

**LEARNING ACTIVITIES/TEACHING STRATEGIES:**

**1. Consider teen years as physical and emotional transition years.**

- a. Consider that body changes during puberty bring high and low emotions.**

**1.a-1 Introductory Activity: Thermochromic (Color Change) Paper**

Give each student a small piece of thermochromic (color change) paper and instruct them to hold it briefly. They will notice that the color changes very quickly--just the same as teenagers' emotions. Thermochromic paper and teenage emotions are alike in this respect.

Note: Thermochromic paper is available at many copy centers and through paper wholesalers. There are four or five colors available all changing to different colors.

**1.a-2 Emotional Highs and Lows**

Using the teacher background information, **EMOTIONS**, on page I-B-20, the teacher will introduce the topic and discuss how emotions are constantly changing--sometimes high and sometimes low. Adolescence is a time of wide emotional mood swings.

**EMOTION:** An indicator of how a person is feeling mentally.  
(An overhead transparency pattern for this definition is provided on page I-B-21.)

Students will complete the **EMOTIONAL HIGHS AND LOWS** student activity guide (page I-B-22).

- b. Itemize some behaviors that are acceptable in childhood but not acceptable in teen years.**

**1.b-1 Introductory Activity: "When I Was a Child..."**

Begin with the old saying, "When I was a child, I spake as a child, I understood as a child, I thought as a child: but when I became a man, I put away childish things.", and ask the class the following questions:

- What do you think is the meaning of this quotation?
- How does it apply to our emotions?
- How does it apply to teenagers?

Ask the students to identify some behaviors used by children to express emotions. Discuss why some of these behaviors should not be used by teenagers to express emotions.

## LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

### 2. List various emotions experienced through life.

#### 2-1 Six Basic Emotions

Using the teacher background information, **SIX BASIC EMOTIONS**, provided on page I-B-23, discuss the six (6) basic emotions and the intensities of other emotions in that category. Ask the students if there are good or bad emotions. Why or why not? Discuss the fact that it's okay to feel all kinds of emotions; it's how the emotions are dealt with that is good or bad.

Have the students write a story using as many of the adjectives describing emotions as possible, using the **SIX BASIC EMOTIONS** resource sheet (page I-B-23) as a reference. Read the stories to the class or have the students share their stories with the rest of the class.

#### 2-2 Rose-Colored Glasses

Students will complete the **ROSE-COLORED GLASSES** student activity guide (page I-B-26) according to the directions given at the beginning. Discuss the terms with the class upon completion. Additional background information is provided on pages I-B-24 and I-B-25.

#### 2-3 Emotional Hats

Use a variety of hats that could portray emotions (e.g., cowboy hat=carefree, content; bridal veil=thrilled, nervous; sun bonnet= happy; nurse's cap=competent, professional; baseball cap=playful; motorcycle helmet=rebellious; military hat=proud) and discuss how everyone reacts to situations differently.

#### 2-4 Written All Over Your Face

Using the student activity guide, **WRITTEN ALL OVER YOUR FACE**, (page I-B-28), have the students match the face with the corresponding emotion.

NOTE: Posters of these faces are available through Argus catalog.  
P. O. Box 6000, Allen, TX, 1-800-527-4748.

#### 2-5 My Emotion Diary

Have students complete **MY EMOTION DIARY** student activity guide (page I-B-30) and keep a record of their different emotions experienced for a two or three day period. Have the students record what conditons were involved with that emotion.

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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**3. Specify positive and negative methods of expressing emotions.****3-1 Social Expectations and Emotions**

Lead a discussion on societal expectations of emotional expression. For example:

- Is it okay for boys to cry? Girls to cry? Why or Why not?  
Under what circumstances?
- Do boys and girls show emotions differently? Why?
- Is society changing its views on how emotions are expressed? How?

