



High School-Stress Management Workshop

Monta Vista High School

NOTE: *The information in this plan is collected from other sources and courses that I, Savir Malhotra, have taken. I have cited those sources, and I used a lesson plan maker to organize that information. This lesson plan maker helped me organize the time frame for the seminar. It also provided clear-cut sections for my seminars. Certain information is my knowledge and personal experience.*

The Lesson Plan Organizer helps me curate activities with the information I have. It does use AI.

Learning objective (5-6 minutes)

1. Students will understand feelings of anxiety, feelings depression, and feelings of stress/ and what that means
2. Understand recognizing emotions
3. Understand recognizing levels of stress
4. Resources to manage emotions and stress

Student-facing objective: By the end of this lesson, I'll be able to explain what anxiety, depression, and stress are, spot signs of these feelings, and use strategies to handle them better in school and with friends.

Standards:

- Teach students about the definition:
 - anxiety
 - depression
 - stress
- Teach them the cognitive behavioral triad
- Help them understand how to recognize these things
- Help them see low mood, panic, and worry
- Help them understand the levels of stress
- Give them tools they can use to handle these negative realities in life academically, socially, and emotionally.

Learning activities

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Warm-up (5 minutes)

Notice and wonder: Display an image of a high school environment (e.g., a busy hallway, a classroom, or a school event). Ask students to spend a minute observing the image. Then, prompt them with:

- "What do you notice about the environment?"
 - What feelings are coming up for you when you look at this? (A busy hallway- Happy/Sad/Neutral/Anxious feelings)
- "What do you wonder about the feelings students might have in this setting?"

Give students a few minutes to think and share their observations and questions with a partner. Afterward, ask several students to share their thoughts with the class. Record their responses on their blue books/whiteboards. Relating to their High School (Ex: Monta Vista High School) or the Middle School they are coming from.

Possibility: Gallery walk with the answers to the questions above.

Direct instruction (CBT Skills Workbook- NHS)

1. Define Key Terms (5 minutes)

- **Anxiety:** Explain it as a feeling of worry, nervousness, or unease about something with an uncertain outcome. Use a real-world example, such as feeling anxious before a big test.
- **Depression:** Describe it as a persistent feeling of sadness and loss of interest. Use an example like losing interest in hobbies or activities once enjoyed.
- **Stress:** Define it as the body's response to any demand or challenge. Provide an example of feeling stressed about balancing homework and extracurricular activities.

2. Cognitive Behavioral Triad (10 minutes)

- Introduce the triad: thoughts, feelings, and behaviors.
- Use a relatable scenario: A student feels anxious about a presentation. Discuss how their thoughts ("I might mess up"), feelings (anxiety), and behaviors (avoiding practice) are interconnected.
- Illustrate with a simple diagram: A triangle with "Thoughts," "Feelings," and "Behaviors" at each point. Explain how changing one can influence the others.

1. Recognizing Symptoms and Levels of Stress (10 minutes)

- **Low Mood, Panic, and Worry:** Describe symptoms like feeling down, experiencing panic attacks, or constant worrying. Use examples such as feeling low after a bad grade or panicking before a social event.
- **Levels of Stress:** Explain mild, moderate, and severe stress. Use a stress thermometer visual:

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- Mild: Slightly nervous before a quiz.
 - Moderate: Feeling overwhelmed with multiple assignments.
 - Severe: Unable to sleep or concentrate due to stress.
- Discuss tools for managing stress:
 - **Academic:** Time management, breaking tasks into smaller steps.
 - **Social:** Talking to friends or a trusted adult.
 - **Emotional:** Deep breathing, mindfulness exercises.

Guided practice (Lesson Plan Organizer- Khanmigo) (10 minutes)

Think, pair, share:

1. **Think:** Present a scenario where a student feels overwhelmed by upcoming exams and social pressures. Ask students to individually think about how this student might feel, what thoughts they might have, and how they might behave.
2. **Pair:** Have students pair up and discuss their thoughts. Encourage them to identify signs of anxiety, depression, and stress in the scenario.
3. **Share:** Bring the class back together and ask pairs to share their discussions. Record key points on the board, highlighting common signs and symptoms.
4. **Reflect:** Guide a class discussion on how recognizing these signs can help in managing stress and seeking support.
5. **Apply:** Ask students to think of a personal experience where they felt stressed or anxious. Have them write down one strategy they learned today that could help them manage those feelings in the future.

Independent Practice (Lesson Plan Organizer-Khanmigo) (7-8 minutes)

- **Scenario Analysis:** Provide students with a worksheet containing different scenarios related to stress, anxiety, and depression. Each scenario should describe a situation an incoming 8th grader might face, such as feeling overwhelmed by homework or nervous about making new friends.
 - **Task:** Ask students to read each scenario and identify the signs of stress, anxiety, or depression. They should also suggest one tool or strategy they could use to manage these feelings.
 - **Example:** "Jamie feels very nervous about the first day of high school and can't sleep the night before. What signs of anxiety do you see? What strategy could Jamie use to feel better?"
- **Reflection Journal:** Have students write a short reflection in their journals about a time they felt stressed, anxious, or depressed. Encourage them to use the cognitive behavioral triad to analyze their experience.

