Active Classroom Guide for Focusing on Health

Focusing on Health Module Overview 3

Section 1: Overview 4

Lesson Plan 5

Activity: The Past Two Days: What Did You Eat? 11

Additional Activities 12

Section 2: Overview 14

Lesson Plan 15

Activity: Attitude Survey 20

Additional Activities 21

Section 3: Overview 23

Lesson Plan 24

Activity: Major Life Event 30

Additional Activities 31

Class Discussion 33

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Focusing on Health Module Overview

Overviews:

Section 1 Overview 4

Section 2 Overview 14

Section 3 Overview 23

Lesson Plans:

Section 1 Lesson Plan 5

Section 2 Lesson Plan 15

Section 3 Lesson Plan 24

Activities:

Section 1 Activity: The Past Two Days: What Did You Eat? 11

Section 2 Activity: Attitude Survey 20

Section 3 Activity: Major Life Event 30

Additional Activities:

Section 1 12

Section 2 21

Section 3 31

Class Discussion 33

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Return to first page

FOCUSING ON HEALTH
Module Overview

This module focuses on how body and mind are integrated and how finding balance and harmony can help students function in a healthy and productive manner. The goals of this module are for students to:

1. Understand the importance of proper nutrition and how to incorporate nutritional guidelines into your life.
2. Learn the benefits of good sleep and how to adopt good sleep habits.
3. Examine the value of exercise, and learn how to include regular exercise in your lifestyle.
4. Understand the impact of mental and emotional health on your success.
5. Learning how to develop positive attitudes.
6. Explore the sources and symptoms of stress.
7. Discover strategies for coping with and reducing stress and for practicing integrated health.

First Section: Students evaluate how the foods they eat impact their energy levels, including an activity that has students record what they eat over the course of two days.

Second Section: Students examine the necessary tools for becoming mentally and emotionally focused on success, which is applied in an attitude survey activity.

Third Section: Students develop strategies for effectively managing stress, which concludes with an activity that has students reflect on past stressful situations.

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Return to first page

Focusing on Health, Section 1

In this section, students will learn the benefits of food, sleep, and exercise. They will learn about the effects of positive choices and complete an activity recording their meals.

LESSON OVERVIEW

SECTION 1: PHYSICAL HEALTH		
Learning Outcomes	1. Understand the importance of proper nutrition and how to incorporate nutritional guidelines into daily life. 2. Learn the benefits of good sleep and how to adopt good sleep habits. 3. Examine the value of exercise and how to include regular exercise into daily life.	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise- Warm-Up
		  • LO 1: Getting What You Need from Food
		  • Lecture/Activity
		  • Discussion
		  • LO 2: Getting Enough Sleep
		  • Lecture/Activity
		  • Discussion
		  • LO 3: Getting What You Need from Exercise
		  • Lecture/Activity
		  • Discussion
		• Student Activity: The Past Two Days: What Did You Eat?
		• Lesson Review, Wrap-Up and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 5–10 for lecture/discussion notes. • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on page 10 in the textbook—The Past Two Days: What Did You Eat?
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 1–11 • PowerPoint slides 1–19 • Detailed class notes for activity	

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Return to first page

Focusing on Health, Section 1 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

GET READY! EXERCISE (5 MIN.)

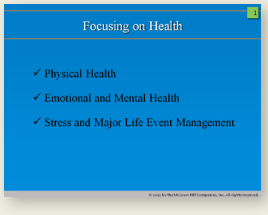
Outline

- Get Ready! Exercise
  - Reflection
- Section Overview

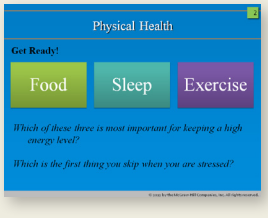
Resources

PowerPoint slides 1–3

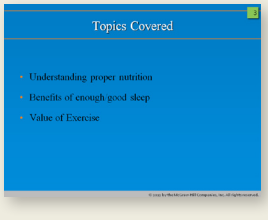
Slide 1, Focusing on Health



Slide 2, Get Ready



Slide 3, Topics Covered



Lesson Notes

Ask students to **reflect on**

Food, Sleep, Exercise.

