a lot of homework to do tonight, but I have to go to a family gathering and won't have time to do it all.*
 - *My friend is mad at me because he thinks I made a rumour up about him.*
 - *We start basketball in phys ed next week and I am really bad at getting baskets.*
 - *We get our report cards tomorrow. My parents said if I don't have at least B's in all my grades that I will be grounded and can't go to my friend's party on the weekend.*
- After students place themselves along the line/in one of the four corners for each scenario, ask them to discuss within their groups different coping skills/strategies to overcome the stress in the situation.

Consolidation

- Ask students to share the stress coping strategies they discussed in groups. Ask your students if any of their peers used the same strategies in previous experiences.
- Ask students to journal about 3 different stressful situations over the next two weeks to describe the situation, as well as coping strategies they used to navigate the situation.