**3-2 Positive and Negative Ways of Expressing Emotions**

Using the six basic emotions discussed in activity 2-1, ask the students to list positive and negative ways for teenagers and adults to express these emotions. After the students have completed their lists, record their answers on two large pieces of colored butcher paper with markers. Some discussion will naturally occur as to why certain behaviors are not appropriate, etc.

**NOTE:** This could be used as a group activity, also. It is suggested that a red piece of paper be used for the negative ways of expressing emotions--red meaning "Stop" or not okay, and green be used for the positive ways of expressing emotions--green meaning "Go" or okay.

**3-3 Emotional Appeals**

Students will read **EMOTIONAL APPEALS** (page I-B-31) and complete the corresponding student activity guide (page I-B-32). Discuss whether the teens used positive or negative ways to express their emotions. Then have the students write a letter to the editor expressing their emotions about something.

**3-4 Anger Balloons**

Discuss the different types of anger, using the teacher background information, **ANGER BALLOONS**, provided on pages I-B-33 through I-B-36. Use a different balloon to illustrate each type of anger, following the directions on page I-B-33. When the background information is completed, have the students complete the **MY ANGER BALLOON** student activity guide (page I-B-37).

**3-5 Anger Traffic Signal**

Another thought: ANGER is only one letter (or light) away from DANGER.

**ANALOGY:** The yellow "caution" light represents anger. Anger in and of itself is not dangerous; it's how we handle it that makes the difference. It is a warning for us to be cautious and think twice.

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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The red "stop or wait" light represents uncontrolled anger. Uncontrolled anger is danger waiting to happen.

The green "go" light represents controlled anger, which is not harmful or dangerous. When we are in control, it is generally safe to proceed.

(A pattern for the traffic signal is provided on page I-B-38. This could be used as an overhead transparency, a bulletin board, or poster.)

**4. Analyze the differences between passive, assertive, and aggressive behavior.**

**4-1 Passive, Assertive, Aggressive Behavior**

**ANALOGY:** Use the analogy of various types of vehicles representing the three personality types; i.e., small car = submissive, mid-car = assertive, and large car (Hummer) = aggressive. (Overhead transparency patterns of these vehicles are provided on pages I-B-40 to I-B-42)

Using the teacher background information provided on page I-B-39 and the overhead transparencies of the vehicles, identify and describe passive, aggressive and assertive behavior types for the students. Give the students a copy of the activity guide, **BEHAVIOR ANALYSIS**, (page I-B-43), and have the students complete the student activity guide on their own. When they have finished, go over the situations and discuss them as a group.

**4-2 Behavior Role Play**

Divide the class into groups of three and give each group a copy of the student activity guide, **BEHAVIOR ROLE PLAY**, (page I-B-44). One student will take the passive and assertive roles. The second student will be the receiver of the message. The third student will be the observer and record the types of behaviors and responses.

Have the students play each role passively and assertively. Also, have the students in each group rotate roles within that group, so everyone has multiple experiences. When the students have completed the activity, as a class discuss how needs are met in each situation.

**Additional Strategy:** Have some groups do their role-playing for the rest of the class.

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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**4-3 Personality Type Survey**

Using the teacher background information on page I-B-45 as a guide, introduce the students to the two personality types. Have the students complete the student activity guide, **PERSONALITY TYPE SURVEY**, (page I-B-46). Explain to the students that no one else will see it, so they can be quite honest with their answers. When the students have completed the survey, display the answer key (page I-B-47) for student evaluation. Explain the scoring for self-evaluation. (If the answer key is put on a poster board or an overhead transparency, it can be used repeatedly.)

**5. Recognize legal, mental, social, ethical, physical, and financial consequences of uncontrolled emotions to individuals and family.****5-1 Consequences of Uncontrolled Emotions**

Break the students into small groups and give each group a different newspaper or magazine article that depicts uncontrolled emotions on the part of someone or a group of people (e.g., current crimes of passion, hostage situations, kidnapping, rape, child/spouse abuse, or other violent crimes). Have the groups complete the student activity guide, **CONSEQUENCES OF UNCONTROLLED EMOTIONS**, (page I-B-49), and analyze the legal, mental, social, ethical, and physical consequences of the uncontrolled emotions and violent crimes described. If time permits, have each group summarize its article and the consequences for the rest of the class.