- Which of these three is most important to you for keeping a high energy level?
- Which is the first thing you skip when you are stressed?

Elaborate: All three are very important for keeping a high energy level, and lack of just one can make you stressed.

Section Overview:

Introduce **topics covered** in this class session:

- Understanding Proper Nutrition
- Benefits of Enough Good Sleep
- Value of Exercise

TRY IT

Consider beginning the class by writing the following quote on the whiteboard: "The chief condition on which, life, health and vigor depend on, is action. It is by action that an organism develops it faculties, increases its energy, and attains the fulfillment of its destiny."—Pierre-Joseph Proudhon, French philosopher

Tip: Take a poll. See which of the three things students view as most important.

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Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 1: GETTING WHAT YOU NEED FROM FOOD (10 MIN.)

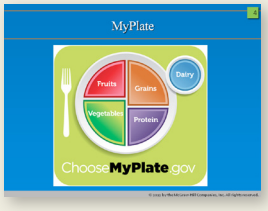
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

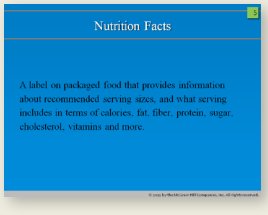
Resources

PowerPoint slides 4–9

Slide 4, My Plate



Slide 5, Nutrition Facts



Slide 6, Healthy Eating Suggestions

Slide 7, Tips for Balanced Diet

Lesson Notes

Introduction—Eating healthy can be easy, and you do not have to give up everything you like.

Build on Background—*Ask students an informal survey question:*

How many of you are too busy to eat some days, and choose to eat fast food or items from vending machines?

Connect—There are a few small changes you can make in your diet and nutrition that will make a big difference. Each small change begins with small choices.

Explain *that being informed about what you put in your body is important.* A good tool to use is **MyPlate.**

Elaborate that **MyPlate** was developed by the U.S. Department of Health and Human Services and the U.S. Department of Agriculture to help visualize a balanced diet and make healthy choices about what you eat.

MyPlate shows you what you should be consuming each day. Although everyone is different, eating in balance from all five of the major food groups and keeping fats, sugars, and salt to a minimum is smart for everybody.

Explain nutrition facts and how students can use them in the grocery store.

Emphasize the following list of suggestions that can help you eat better

- Reduce fat and oils.
- Reduce processed sugar.
- Eat a wide variety of foods.
- Eat more vegetables.
- Eat more fruits.
- Eat more (whole) grains.
- Drink more water.
- Reduce fat and oils.
- Reduce processed sugar.

TRY IT

Use PowerPoint slide for MyPlate, or refer students to page 4 in their textbooks.

MyPlate: A nutritional model developed by the U.S. Department of Health and Human Services and the U.S. Department of Agriculture to help you visualize a balanced diet and make healthy choices about what you eat.

Nutrition Facts: A label on packaged food that provides information about recommended serving sizes, and what a serving includes in terms of calories, fat, fiber, protein, sugar, cholesterol, vitamins, and more.

WEB RESOURCES

My plate image:

http://www.choosemyplate.gov/images/MyPlateImages/JPG/Myplate_green.jpg

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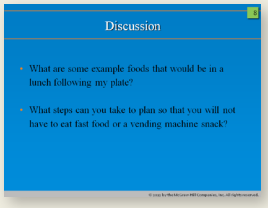
Return to first page

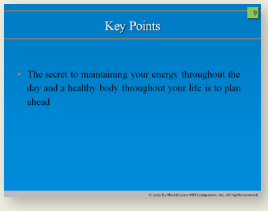
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 1: GETTING WHAT YOU NEED FROM FOOD (10 MIN.)

Slide 8, Discussion



Slide 9, Key Points



Explain *to your students that these options can be more realistic if they start to* ***plan*** *their meals in advance, as well as more health-conscious decisions at the vending machine.*

Reinforce *that by making these positive changes to their eating habits, they will see an improvement in their energy levels.*

Discussion

Small group: *Give students a brief moment to share answers to the following discussion questions with someone nearby:*

- What is an example lunch that follows the **MyPlate** method?
- What is a step you can take to plan so that you will not have to eat fast food or a snack from a vending machine?

Close the discussion by showing the Key Points slide.

