



[KidsHealth.org/classroom](http://KidsHealth.org/classroom)

## Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

## Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

4DWERQDQDHDQWKQGFQWERQ  
6WBDQGDUQ  
#GFRYKHHDQWKFKRRQKHUQ  
WDQGDUGLQGHKWP

Kids experience stress in many ways. Some are overscheduled, worried or afraid, while others have butterflies before a test, event or performance. The following discussion questions and activities will help your students identify, reduce, and avoid stress, as well as know the difference between good and bad stress.

## Related KidsHealth Links

### Articles for Kids:

#### The Story on Stress

[KidsHealth.org/kid/feeling/emotion/stress.html](http://KidsHealth.org/kid/feeling/emotion/stress.html)

#### Talking About Your Feelings

[KidsHealth.org/kid/feeling/thought/talk\\_feelings.html](http://KidsHealth.org/kid/feeling/thought/talk_feelings.html)

#### Five Steps for Fighting Stress

[KidsHealth.org/kid/feeling/emotion/5\\_steps.html](http://KidsHealth.org/kid/feeling/emotion/5_steps.html)

#### What Kids Say About: Handling Stress

[KidsHealth.org/kid/talk/kidssay/poll\\_stress.html](http://KidsHealth.org/kid/talk/kidssay/poll_stress.html)

#### Being Afraid

[KidsHealth.org/kid/feeling/thought/afraid.html](http://KidsHealth.org/kid/feeling/thought/afraid.html)

#### Worry Less in Three Steps

[KidsHealth.org/kid/feeling/thought/worry\\_less.html](http://KidsHealth.org/kid/feeling/thought/worry_less.html)

## Discussion Questions

*Note: The following questions are written in language appropriate for sharing with your students.*

1. What is stress?
2. Name some of the things that might make people feel “stressed out.”
3. How does your body react to stress?
4. If you're feeling stressed out, how can you feel better? How can you avoid getting stressed out in the first place?



## Activities for Students

*Note: The following activities are written in language appropriate for sharing with your students.*

### Take Care of YourSELF

#### Objectives:

Students will:

- Identify causes of stress
- Explore ways to avoid stress

#### Materials:

- KidsHealth article “The Story on Stress”
- “Take Care of YourSELF” handout
- Markers, crayons, construction paper, photos
- Magazines, photos
- Poster board, construction paper

#### Class Time:

One hour or two 30-minute sessions

#### Activity:

It's a lot easier to avoid stress if you take care of yourself. The best way to stay away from stress is to have a balanced life. That means making good decisions about how to spend your time each day. After reading the KidsHealth article “The Story on Stress,” create a poster based on the SELF idea in the article: Sleep, Exercise, Leisure (fun stuff), and Food. The SELF idea is that if you take care of yourself and get enough sleep and eat healthy food, and if you exercise and leave time for fun stuff, you'll probably feel less stressed out! Use the handout as a guide and add pictures, drawings, or photos of yourself next to the SELF activities you decide to include in your poster. Put this poster on your fridge or in your bedroom to remind you and your family about how to keep a more balanced life. As you get older and get involved in more activities, it will be more important to remember the SELF technique. Maybe your parents can take a lesson from you the next time you see them stressed out!

#### Extensions:

1. Write down a time when you were feeling stressed. Think about what part of the SELF was missing that may have caused you to feel stressed out.
2. Make a SELF poster for a family member who seems stressed. Use illustrations to share the news about taking care of yourself.
3. Write a cheer based on the SELF technique. Add dance moves to it and share it with your class.



## Morning Stressbusters

### Objectives:

Students will:

- Identify ways to manage stress
- Create a public service announcement to share stressbusting strategies

### Materials:

- KidsHealth article “What Kids Say About: Handling Stress”
- Paper, pencils, writing tools
- Clock or watch
- “Morning Stressbusters” handout

### Class Time:

Two, one-hour sessions

### Activities:

- Today we’re going to read an article about what kids your age say about handling stress. (Distribute copies of the article and select volunteers to read aloud. After the article is read, lead a discussion about the key points.)
- Now write a public service announcement that can be read over the loudspeaker during the morning announcements to help students who are feeling stressed. Be sure to include the strategies you learned from the articles on stress. Write your tips so they’re easy to remember. Then include at least three of your tips in your morning stressbuster announcement. Read your announcement aloud to a partner, and have your partner time it so that it can be read in 90 seconds or less.