**6. Identify consequences and costs of uncontrolled emotions to the community.****6-1 Costs to Community**

Using the news articles from the previous activity (5-1), have the students identify and discuss the consequences and costs to the community. Be sure to include such things as law enforcement, prisons, social workers, broken families, welfare dependency, traumatized neighborhoods, etc.

**7. Review stress materials, including:****a. definitions of stress-related terms**

**Note:** These materials were covered in the 7th grade Technology-Life-Careers Curriculum and in the 8th grade Life Skills Curriculum. If this material has been adequately covered in these programs, this section should be kept to a review status. However, if the materials

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have not been adequately covered in preceding classes and/or the students do not seem to have the skills to meet the competencies, include this section at this time.

**7.a-1 Introductory Activity: Phony Research Report**

The teacher will come to class as if he/she is not prepared; shirt or blouse buttoned crooked, wearing two different colored socks, hair mussed, can't find a pencil, things are scattered all over the room, etc. He/she has just cut him/her-self on a piece of paper and needs a band aid. The teacher dialogue could go something like this:

"I've had such a bad day! I got a ticket on the way to school and it made me late and I wasn't ready for my first class, and the principal was mad. To make matters worse, I was reviewing the scores for this class and came to the conclusion that you are not studying enough and don't seem to care about your work for this class. My role as a teacher is to help you learn. If you can't take the small assignments seriously, then apparently you need a large assignment to get your attention. Since this class deals with current social issues related to the family, I have an assignment for a report on social issues for you."

Play loud music and pass out the large assignment, **CURRENT SOCIAL ISSUES RESEARCH REPORT**, student activity guide (page I-B-50) and explain that it is due in three days. (Go over the assignment with students to be sure they understand.) Comment on a few students who are not prepared, etc. After a few minutes ask the students:

- What they have observed about you today?
- How was this an example of stress?
- What factors lead to stress in daily life?

Then tell the students that it is a phony assignment and the activity was to illustrate how stress affects us. Process the experience by asking the students how they were feeling physically, mentally, etc. Explain that they were experiencing stress. Define the term stress and discuss how students feel physically and emotionally when they are under stress. (See graphic on page I-B-51.)

Review the following stress-related terms with the class:

<b>STRESS:</b>	Mental and/or physical tension
<b>DISTRESS:</b>	Anxiety or suffering due to excessive stress
<b>EUSTRESS:</b>	Positive stress
<b>STRESSOR:</b>	Anything that causes stress or tension
<b>STRESS REDUCER:</b>	Any action or activity that relieves or reduces stress

(Overhead transparency patterns for these definitions are provided on pages I-B-52 to I-B-56.)

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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**Alternate Teaching Strategy: Phony Test**

The teacher will give the students a test that won't be graded, although the students are not aware of that fact. To set the stage, the teacher should tell the students that this test will be half of their term grade and they will have only five minutes to complete it. After the students have finished the test, the teacher should explain to the students that this was only an experiment and process the activity as described above.

**7.a-2 What is Stress?**

Using the teacher background information, **WHAT IS STRESS?**, provided on pages I-B-57 and I-B-58, the teacher will give the students some basics regarding stress. After receiving this information, the students can complete the student activity guide, **SIGNS OF STRESS** (page I-B-59).

**b. causes and effects of stress****7.b-1 Introductory Activity: Stress Backpack**

The teacher comes into class wearing a backpack, but carries on class business as usual until a student comments about backpack. The teacher should act surprised that they can see the backpack.