Key Points:

- The secret to maintaining your energy throughout the day and a healthy body throughout your life is to plan ahead.

TRY IT

If students seem stumped, give them a few examples, such as waking up a little early to pack a lunch, packing a lunch the night before, identifying healthy meals you can buy near campus.

LO 2: GETTING ENOUGH SLEEP (10 MIN.)

Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

Resources

PowerPoint slides 10–13

Slide 10, Sleeping Habits

Introduction: If you want to have the energy you need to succeed, in addition to balanced nutrition, your body needs sleep.

Build on Background: *Do an informal survey.* ***Ask*** *students the following question by using their hands:*

- Show with your fingers, how many hours of sleep did you get last night.

Connect: *Explain to students that along with proper nutrition, your body needs sleep to succeed physically and mentally.*

Elaborate *and tell students that how much sleep one person needs per night is different from person to person, but on average every adult needs 7–9 hours of sleep*

Reinforce *how important getting enough sleep is, and explain to students that they can try recording how much they sleep, when they sleep, and how they feel during the day. This will help them recognize some sleep problems.*

GOT TIME?

See if any students have trouble sleeping. Ask them what they think keeps them up.

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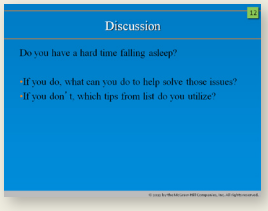
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

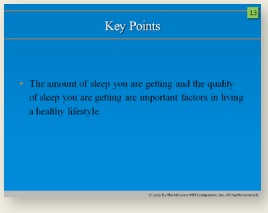
LO 2: GETTING ENOUGH SLEEP (10 MIN.)

Slide 11, Good Night's Sleep

Slide 12, Discussion



Slide 13, Key Points



***Refer** students to the PowerPoint slide and go through the suggestions for a good night's sleep*

- Have a sleep routine.
- Wind down.
- Keep it quiet.
- Reserve your bed for sleep.
- Use relation techniques.
- Get regular exercise.
- Nap carefully.

Discussion

Small group: Give students a brief moment to share answers to the following discussion question with someone nearby:

Discuss with a partner:

- Do you have a hard time falling asleep?
- If you do, what can you do to help solve those issues?
- If you don't, which tips from the list do you utilize?

Conclusion: *Share these **key points** with the class:*

- The amount of sleep you are getting as well as the quality of sleep you are getting are important factors in living a healthy lifestyle.

Tip: Call on students to describe and give an example of each healthy sleeping habit.

TRY IT

Have students contribute any other sleep tips they may know, but steer clear of any medicine examples.

LO 3: GETTING WHAT YOU NEED FROM EXERCISE (10 MIN.)

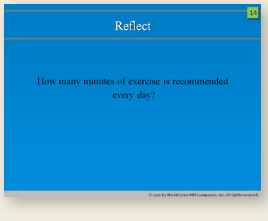
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

Resources

PowerPoint slides 14–18

Slide 14, Reflect



Introduction: Along with nutrition and sleep, getting exercise can help you stay healthy and happy.

Build on Background *Ask students an informal survey question.*

- How many minutes do you think is recommended to exercise every day?
- Write student answers on the board.

Connect

Explain to students that ideally they need to find only 30 minutes a day to exercise. They can do 10 minutes in the morning, 10 in the afternoon, and 10 at night. It will help.

***Ask** students another question:*

- How can exercising make you both mentally and physically healthy?
- Write answers on the board.

TRY IT

Encourage students to participate. Start with an example. Write down 10 minutes on board. Write down their answers as well.

Ask students: What are some reasons you think people don't get 30 minutes of exercise a day? List examples on the board.

TRY IT

Students can do this together as a whole class, or turn to a person next to them and answer with them.

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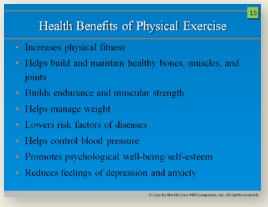
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

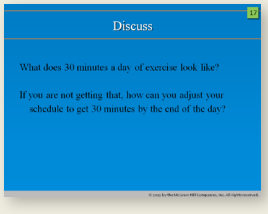
LO 3: GETTING WHAT YOU NEED FROM EXERCISE (10 MIN.)

