

# Stress Management - CTF Challenge Guide

## Horizon School Division

<b>Challenge</b>	Plan an activity to support students at your school in managing stress.	<b>Grade</b>	5-7 or 7-9
<b>Essential Question</b>	How can students support each other to manage their stress in a healthy way?	<b>Estimated Time</b>	15-30 hrs.

**All CTF learning outcomes should be addressed in each CTF challenge.**

<b>Challenge Description</b>	Plan an initiative or event (ie. social media campaign or classroom challenge) at your school for all students to learn about how to take care of their mental health (ie. Stress management, Exam stress, anxiety).
<b>Entry Activity</b>	<p>1. Watch one of the following videos and discuss the Essential Question with class:</p> <ul style="list-style-type: none"> <li>• <b>“Managing Stress - Brainsmart”</b> Animated BBC video that describes your body’s response to stress and offers tips to decrease stress available at: <a href="https://www.youtube.com/watch?v=hnpQrMqDoqE">https://www.youtube.com/watch?v=hnpQrMqDoqE</a> Length: 3 minutes Audience: Youth, young adults &amp; adults</li> <li>• <b>Stress “The Single Most Important Thing You Can Do to Manage Your Stress”</b> Video by Dr. Mike Evans that looks at what stress is, its effects and what you can do to decrease stress. Dr. Evans narrates the video over real-time sketching by the illustrator available at: <a href="https://www.youtube.com/watch?v=l6402Qjp52M">https://www.youtube.com/watch?v=l6402Qjp52M</a> Length: 11 minutes Audience: Young adults &amp; adults</li> </ul> <p>Or</p> <p>2. <b>Egg drop activity:</b></p> <p><b>Goal:</b> Protect your egg using the materials supplied that will act as metaphors for various stress management techniques.</p> <p><b>Material required:</b> Raw Eggs – enough for each group of 4 students to have one. Balloons Cotton Balls Straws String Tape Construction paper Large plastic garbage bag – to place on the floor to aid in clean up Paper towels – for clean up Scissors – to assist in cutting supplies such as string.</p> <p><b>Instructions:</b></p> <p>Have students working in teams of about 4 people. They are to design a protection devise for their egg to protect it when it is placed under some stress, i.e. tossed from one person to the next, rolled across the floor, dropped from various heights, etc. They can use the items listed above to protect their egg and each item is a metaphor for a stress management technique. See attached list of what each item represents.</p> <p>You can give them a bit of time to complete their protective devise, but if you want to add a bit more stress to their project, have them do it in about 10 minutes.</p>