Discuss the fact that everyone has an invisible backpack that carries their stresses. Some backpacks are fuller than others. Open the backpack and pull out rock-shaped cards with things written on them such as:

- abusive parent(s)
- financially ill relative
- low self-esteem
- financial struggles at home
- drug abuse
- etc.

Help the students to understand that we usually can't see how heavy someone's backpack is, and sometimes he/she doesn't want us to see. We can ease the weight of his/her backpack by giving smiles and/or kind words.

**7.b-2 Stress Gets to Kids, Too**

Students will complete the **STRESS GETS TO KIDS, TOO** student activity guide (page I-B-60). The students can figure their own scores according to the directions given on the activity.

**7.b-3 When Good Things Become Stressful**

The teacher can lead a discussion about how things that should be enjoyable are sometimes made stressful by trying to cram too much into too little time. Ask the students to share some examples of this, such as:

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- 1) eating a favorite dish in 3 minutes
- 2) reading a good book vs. a book report due in a day
- 3) sewing under a deadline
- 4) having to make an appearance at three different parties in one night

**7.b-4 Dealing with Stress**

The teacher should ask a student who thinks he/she is really good at coping with stress to help with this activity. Have him/her come to the front of the room and stand with his/her arms in front, palms up, slightly bent elbows. Begin stacking textbooks one at a time on the student's arms, naming a stressor with each book. Examples of stressors:

- you forgot your English assignment that's due today
- you woke up with a huge zit on your nose
- you were elected to be an officer in a student organization
- you fall going down the stairs at school
- you made the team
- you don't have enough money to buy the gym shoes you want and your mom makes you buy less expensive ones
- your girlfriend/boyfriend breaks up with you
- you have a role in the school play
- your best friend is in a bad mood
- a change of schedule requires you to eat lunch alone
- you didn't make the team you tried out for
- you have a band or orchestra concert tomorrow and you have a solo part to play
- you go home from school to a bunch of chores and homework and your sibling won't help
- you have track practice tonight and a huge history/science fair project is due tomorrow

Have the class watch for physical symptoms of stress. Discuss how we can cope with the little things or one or two things, but when too many little things stack up, it's more difficult to cope and becomes too burdensome. Then we go into overload.

**Summary:** People deal with stress differently, and everyone has different amounts of stress he/she can cope with effectively.



**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

- c. **positive and negative methods of stress management, including consequences of negative management.**

**ANALOGY:** Stress management is like making the choice of whether or not to use the cruise control on your car. Using the cruise control keeps you from getting into trouble (speeding) with the law or getting into accidents, and when you don't use it, you run the risk of these things happening. It is a measure of prevention that helps us be in control and avoid problems. Many stressful situations occur because we have not used any measures to prevent things happening that can cause stress. This analogy can be used throughout all of the following activities.

**7.c-1 Negative Ways to Deal with Stress**

Ask the students what the question is to this definition: *The act of fleeing from a situation or event either emotionally or physically or both.* {Question: What is running away?} (Overhead transparency patterns provided on pages I-B-61 and I-B-62.) Discuss ways students run away from stress emotionally (e.g., rebel or get angry, withdraw from others, put problems off, blame others, talk to people until they find someone who agrees with them, etc.) and physically (e.g., leave home, check out of class they are having difficulty in, using drugs or alcohol, sleeping a lot, etc.)

**7.c-2 Runaways**

Read the **RUNAWAYS** article (pages I-B-63 to I-B-66) to the students and have them complete the **RUNAWAYS** student activity guide (page I-B-67). Discuss how stress can cause teens to run away and why running to the streets should never be considered as an option.

Alternate strategy: A classroom set of this article could be used to have the students read it themselves, and then complete the student activity guide.

**7.c-3 Positive Ways to Deal with Stress**

There are positive ways to deal with stress. Identify some positive ways to handle stress. Brainstorm ideas that work for students. (See list of positive stress reducers on page I-B-69.) Be sure to identify agencies and individuals in the local community that help teens with their problems.