Slide 15, Health Benefits of Physical Exercise

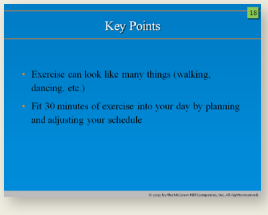


Slide 16, Exercise Examples

Slide 17, Discuss



Slide 18, Key Points



Explain *to students that regular exercise is one of the main defenses against stress. Stress makes you weaker both mentally and emotionally.*

Elaborate *that stress makes your body weaker and more vulnerable to illness and disease.*

Exercise, Nutrition, and Sleep can all counteract your reactions.

Ask students to give you some examples of exercise. Be sure to explain that exercise doesn't necessarily need to be rigorous cardio. Refer students to PowerPoint slide, and ask them to ***raise*** *their hand if they have done any of these things today:*

- Walking to class
- Dancing
- Playing basketball
- Vigorous housecleaning

These are all examples of exercise.

Discussion

Small group: Give students a brief moment to share answers to the following discussion question with someone nearby:

Discuss *with a partner:*

- What does your 30 minutes a day of exercise look like?
- If you are not getting that how can you adjust your schedule to get 30 minutes by the end of the day?

Conclusion: *Close the discussion by reviewing the* ***key points****:*

- Exercise can look like many things (walking, dancing, etc.).
- Fit 30 minutes of exercise into your day by planning and adjusting your schedule.

TRY IT

If time permits, with the whole class go through all picture examples of exercise on slide 16.

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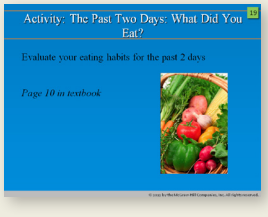
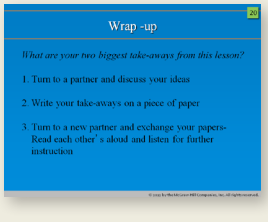
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
Outline Discussion • Small group • Whole class • Conclusion **Resources** PowerPoint	**LO 1: Discussion** **Discuss:** As students to think about their answers to these questions, then discuss with a neighbor: • How does reflecting on your future help you create a life plan? • What steps can you take to make sure you follow through on your ideal life plan? *Come back together as a **whole class** and call on students to answer the discussion questions* **Key Points:** *Share these important key points:* • Having a clear ideal life plan will help you reach the future you desire.	Tip: Try to not get too involved discussing goals here. Use this discussion as a good transition into the next section.
ACTIVITY: THE PAST TWO DAYS: WHAT DID YOU EAT? (25 MIN.)		
Resources Textbook, pages 10–11 **Detailed Activity Notes** PowerPoint *Slide 19, Activity*  	**Activity** **Introduction:** If you are serious about wanting to have more energy, stay fit, and feel good more often, you will need to be honest and evaluate your eating habits in this activity. Use the **Detailed Activity Notes** to conduct this activity. Prepare students to locate pages 10–11, and continue with directions from the instructor guide. **Activity Wrap-Up** After the activity, ask students the following questions: • What healthy choices do you already make about what you eat? • What changes will you make to your diet for it to be balanced? • Why is a sleep routine important? • How can you include exercise into your weekly schedule?	**ONLINE EXTRA** **Additional Instructor Resources/ Activities:** 1. Healthy Eating Your students can complete this exercise online in the Connect program.
LESSON WRAP-UP AND REFLECTION (5 MIN.)		
Resources *Slide 20, Wrap-Up*  	**Lesson Wrap-Up** *Have the class come together as a whole group, and ask students to share with a partner their two biggest takeaways from this lesson.* *Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.*	Tip: Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Return to first page

Section 1: Detailed Activity Notes

THE PAST TWO DAYS: WHAT DID YOU EAT?

This activity teaches students the importance of the nutritional value of what they eat.

