



Intermediate- / Advanced

S-T-R-E-S-S-E-D

Lesson Objectives

- Students learn and practice new vocabulary in conversation activities concerning stress.
- *Teachers should listen and observe students' reactions to this topic in order to better pray for them. **THIS IS FOR TEACHERS' EYES ONLY!***

Classroom Learning Activities

Activity 1 – Discussing Stress

Resources Needed:

- Picture of woman feeling stressed printed to show students.
- Definition of stress printed on a poster or written on board and covered.
 - *A state of mental or emotional strain or tension resulting from adverse or demanding circumstances* (Oxford Living Dictionary).
- The following statement either printed on a poster or written on board.
 - *The World Health Organization said stress has become a 'World Wide Epidemic'*

Procedure:

- Show the students the picture of the woman who is stressed and ask, “Can you guess the subject we are going to discuss today?”
 - “How is this woman feeling? Stressed?”
- Let 2-3 students give their definition of stress.
- Show the students the definition of stress and explain or clarify any vocabulary as needed.
- Show students the statement from the World Health Organization. Ask them, “Do you agree or disagree with this statement? Why? Call on 2-3 students to respond.
- Allow 5 minutes for this activity.

Activity 2 – What’s Stressing You?

Resources Needed:

- 3 main causes of stress in today’s world printed on a poster.
 - Top 3 Causes of Stress in Today’s World: Money, Work, Poor Health (Source: houstonbehavioralhealth.com)
- *For teachers: Additional stressors include death of a loved one, divorce, getting married, moving, emotional problems (depression, anxiety, anger, grief, guilt, low self-esteem), relationships, personal appearance. You can add to the list as needed.*

Procedure:

- Put students in groups of 3-4 for the following discussions. Teacher circulates among groups to listen.
 - Do you agree or disagree with this list? Why?
 - What stressors in your society would you add to this list? (add additional stressors as needed from above resource list)
 - Ask the students to share with their group what they feel are the top 4 stressors in their lives and write them down.
- Allow 8-10 minutes for this activity.

Activity 3 – Managing Your Stress

Resources Needed:

- Identifying Critical Issues printed on a poster.
- Identifying Critical Issues handout for students (4 per sheet – print as many as needed for classes and cut apart).
- Reinhold Niebuhr quote printed on a poster (often referred to as the Serenity Prayer).
 - "God grant me the serenity to accept the things I cannot change; the courage to change the things I can; and the wisdom to know the difference."
Reinhold Niebuhr
- Chart of group discussion questions.

- ***Additional teacher information that will help you understand the Identifying Most Critical Issues tool:*** Stressors are events that cause an emotional and/or physical reaction. Stress can be positive (wedding, job promotion) or negative (loss of job, car accident, major illness). But what is important is to be able to manage the many stressors in your life. One way to manage stress is to prioritize the issues that are most important to you. Another is to decide what issues can be changed or resolved and which ones cannot.

Procedure:

- Show the Identifying Most Critical Issues tool to the students. Explain that there are stressors in our lives that can be changed and others that are not easily changed. These stressors are either high priority or low priority to us. Think about this – “Do you control stress in your life or does stress control you?”
- Hand out the Identifying Most Critical Issues tool to students who are still in their groups of 3-4. Explain that they should take the list of the top 4 stressors in their lives and place each stressor in the appropriate box. It is possible that all items could go in one box, but not always likely.
- Have students discuss in their groups the following questions about their own stress.
 - Are you worrying about things that cannot easily be changed?
 - Are you taking action to deal with the stress that you can change?
 - What is one action you can take to start managing your stress?
 - Each student should express if they agree or disagree with Reinhold Niebuhr’s Serenity Prayer and why or why not?
 - Discuss ways that you cope with your stress, such as listening to music, exercising, etc.
 - ***Teacher note: You might share briefly with the class one way that you cope with stress.***
- Allow 20-25 minutes for this activity.

Activity 4 – Stress Idioms

Resources Needed:

- Print 5 sets of idiom cards using three different colors of card stock. These are for a matching activity.

- Idioms with definitions:
 - **At wits' end** – at the end of one's ideas or mental resources
 - **Snowed under** – overwhelmed with too much to do
 - **Burned out** – long term unresolved work stress
 - **Coming apart at the seams** – to become very emotional because of extreme stress
 - **Take a load off** - relax
 - **Blow off steam** – to say or do something that helps you get rid of strong feelings
- Idioms with sample sentences:
 - Joe _____ by going to the gym and exercising. (**blows off steam**)
 - The baby's been crying for hours and I'm _____! (**at wits' end**)
 - If you keep working 60 hours a week, you are going to be _____. (**burned out**)
 - Jane was _____ because she had so many school projects due. (**coming apart at the seams**)
 - Why don't you _____ and I'll cook dinner tonight. (**take a load off**)
 - Kate can't come to the party tonight because she's _____ with work. (**snowed under**)
- Idiom Definitions Chart to display after the matching activity is completed.

Procedure:

- Depending on class size, set up idiom card and definition cards on number of surfaces needed. Groups of 3 gather around the cards and match. Teacher circulates around to help as needed.
- When matching is completed, students return to large group. Teacher hands out each group of 3 students a set of fill in the blank cards to complete. Teacher checks each group's work as they finish.
- **Time limit of 5-6 minutes.**

Conclusion:

Just remember that when life becomes too stressed, **stressed spelled backwards is desserts!** So eat some Lviv chocolate!!!



Activity 1-A Stressed Woman

Stress

A state of mental or emotional strain or tension resulting from adverse or demanding circumstances.

The World Health Organization said stress has become a 'World Wide Epidemic'

Top 3 Causes of Stress in Today's World

Money

Work

Poor Health

IDENTIFYING MOST CRITICAL ISSUES

	Able to Change	Difficult to Change
High Priority	<div>Box 1</div> <div>MOST CRITICAL ISSUES</div> <div>What changes can you make?</div>	<div>Box 2</div>
Low Priority	<div>Box 3</div> <div>Are you spending too much time on low priority issues?</div>	<div>Box 4</div> <div>LEAST CRITICAL ISSUES</div> <div>Can you accept or forget about these issues?</div>

IDENTIFYING MOST CRITICAL ISSUES

Able to Change		Difficult to Change	
Box 1 MOST CRITICAL ISSUES	Box 2		
What changes can you make?		How do you plan to cope?	
Box 3	Box 4		
Are you spending too much time on low priority issues?	Can you accept or forget about these issues?		

Low
Priority

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What changes can you make?		How do you plan to cope?	
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Low
Priority

**"God grant me the serenity
to accept the things I cannot
change; the courage to
change the things I can; and
the wisdom to know the
difference."**

- Reinhold Niebuhr

At wits' end

Snowed under

Burned out

Coming apart
at the seams

Take a load off

Blow off steam

at the end of one's ideas or mental resources	overwhelmed with too much to do
long term unresolved work stress	to become very emotional because of extreme stress
relax	to say or do something that helps you get rid of strong feelings

Joe _____ by going to the gym and exercising.

The baby's been crying for hours and I'm _____!

If you keep working 60 hours a week, you are going to be _____.

Jane was _____ because she had so many school projects due.

Why don't you _____ and I'll cook dinner tonight.

Kate can't come to the party tonight because she's _____ with work.

At wits' end – at the end of one's ideas or mental resources

Snowed under – overwhelmed with too much to do

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Coming apart at the seams – to become very emotional because of extreme stress

Take a load off - relax

Blow off steam – to say or do something that help you get rid of strong feelings