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	<p>Once all teams have their egg protection completed, ask them what some stressors are in their life and determine if they are small or large. Ask students to put the egg under some “small” stresses first, such as tossing it back and forth between pairs, and then escalate the stress, e.g. tossing it along the floor or down a set of stairs, until they get to a large stress which might be dropping the egg from a height. Check the egg for breakage after each stressful event.</p> <p>When <b>debriefing</b> the activity, ask the following questions?</p> <ol style="list-style-type: none"> <li>1. What worked to protect your egg?</li> <li>2. What worked best when it was a small stress, or a larger stress?</li> <li>3. Was it better to only rely on one stress management technique or a combination of them?</li> <li>4. How can you apply this to your own life?</li> <li>5. What are some stress management techniques that you can use?</li> </ol>
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<p><b>Occupational Areas</b> (Select at least two to explore)</p>	<p><b>BUSINESS</b></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Computing Science</td> <td><input type="checkbox"/> Financial Management</td> <td><input checked="" type="checkbox"/> Management &amp; Marketing</td> </tr> <tr> <td><input type="checkbox"/> Enterprise &amp; Innovation</td> <td><input type="checkbox"/> Information Processing</td> <td><input checked="" type="checkbox"/> Networking</td> </tr> </table> <p><b>COMMUNICATION</b></p> <table style="width: 100%; border: none;"> <tr> <td><input checked="" type="checkbox"/> Communication Technology</td> <td><input type="checkbox"/> Design Studies</td> <td><input type="checkbox"/> Fashion Studies</td> </tr> </table> <p><b>HUMAN SERVICES</b></p> <table style="width: 100%; border: none;"> <tr> <td><input checked="" type="checkbox"/> Community Care Services</td> <td><input type="checkbox"/> Foods</td> <td><input type="checkbox"/> Legal Studies</td> </tr> <tr> <td><input type="checkbox"/> Cosmetology</td> <td><input checked="" type="checkbox"/> Health Care Services</td> <td><input checked="" type="checkbox"/> Recreation Leadership</td> </tr> <tr> <td><input type="checkbox"/> Esthetics</td> <td><input checked="" type="checkbox"/> Human &amp; Social Services</td> <td><input type="checkbox"/> Tourism</td> </tr> </table> <p><b>RESOURCES</b></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Agriculture</td> <td><input type="checkbox"/> Forestry</td> <td><input type="checkbox"/> Wildlife</td> </tr> <tr> <td><input type="checkbox"/> Environmental Stewardship</td> <td><input type="checkbox"/> Primary Resources</td> <td></td> </tr> </table> <p><b>TECHNOLOGY</b></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Construction</td> <td><input type="checkbox"/> Fabrication</td> <td><input type="checkbox"/> Mechanics</td> </tr> <tr> <td><input type="checkbox"/> Electro-Technologies</td> <td><input type="checkbox"/> Logistics</td> <td></td> </tr> </table>	<input type="checkbox"/> Computing Science	<input type="checkbox"/> Financial Management	<input checked="" type="checkbox"/> Management & Marketing	<input type="checkbox"/> Enterprise & Innovation	<input type="checkbox"/> Information Processing	<input checked="" type="checkbox"/> Networking	<input checked="" type="checkbox"/> Communication Technology	<input type="checkbox"/> Design Studies	<input type="checkbox"/> Fashion Studies	<input checked="" type="checkbox"/> Community Care Services	<input type="checkbox"/> Foods	<input type="checkbox"/> Legal Studies	<input type="checkbox"/> Cosmetology	<input checked="" type="checkbox"/> Health Care Services	<input checked="" type="checkbox"/> Recreation Leadership	<input type="checkbox"/> Esthetics	<input checked="" type="checkbox"/> Human & Social Services	<input type="checkbox"/> Tourism	<input type="checkbox"/> Agriculture	<input type="checkbox"/> Forestry	<input type="checkbox"/> Wildlife	<input type="checkbox"/> Environmental Stewardship	<input type="checkbox"/> Primary Resources		<input type="checkbox"/> Construction	<input type="checkbox"/> Fabrication	<input type="checkbox"/> Mechanics	<input type="checkbox"/> Electro-Technologies	<input type="checkbox"/> Logistics	
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<p><b>How the Occupational Areas Relate to the Challenge</b></p>	<p><b>Management/Marketing:</b> Plan and market your “initiative or event” to fellow students</p> <p><b>Communication Technology:</b> Using social media/computer technology to promote messaging or marketing initiative or event. Knowing how to find quality health information online.</p> <p><b>Health Care Services:</b> Learning about stress, effects of stress on youth, positive mental health.. Investigating community organizations or resources in your community to support stress management, health promotion or health.</p> <p><b>Community Care Services:</b> Organizing event or leading initiative in the school community.</p> <p>Human and social services: Learning about stress, effects of stress on youth, positive mental health.. Investigating community organizations or resources in your community to support stress management, health promotion or health.</p>
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<p><b>Skills Related to the Occupational Areas</b></p>	<p><b>Management/Marketing:</b> Learn the processes associated with promotion for the sale of goods and services.</p> <p><b>Communication Technology:</b> Discover and develop skills for relaying a message effectively using various forms of media, including animation, print, photography and audio/visual.</p> <p><b>Health Care Services:</b> Prepare for medical careers by examining the anatomy and function of the body systems, and develop skills necessary for careers in mental health or health promotion.</p> <p><b>Community Care Services:</b> Experience volunteering and developing skills for community-based</p>
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	<p>services in a variety of settings.</p> <p>Human and Social services: Prepare for a career in social science by understanding causes, symptoms and protective factors of stress</p>
<b>Safety and/or Environmental Concerns</b>	<p>Are there any items that may be harmful to the students and the environment? Are there any special disposal or clean-up procedures?</p> <p><b>None</b></p> <p><b>Remember to follow your school's and/or district's safety requirements at all times.</b></p>
<b>Facility Type</b>	<p>What kind of room or facility best suits the challenge?</p> <p><b>Classroom</b></p>
<b>Equipment and/or Consumables</b>	<p>What equipment and/or consumables are necessary?</p> <p><b>Computers.</b></p> <p>[Example: 2 × 4 lumber, "L" brackets, 1/2" screws, computer, printer, table saw, sewing machine]</p>

<b>Interdisciplinary Learning Opportunities</b>	<p><b>SUBJECTS</b></p> <table style="width: 100%; border: none;"> <tr> <td><input checked="" type="checkbox"/> ELA</td> <td><input checked="" type="checkbox"/> Health and Life Skills</td> <td><input type="checkbox"/> Religious Education</td> </tr> <tr> <td><input checked="" type="checkbox"/> Fine Arts</td> <td><input type="checkbox"/> Mathematics</td> <td><input checked="" type="checkbox"/> Sciences</td> </tr> <tr> <td><input type="checkbox"/> French Language Arts</td> <td><input type="checkbox"/> Outdoor Education</td> <td><input type="checkbox"/> Social Studies</td> </tr> <tr> <td><input type="checkbox"/> French Second Language</td> <td><input type="checkbox"/> Physical Education</td> <td></td> </tr> </table>	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Health and Life Skills	<input type="checkbox"/> Religious Education	<input checked="" type="checkbox"/> Fine Arts	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Sciences	<input type="checkbox"/> French Language Arts	<input type="checkbox"/> Outdoor Education	<input type="checkbox"/> Social Studies	<input type="checkbox"/> French Second Language	<input type="checkbox"/> Physical Education	
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<b>Cross-curricular Competencies:</b>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Know how to learn: to gain knowledge, understanding or skills through experience, study, and interaction with others</li> <li><input checked="" type="checkbox"/> Think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge</li> <li><input checked="" type="checkbox"/> Identify and solve complex problems</li> <li><input checked="" type="checkbox"/> Manage information: access, interpret, evaluate, and use information effectively, efficiently, and ethically</li> <li><input checked="" type="checkbox"/> Innovate: create, generate, and apply new ideas or concepts</li> <li><input checked="" type="checkbox"/> Create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit</li> <li><input checked="" type="checkbox"/> Apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance</li> <li><input checked="" type="checkbox"/> Demonstrate good communication skills and the ability to work cooperatively with others</li> <li><input checked="" type="checkbox"/> Demonstrate global and cultural understanding, considering the economy and sustainable development</li> <li><input checked="" type="checkbox"/> Identify and apply career and life skills through personal growth and well-being</li> </ul>