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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**7.c-4 Stress Survival Kits**

Have students assemble their own personal **STRESS SURVIVAL KITS** (page I-B-70). Discuss how the process of preparing for stressful situations can help reduce stress and assist in coping with stress. The teacher can bring his/her stress kit to class to reinforce the concept that everyone has stress and everyone needs to be prepared.

**7.c-5 Take Time to Relax**

Have students participate in the **TAKE TIME TO RELAX** activity (pages I-B-71 and I-B-72). Discuss how relaxation helps to reduce stress.

**7.c-6 Sweet Solitude**

Have the students read the article, **SWEET SOLITUDE**, (pages I-B-73 to I-B-75) and complete the **SWEET SOLITUDE** student activity guide (pages I-B-76 and I-B-77). Follow-up with a classroom discussion on the merits of solitude, including that it is an extremely viable method for managing stress. (Overhead transparency pattern is provided on page I-B-80.)

**7.c-7 Using Humor to Reduce Stress**

Using the student activity guide on page I-B-81, ask the students to write about an embarrassing experience they've had. Then ask some of the students to share their experiences with the class. (The teacher may need to share one of his/her experiences to get the sharing started. See the examples on pages I-B-82 and I-B-83.) Then discuss how sharing an emotion or an emotional experience with someone else can strengthen a relationship and help people cope during difficult times.

**7.c-8 Time Management as a Stress Reducer**

Explain to the students the benefits of time management as a way of relieving stress. Time management gives us the feeling of being in control (like the cruise control); therefore, stressful feelings subside. If the students are not currently using some type of student planner, the teacher may want to use some of the materials provided on pages I-B-84 and I-B-85 as an assignment and/or introduction to the merits of "being on top of things".

**RESOURCES:**

**Articles:**

Cooney, S., *Stress: Help or Hindrance*, Illinois Teacher, Sept/Oct. 1980, pp. 9-11. (The Illinois Teacher is no longer published.)

**Books:**

Dobson, James. *Emotions-Can You Trust Them?* Gospel Light Publications, 2300 Knoll Dr., Ventura CA 93003. 1980. ISBN: 0-83070-866-9. A book about ways to handle emotions effectively.

Frank, Anne. *The Diary of Anne Frank*. Doubleday, a Division of Random House, UInc., 1540 Broadway, New York NY 10036-4094. 1989. ISBN: 0-38544-023-6. (There are a number of different publications of these diaries.)

Glenn, H. Stephen, *Seven (7) Strategies for Developing Capable, Responsible, Respectful, and Resourceful Students*, Prima Publishing, 3000 Lava Ridge Court, Roseville CA 95666. 1988. ISBN: 0-76151-356-6.

Van Wie, Eileen Kalberg, *Teenage Stress: How to Cope in a Complex World*, Silver Burdett Press, 299 Jefferson Rd., Parsippany NJ 07054. 1988. ISBN No. 0-67163-824-6.

**Films:**

*A Day In The Life of Bonnie Consolo*. 16 minutes. Barr Films, Box 5667, 3490 E. Foothill Blvd., Pasadena, CA 91107. A woman is born without arms and leads a normal productive life.

*Joshua In The Box*. 5 minutes. Steven Bosustow Productions, 1649 11th Street, Santa Monica, CA 90404. Joshua is a cartoon character who is trapped in a box and finally breaks out. It deals with emotions and frustrations.

*The Skating Rink*. 27 minutes. Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019 This film shows problems that affect people of all ages and how they deal positively with them.

**Video:**

*On Being Human*. University of Wisconsin: Telecommunications Center, 41 North Mills, Madison, WI 53706

**Audiotape:**

Glenn, H. Stephen, *Perception of Control over Environment/Developing Intrapersonal Skills*, 30 minutes. Prima Publishing, 3000 Lava Ridge Ct., Roseville CA 95666.