POWER OF POSITIVE THINKING
MAKING A STRONGER, MENTALLY HEALTHIER ME!

7th Grade Mental/Emotional Health
OBJECTIVES

Today, we’ll be discussing...

- ways to cope with disappointment
- benefits of stress management and stress reduction techniques
- how our health can affect our school success, and
- how we will create and execute personal goals to handle stressors.
• No more Stinkin’ Thinkin’!
• 2 minute drill
• In 2 minutes or less, identify and record 3 personal Stinkin’ Thinkin’ (ST) statements. **Pick 1** to share with your group.
• In 2 minutes or less, for each person’s ST statement, your group will create a positive one. Then, pick 1 person’s Stinkin’ Thinkin’ statement and it’s positive to share with the class.
• 1 speaker of your group will share out.
• Ready...set...GO!
Perhaps add that the class will also be talking about stress. Because stress is mentioned re: management, reduction techniques, and stressors, it might be helpful to frame the conversation as being, at least in part, about stress.
Charles Barrett, 8/10/2016
Stinkin’ Thinkin’: Describes thinking or saying negative thoughts about yourself, the mind thinks negatively and the body follows causing you to miss out on the positive things in life.

- Identify and record 3 personal Stinkin’ Thinkin’ (ST) statements. **Pick 1** to share with your group.

1. _______________________________________________________
2. _______________________________________________________
3. _______________________________________________________

- Share:
I think the HOOK is great but will there be some background knowledge provided to students about "stinkin' thinkin'? Perhaps a slide that defines it and gives 1 or 2 examples. If so, the activity could be modified so that students are not choosing the examples that have been provided.

Charles Barrett, 8/10/2016

ok; related to my previous comments, perhaps place this slide before the activity?

Charles Barrett, 8/10/2016
BELL RINGER-
WHAT DO I ALREADY KNOW?

On your own, define the term “stress”.

Stress:__________________________________________________________________________

• Identify the 2 types of stress:
  1. _______________________________________
  2. _______________________________________

• Give an example for each type of stress.
  1. _______________________________________
  2. _______________________________________
This is good; I'm assuming that a bell ringer is similar to a pre-test?

Charles Barrett, 8/10/2016
VOCABULARY

• Stress:
• Eustress:
• Distress:
• Stressors:
• Adversity:
• Resiliency:
• Stinkin’ Thinkin’: 
I think that this slide is good.
Charles Barrett, 8/10/2016
VOCABULARY

• **Stress**: The body’s physical & physiological response to traumatic or challenging situations.

• **Eustress**: A positive form of stress having a beneficial effect on health, motivation, performance, and emotional well-being.

• **Distress**: A state of severe anxiety or strain.

• **Stressors**: Factors that cause stress.

• **Adversity**: Unfavorable fortune or fate; a condition marked by misfortune, calamity, or distress.

• **Resiliency**: A human ability to recover quickly from disruptive change, or misfortune without being overwhelmed or acting in dysfunctional or harmful ways.

• **Stinkin’ Thinkin’**: Term used to describe thinking or saying negative thoughts about yourself; the mind thinks negatively and the body follows causing you to miss out on the positive things in life.
TEEN STRESS VIDEO

STRESSORS

• Write down a stressor in your life and explain why it is a stressor. Discuss in your group and compile a list of 4 stressors, write each on a separate sticky note.

1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
4. ______________________________________________________________

• Post sticky notes on the class’ butcher block paper.

• As a class, vote on the top 5 stressors.
CB6  
I like this activity because it promotes active engagement. Question: what’s the rationale for voting on the top 5 stressors? I wonder if the message, albeit unintentional, could be sent that some stressors are less important and how students would feel if they are stressed by such things? For example, "I am the only one that is stressed by XXXXX. Something must be wrong with me." Thoughts?  
Charles Barrett, 8/10/2016

BF1  
Good point Charles. I am wondering if there was a way to show common stressors in broad categories? So that stressors are normalized while at the same time making sure students don’t feel isolated in their stress. For ex: broad stressor categories like family, friends, school, etc.  
Benjamin Fernandez, 8/11/2016

BF2  
Since it is on the butcher block paper, possibly structuring it into those categories I mentioned?  
Benjamin Fernandez, 8/11/2016
STRESS MANAGEMENT/STRESS REDUCTION TECHNIQUES

• Within your group, describe 3 ways you manage your stress. Write each way on a sticky note and post on your group’s butcher block.
  1. ______________________________________________________________
  2. ______________________________________________________________
  3. ______________________________________________________________

• Explain why it’s beneficial to reduce/manage your stress in a healthy way.

• Class discussion: each group will share out 1 way to manage stress and 1 benefit of doing so.
  Manage: ______________________________________________________________
  Benefit: ______________________________________________________________
I like this.
Charles Barrett, 8/10/2016

Agreed!
Benjamin Fernandez, 8/11/2016
• List 6 factors that affect your success in school.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________

6. ____________________________________________________________
PLACE FACTORS IN THE CORRECT SIDE OF THE HEALTH TRIANGLE.
I like slides 11 and 12.
Charles Barrett, 8/10/2016
BEING SUCCESSFUL IN SCHOOL

• https://youtube/QpZgWXT23bg
DISAPPOINTMENT

• Within your group, each person shares a disappointment they have faced. How did you handle this disappointment?

• Choose 1 group member’s disappointment. Create a plan to effectively handle their disappointment. In your plan, identify: (1) the disappointment, (2) how to effectively handle it, and (3) a resource from whom you can seek help.

1. ___________________________________________________________
2. ___________________________________________________________
3. ___________________________________________________________

• Get with another group. One group shares their plan. The other group listens and evaluates the plan and makes alternative suggestions, if necessary. Switch roles.
I like this!

Charles Barrett, 8/10/2016
WHERE TO FIND HELP

• Within your group, identify 1 resource in each of the following: school, at your home, and in your community.

  • School:________________________________________
  • Home:_________________________________________
  • Community:____________________________________
I like this!

Charles Barrett, 8/10/2016