<b>Opportunities for Students to Reflect on their Learning:</b> What strategies will guide students to reflect on their learning, their thinking, their experiences and the processes they used?
<p>[Examples: individual journal, written responses, survey, fishbowl discussions, interviews, questioning, modelling of the reflection process or other activities]</p> <ul style="list-style-type: none"> <li>- Students complete a personal sleep diary (Available for order from <b>Alberta Health Services: Stress, Exam Stress brochures and Stress Posters</b> under Resources: Handouts for Students below).</li> <li>- Students complete an individual journal entry reflecting on the effect of stress in their lives.             <ul style="list-style-type: none"> <li>• Students complete a game or activity reflecting on their own stress as chosen from the resource below <b>Southwest Alberta Regional Collaborative Service Delivery Resource List</b>.</li> </ul> </li> </ul>

<b>Resources:</b> Identify potentially useful resources for teaching and learning the challenge.
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The following resources are not authorized but are provided as a service to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these resources rests with the user. Note: All website addresses listed for this project were confirmed as accurate at the time of publication but are subject to change.

Contact your local Health Promotion Coordinator for other resources related to healthy eating, active living and positive mental health by emailing: [healthychildrenand youth@ahs.ca](mailto:healthychildrenand youth@ahs.ca)

### Books, Manuals and Articles

1. **AHS Elementary: Be Kind to Yourself and Others Mental Health Kit** - <http://www.albertahealthservices.ca/7599.asp>
2. **AHS Junior High: Be Kind to Yourself and Others Mental Health Kit** – <http://www.albertahealthservices.ca/6872.asp>
3. **Stressed Lessons:** The aim of this resource is to help educators create teachable moments to introduce stress-management strategies and skills and build emotional resiliency in their students and themselves. This resource is intended for adults who work with youth who are in grades 7-9 in classrooms and other educational and recreational settings. There are accompanying resources for students, as well as family members and other caregivers.
  - a. Grades 4-6 <http://psychologyfoundation.org/index.php/programs/stress-lessons/educators/>
  - b. Grades 7-9 <http://psychologyfoundation.org/index.php/programs/kids-have-stress-too/download-resources/khst-grades-7-9-program-manual/>
4. **AHS: Provincial Teacher Resource List** – Mental Health Resources  
<http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-csh-provincial-teacher-resource-list.pdf>
5. **Southwest Alberta Regional Collaborative Service Delivery Resource List**
  - a. <http://swrcsd.ca/wp-content/uploads/2014/10/Child-and-Youth-Mental-Health-Resources-Oct-2014.pdf>
6. “Stress” (E-Learning for Kids) <http://www.elearningforkids.org/life-skills/lesson/stress/>
  1. What is stress?
  2. Things that can be stressful
  3. Effects of stress
  4. Tips for beating stress
7. **Alberta Health Services:** [Guide for Choosing School Health Resources](#) / [Guide de sélection de ressources liées à la santé en milieu scolaire](#)

### Websites and Multimedia

[http://thebrain.mcgill.ca/flash/d/d\\_11/d\\_11\\_cr/d\\_11\\_cr\\_cyc/d\\_11\\_cr\\_cyc.html](http://thebrain.mcgill.ca/flash/d/d_11/d_11_cr/d_11_cr_cyc/d_11_cr_cyc.html)

[http://www.ninds.nih.gov/disorders/brain\\_basics/understanding\\_sleep.htm](http://www.ninds.nih.gov/disorders/brain_basics/understanding_sleep.htm)

<http://science.howstuffworks.com/life/inside-the-mind/human-brain/sleep1.htm>

**Handouts:** Materials for student use.

**Alberta Health Services: Stress, Exam Stress brochures and Stress Posters available for order at:**  
<https://secure14.datagroup.ca/> Login ID: mentalhealthresources using the password: mh2016

\*Prepare in collaboration with Horizon School Division and Alberta Health Services – Healthy Children and Youth HPCs