Classroom Management: This activity should be completed individually with students recording information in their textbooks. Once everyone is finished, they will reconvene for a class discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that if they are serious about wanting to have more energy, staying fit, and feeling good more often, then they need to take an honest look at what they eat.	• Students should be following along to the activity directions in the textbook.
• **Elaborate** that the best way to understand their eating habits is to track them. • **Tell** your students that they will track their eating behavior for the next two days by writing down everything they eat each day.	
• **Refer** your students to the table on page 10.	• Students should be reviewing the table on page 10.
• **Explain** to your students that in the first column, they will write down when they eat.	• Students will be recording when they eat in the first column.
• In the columns to the right, they will write down what they ate in the appropriate category and an estimate of how many servings it was.	• In the appropriate categories, students will be recording what they ate as an estimate of how many servings it was.
• **Reinforce** that at the end of each day, they will compare their results with the U.S. Department of Health and Human Services and the U.S. Department of Agriculture's recommended servings for each group, and then write down the differences in the bottom row.	• Students will be recording the differences between the recommended servings and what they consumed in the bottom row.
• **Ask** your students if they have any questions about the assignment.	• Students should be asking for any clarification.
• **Refer** to the discussion questions on page 10 of the lesson notes in the Lesson Review and Wrap-Up Discussion 1.	• Students should be rejoining their class for a discussion.
Ask your students the following discussion questions: ***What healthy choices do you already make about what you eat?*** ***What changes will you make to your diet for it to be more balanced?*** ***How will eating healthier affect you?*** ***Why is a sleep routine important?*** ***How can you include exercise into your weekly schedule?***	

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Return to first page

Section 1 Additional Activity: Physical Health

HEALTHY EATING

This activity assists students in substituting unhealthy food items for healthier alternatives.

Classroom Management: This activity should be completed individually with students sharing responses and recording information in their notebooks. Once everyone has finished, they will reconvene for a class discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that food has a very powerful impact on their health. • Depending on the type of food they choose to consume, they can feel run-down and lethargic or energized and focused. • Unfortunately, college students tend to select the foods that influence them to be the least productive and healthy. • **Tell** your students to consider how the food they eat affects their energy levels and motivation. • **Tell** them to think about the primary meals they ate over the past week.	• Students should be following along to the activity directions in their notebooks.
• **Explain** to your students that they will describe the meal that based on what they have learned in this section would be considered the unhealthiest of the week in their notebooks. • **Encourage** your students to refer to the example if they need assistance with their answers.	• Students should be describing their unhealthiest meal of the week.
• Then **tell** your students to describe how they felt after eating this meal in their notebooks.	• Students should be describing how they felt after eating their unhealthiest meal.
• Now **ask** your students to describe a meal that based on what they have learned in this section would be considered the healthiest of the week.	• Students should be describing their healthiest meal of the week.
• Then **ask** them to describe how they felt after eating this meal.	• Students should be describing how they felt after eating the healthiest meal.
• **Ask** your students to partner with a classmate.	• Students should be partnering with a classmate.
• **Explain** that with their partner, they will share what they wrote for their unhealthiest and healthiest meals.	• Students should be sharing their unhealthiest and healthiest meals.
• **Elaborate** that together they will review the positive food tips and suggestions in this section of their textbook.	• Students should be reviewing the positive food tips in this section.

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Return to first page

INSTRUCTOR GUIDE	STUDENT ACTIONS
• With these healthy ideas/alternatives in mind, they and their partner will brainstorm three types of food to substitute for the unhealthiest portions of their meal. • **Encourage** your students to refer to the examples for guidance. • **Remind** your students to be realistic. There are a multitude of healthy options, but in actuality, they will probably only consume a few of them.	• Students should be discussing healthy food alternatives to substitute for their unhealthiest portions of their meal.
• **Tell** the class to discuss all viable substitute options with their partner. Once they have come to a consensus with their partner, write the three new healthy food substitutes.	• Students should be coming to a consensus with their partner about three new healthy food substitutes.
• **Reinforce** that it may be unrealistic to incorporate these alternatives into their daily meal plan, so ask your students to choose three days out of the week they will include these healthy substitute options.	• Students should be selecting three days out of the week to eat their healthy substitutes.
• After everyone has finished, **ask** your students to reconvene with their class to discuss the following questions: ***Were you surprised by the extent of the impact food has on your ability to be productive and focused?*** ***What foods had the worst impact?*** ***Why do you think these foods are the most problematic/ unhealthy?*** ***What are healthier alternatives?*** ***How challenging will it be to incorporate these healthier substitutes into your regular eating habits?*** ***How will choosing healthier options affect your ability to be productive and focused?***	• Students should be rejoining their class for a discussion.