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- **Prompt:** "Think about a time you felt stressed or anxious. What were your thoughts, feelings, and behaviors? How could you change one of these to feel better?"

10 minutes:

- **Stress Management Plan:** Ask students to create a personal stress management plan. Provide a template that includes sections for identifying stressors, recognizing symptoms, and listing strategies for managing stress.

- **Template Sections:**

- **Stressors:** List common stressors (e.g., exams, social situations).
- **Symptoms:** Identify physical and emotional symptoms (e.g., headaches, irritability).
- **Strategies:** Write down at least three strategies they can use (e.g., deep breathing, talking to a friend).

Circulate throughout the class to observe students as they work and provide support as needed.

Exit ticket (Lesson Plan Organizer- Khanmigo) (3 minutes)

Ask students to answer these questions on their way out:

1. What is one sign of anxiety you learned today?
2. Name one strategy you can use to manage stress.

Here are some suggested answers:

1. Suggested answer to Question 1: Feeling nervous or unable to sleep before an event.
2. Suggested answer to Question 2: Deep breathing exercises.

Differentiation guide

- **Advanced learners**
 - Encourage deeper analysis of the cognitive behavioral triad by having them create complex scenarios and identify multiple interconnected thoughts, feelings, and behaviors.

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- Assign a research task on advanced stress management techniques, such as progressive muscle relaxation or cognitive restructuring, and have them present their findings to the class.
- **Striving learners**
 - Provide additional visual aids and simplified definitions for key terms. Use more relatable, everyday examples to illustrate concepts.
 - Pair them with a peer mentor for the "Think, pair, share" activity to support their understanding and participation.
 - Offer sentence starters or templates for the reflection journal and stress management plan to guide their writing.

Notable definitions

- **Anxiety:** A feeling of worry, nervousness, or unease about something with an uncertain outcome.
- **Depression:** A persistent feeling of sadness and loss of interest in activities once enjoyed.
- **Stress:** The body's response to any demand or challenge, which can be physical, emotional, or mental.

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Required materials

- Slide presentation software (e.g., PowerPoint, Google Slides)
- Projector or interactive whiteboard
- Image of a high school environment
- Whiteboard and markers
- Worksheets for scenario analysis
- Blue books for students to journal and reflect
- Stress management plan templates
- Pens or pencils
- 2 packs of this-https://www.amazon.com/Yeagee-Positive-Psychology-Affirmations-Feelings/dp/B0C8NSY15X/ref=sr_1_21?dib=eyJ2IjoiMSJ9.XP1G1NoLXzXzKqxRw_UmoPobNbtpeIx8eXU7dUyKVZOKt94ryd-EPPi8dDXVa71qF40zuEJ0z3SnOUg8eTsw2HXtleCEW1suMBUN4VlsylZ9vOyEEMvEHer2ERQu_lwhdRUI9P_DkAaRMMoI5TfaVmds9ZTFvSkO0tsYfLOx3esF1h3o7QdP6AunZwXbTQw1JeM0pySBCx9Nu8J-Pd-EXlw4U9W1tbi1v-YJrluLy_5euVQmZVkJyM04MjEdl7YVi-JpmBEbXpd9RaD1yodR-316JlZ2kDOwuRcfK0TqKM.J383a9vPCP23tctO4Lf8bwfM4eSj5am5L-Js5RmHWYs&dib_tag=se&hvadid=692816212538&hvdev=c&hvlocphy=9023864&hvnetw=g&hvqmt=e&hvrnd=12017908274213293869&hvtargid=kwd-2281720695583&hydadcr=22562_13493218&keywords=teen%2Bmental%2Bhealth%2Bkit&qid=1728492520&sr=8-21&th=1
- 2 packs of this-https://www.amazon.com/Awareness-Bracelets-Motivational-Wristbands-Fundraisers/dp/B0BN18W8LJ?source=ps-sl-shoppingads-lpcontext&ref_=fplfs&psc=1&smid=ARUTRSA7KCEL
- Warm-up (5 min)
- Direct instruction (25 min)
- Guided practice (10 min)
- Independent practice (5 min)
- Exit ticket (5 min)

Citations:

1. CBT Skills Workbook (Hertfordshire Partnership/ University NHS Foundation Trust)
2. Lesson Plan Organizer: Khanmigo by Khan Academy
3. Information Collected By Savir Malhotra from The Science of Wellbeing For Teens by Yale Professor Dr. Laurie Santos
4. Information also collected from my mentors and other therapists

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