### Extensions:

1. Create a no-stress zone in your classroom or home. Make the area a comfortable place to go to ease down stress levels. Don’t forget to include music, photos, and furniture that are soothing.
2. Create a “Top 10 Ways to Beat Stress” list for students to keep handy when they’re feeling stressed.
3. Discuss good stress vs. bad stress.

## Reproducible Materials

### Handout: Take Care of YourSELF

[KidsHealth.org/classroom/3to5/problems/emotions/stress\\_handout1.pdf](http://KidsHealth.org/classroom/3to5/problems/emotions/stress_handout1.pdf)

### Handout: Morning Stressbusters

[KidsHealth.org/classroom/3to5/problems/emotions/stress\\_handout2.pdf](http://KidsHealth.org/classroom/3to5/problems/emotions/stress_handout2.pdf)

### Quiz: Stress

[KidsHealth.org/classroom/3to5/problems/emotions/stress\\_quiz.pdf](http://KidsHealth.org/classroom/3to5/problems/emotions/stress_quiz.pdf)

### Answer Key: Stress

[KidsHealth.org/classroom/3to5/problems/emotions/stress\\_quiz\\_answers.pdf](http://KidsHealth.org/classroom/3to5/problems/emotions/stress_quiz_answers.pdf)



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Take Care of YourSELF

Instructions: Create a poster for your home to remind you about how to keep a balanced life so you won't feel stressed out. Write what each step represents based on what you learned about stress and the SELF technique. Then transfer your ideas to a piece of construction paper or poster board. Add drawings, photos, or pictures next to each letter that represents you in each step. Be sure to title your poster. Then take care of yourself!

S: \_\_\_\_\_

E: \_\_\_\_\_

L: \_\_\_\_\_

F: \_\_\_\_\_





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Morning Stressbusters

Instructions: Write a public service announcement that can be read over the loudspeaker in the morning to help kids who are feeling stressed out. Include some strategies you learned from the KidsHealth articles you read about stress. First, jot five stressbusting or stress-avoiding tips in the space below. Write your tips so they're easy to remember. Then, include at least three of your tips in your morning stressbuster announcement. You can start writing the announcement after the introduction provided on the next page, or cross that out and write your own intro. Read your announcement aloud to a partner, and have your partner time it so that it can be read in 90 seconds or less.

### Tips to beat or avoid stress:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
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3. \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
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\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Morning Stressbusters

Announcement:

“Good morning, \_\_\_\_\_ students! Do you ever get  
(name of school)  
stressed out? If you do, you can try some of these tips throughout  
the day – here at school or at home!”





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Morning Stressbusters





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Quiz

Instructions: Answer each question.

1. True or False: Stress is what you feel when you're worried or uncomfortable about something. T F
2. True or False: Good stress can help push you to get things done, like study for a test or practice for a concert. T F
3. True or False: Bad stress can make you sick. T F
4. True or False: Keeping a balanced life makes you more stressed out. T F
5. True or False: When you're feeling stressed, you should always try to solve the problem yourself. T F

6. Write the words that make up the SELF technique for avoiding stress:

S \_\_\_\_\_  
E \_\_\_\_\_  
L \_\_\_\_\_  
F \_\_\_\_\_

7. Write two strategies that helped you feel better when you were in a stressful situation:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Quiz Answer Key

1. True or False: Stress is what you feel when you're worried or uncomfortable about something.  T  F
2. True or False: Good stress can help push you to get things done, like study for a test or practice for a concert.  T  F
3. True or False: Bad stress can make you sick.  T  F
4. True or False: Keeping a balanced life makes you more stressed out.  T  F
5. True or False: When you're feeling stressed, you should always try to solve the problem yourself.  T  F

6. Write the words that make up the SELF technique for avoiding stress:

S sleep

E exercise

L leisure

F food

7. Write two strategies that helped you feel better when you were in a stressful situation:

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