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Return to first page

Focusing on Health, Section 2

In this section, students examine the necessary tools for becoming mentally and emotionally focused. Students will evaluate attitudes and complete an activity surveying attitudes.

LESSON OVERVIEW

SECTION 2: EMOTIONAL AND MENTAL HEALTH		
Learning Outcomes	4. Understand the impact of mental and emotional health on success. 5. Learn how to develop positive attitudes.	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 4: The Importance of Mental Health
		  • Lecture/Activity
		  • Discussion
		  • LO 5: Positive and Negative Attitudes
		  • Lecture/Activity
		  • Discussion
		• Student Activity: Attitude Survey Exercise
		• Lesson Review, Wrap-Up and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 15–19 of the lecture/discussion notes. • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on page 16 in the textbook.
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 12–19 • PowerPoint slides 21–36 • Detailed class activity notes	

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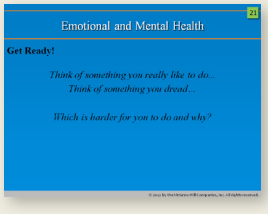
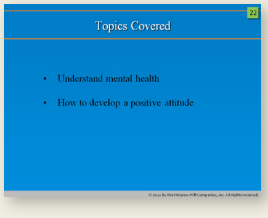
Return to first page

Focusing on Health, Section 2 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline • Get Ready! • Reflection • Section Overview **Resources** PowerPoint slides 21–22 *Slide 21, Emotional and Mental Health: Get Ready!*  *Slide 22, Topic Covered*  	**Lesson Notes** *Open up PowerPoint and begin class with a warm-up exercise. Provide students with a few moments to reflect on the following:* *Ask students to **reflect:*** Name something you really like to do. Name something you dread. Something that you are either not very good at or just don't like doing. Which is harder for you to do and why? *Call on volunteers to **share** their reflections.* ***Section Overview:** Introduce **topics covered** in this class session:* • Understanding mental health • How do you develop positive attitudes?	**TRY IT** Start your students with an example, such as going shopping, watching a movie, walking the dog, getting up early.
LO 4: THE IMPORTANCE OF MENTAL HEALTH (15 MIN.)		

Outline
• Lesson Notes
  • Introduction
  • Background
  • Connect
  • Discussion
  • Conclusion
	Lesson Notes
	Introduction: In the last section, we talked about how to make and keep you physically healthy. In this section, we will talk about how to keep you emotionally and mentally healthy.
	Build on Background: *Ask students to take an informal survey:*
	• How many of you know someone or have seen someone with a mental illness?
		TRY IT
		Give examples if students do not want to participate, such as eating disorder, depression, bipolar disorder.

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Return to first page

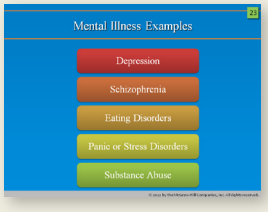
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 4: THE IMPORTANCE OF MENTAL HEALTH (15 MIN.)

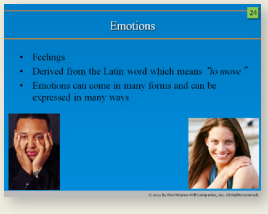
Resources

PowerPoint slides 23–28

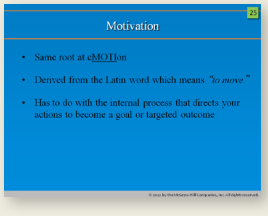
Slide 23, Mental Illness



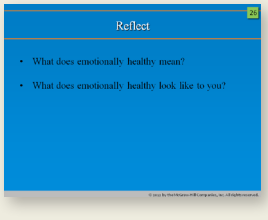
Slide 24, Emotions



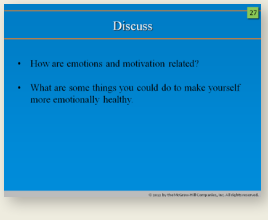
Slide 25, Motivation



Slide 26, Emotionally Healthy



Slide 27, Discuss



Connect: Mental health illnesses or problems can affect people regardless of age, gender, race, ethnicity, or socioeconomic status.

