

Materials	Journals, pencils, pens, or a digital writing device
Learning Outcome	Identify personal stressors and associated responses and determine strategies to relieve or cope with the stressors.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other and encourage them to use their own materials (journals, pencils, etc.).

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, ask students to read the [webpage about stress](#) from the *Canadian Mental Health Association* or provide them with the same content in a [printable brochure format](#). Ask students to consider some things that cause them negative stress and write them down.



Activity Description

If utilizing a flipped classroom approach, review with students what they read about stress before the activity. If not utilizing a flipped classroom approach, present the information on this [webpage about stress](#) from the *Canadian Mental Health Association* or provide students with the same content to read on their own in a [printable brochure format](#). Then engage students in a discussion about things in their lives that may cause them negative stress and how this may affect their health and well-being.

Share the following questions with students as journal prompts:

- What stresses me out the most each day and why?
- How do I respond to stressors in my life?
- Would I like to change my response to these stressors? If so, what strategies could I use to change my response?

Ask students to practice personal self-reflection about the journal prompts and write a response that demonstrates critical thinking and an understanding of personal stressors.

Consider challenging students to pick one of the stressors they would like to change their response to and apply their proposed strategy. Give students time to plan their strategy and then act on it and check in with them after an agreed upon amount of time.

Healthy Living Competencies



THINK

Develop cognitive skills and strategies that facilitate knowledge about healthy habits, health risk situations, and the short-term and long-term effects of their health choices.



FEEL

Develop affective skills and strategies that facilitate healthy living for themselves, others, and their community.



ACT

Practice behavioural skills and strategies that facilitate choices, actions, and habits for healthy living.



Reflection Questions

Reflection is important to support learning. Consider asking students the following questions and discuss the answers together.

- What is the difference between relieving a stressor and coping with a stressor?
- What surprised you or what did you learn about your stressors as you took the time to reflect and journal?

Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Is the student able to identify at least two stressors in their life and their associated responses?
- Is the student able to demonstrate critical thinking about strategies to relieve or cope with the stressor?

Learning Extension (Optional)

Ask students to journal each day, or a few times a week, and write about their stress, strategies, and overall health.

After an agreed upon amount of time, check in and discuss if they feel that taking the time to reflect and write out their thoughts and feelings has been supportive to their overall health.