Refer *to some examples of mental illness:*

- Depression
- Schizophrenia
- Eating disorders
- Panic or stress disorders
- Substance abuse

Explain that it is always best to see a professional in the field of mental health to diagnose and treat any mental health concerns you may have.

Elaborate that your campus health service or community resource center are excellent places to seek help.

Refer to emotional health. **Emotions** are feelings. The word *emotion* is derived from the Latin word which means "to move." Emotions can come in many forms and can be expressed in many ways.

Explain that the word *motivation* has the same origin and has to do with the internal process that directs your actions to become a goal or targeted outcome. Thus, emotion and motivation are related.

Explore *the phrase "emotionally healthy."* ***Ask*** *the class the following questions:*

- What does it mean to be emotionally healthy?
- What does emotionally healthy look like to you?

Explain to the class that being **emotionally healthy** means that you can function every day with clarity and intent. It gives you the ability to incorporate what you have learned from others.

Discussion

Small group: Give students a brief moment to share answers to the following discussion question with someone nearby:

- How are emotions and motivation related?
- What are some things you could do to make yourself more emotionally healthy?

Come back together as a ***whole class*** *and call on students to share their goals.*

TRY IT

Explain that many words in the English language are derived from Latin. To emote means to express emotion

Tip: Make a compiled list of strategies to stay emotionally healthy.

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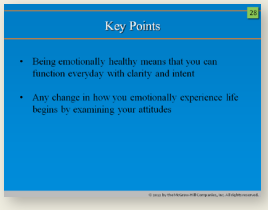
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 4: THE IMPORTANCE OF MENTAL HEALTH (15 MIN.)

Slide 28, Key Points



Conclusion: *Share **the key points** to implementing these concepts:*

- Being emotionally healthy means that you can function every day with clarity and intent.
- Any change in how you emotionally experience life begins by examining your attitudes.

LO 5: POSITIVE AND NEGATIVE ATTITUDES (15 MIN.)

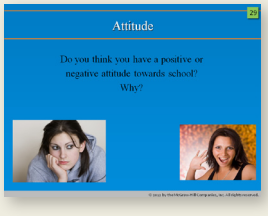
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

Resources

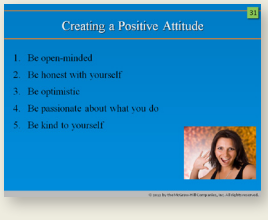
PowerPoint slides, 29–33

Slide 29, Attitude



Slide 30, Attitude Definition

Slide 31, Creating a Positive Attitude



Lesson Notes

Introduction: Attitudes are good predictors or indicators of how you will think, feel, and act when faced with a certain situation in the future.

Build on Background: *Ask students to reflect and think about the following question:*

- Do you think you have a positive or negative attitude toward school? Why?

Connect: Define attitude:

Attitude: A tendency to act toward yourself and others in a positive or negative manner as a reflection of your thoughts and beliefs.

Explain to students that learning to understand themselves and approach life with a positive attitude is one of the most significant steps they can take for a healthier, productive, and rewarding lifestyle.

Elaborate:

Positive attitudes: Positive beliefs that influence how we act toward someone or something including yourselves.

Negative attitudes: Also follows your beliefs. If you are unhappy with yourself and you believe yourself to be inferior, then you will act in a way that is self-demeaning.

***Elaborate** that attitude is the key to emotional health that you have control over.*

Ask your class:

Where do attitudes come from? How do you learn them?

Elaborate that attitudes are learned from personal experience, family, encounters from people at school. You can change these attitudes!

Ask your class:

How can you create a more positive attitude?

TRY IT

Attitude is a tendency to act toward yourself and others in a positive or negative manner as a reflection of your thoughts and beliefs.

Tip: Draw a Venn diagram. Compare and contrast positive and negative attitudes.

TRY IT

Students can do this together as a whole class, or turn to a person next to them and answer with them.

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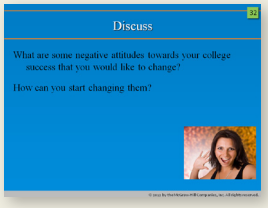
Return to first page

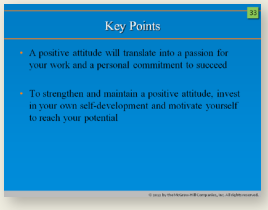
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 5: POSITIVE AND NEGATIVE ATTITUDES (15 MIN.)

Slide 32, Discuss



Side 33, Key Points



Elaborate on the following steps to create a positive attitude:

- Be open-minded.
- Be honest with yourself.
- Be optimistic.
- Be passionate about what you do.
- Be kind to yourself.

Discussion

Small group: *Give students a brief moment to share answers to the following discussion question with someone nearby:*

- What are some negative attitudes toward college success that you would like to change?
- How could you start changing them?

Come back together as a **whole class** and call on students to share.

Conclusion: *Share the **key points** to implementing these concepts:*

- A positive attitude will translate into a passion for your work and a personal commitment to succeed.
- To strengthen and maintain a positive attitude, invest in your own self-development and motivate yourself to reach your potential.

TRY IT

Have students read tips aloud, or encourage them to take notes.

GOT TIME?

While explaining the steps, ask students to further explain the meaning of each step.

Tip: Split students into groups, assigning each group a step. Groups should list strategies to practice that step.

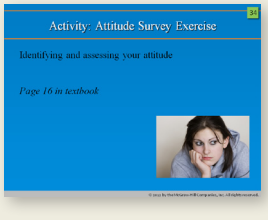
STUDENT ACTIVITY: ATTITUDE SURVEY EXERCISE (25 MIN.)

Resources

Detailed Activity Notes

Textbook

Slide 34, Activity



Activity Notes

Introduction: Having a positive attitude towards school is important to succeeding in college.

Build on Background: Explain to the class since they have been discussing attitude, they will have an opportunity to assess theirs with an activity on page 16 in their textbook.

Use the Detailed Activity Notes to conduct this activity. Prepare students to locate page 16 and continue with directions from the instructor guide.

Activity Wrap-Up

Ask students the following questions:

- From the survey, were your attitudes mostly positive or negative?
- What attitudes would you like to change?
- What would you need to do in order to change a negative attitude to a positive attitude?

Conclusion: Encourage students to realize that having a positive attitude is important for their academic and professional success

Additional Instructor Resources/ Activities:

1. Learning from Failure

ONLINE EXTRA

Your students can complete this exercise online in the Connect program.

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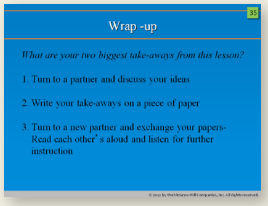
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LESSON WRAP-UP AND REFLECTION (5 MIN.)		
Resources *Slide 36, Wrap-Up*  	**Lesson Wrap-Up** *Have the class come together as a whole group, ask students to share with a partner their **two biggest takeaways** from this lesson.* *Direct students to **write** these on a piece of paper, turn to a partner, and switch papers. Invite students to **read aloud** the shared takeaways to the class.*	Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Return to first page

Section 2: Detailed Activity Notes

ATTITUDE SURVEY EXERCISE

This activity assists students in identifying their attitudes about various subjects and then prompting them to change any negative ones.

Classroom Management: This activity should be completed individually with students recording information in their textbook. Once everyone is finished, they will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that in order change their attitude, they must first establish what it is.	
• **Refer** your students to the table on page 16 of the textbook.	• Students should be reading the table on page 16 in their textbook.
• **Ask** your students to complete each of the sentences and remind your students that there are no right or wrong responses.	• Students should be completing each sentence based on how their feel.
• Once everyone has finished completing their sentences, **tell** your students that for any of subjects they wrote a negative attitude for, they will use the next part of the activity to describe an action they will take to develop a new, positive attitude, as well as identify how having a positive attitude for the subject will benefit them.	• Students should be creating actions in order to develop a new, positive attitude, writing how the positive attitude will benefit them, and asking any questions if needed.
• Remind your students to ask questions as they describe their actions.	
• After everyone has completed the second part, **refer** to the discussion questions on page 18 of the lesson notes in the Lesson Review and Wrap-Up Discussion 2	• Students should be rejoining their class for a discussion.
Ask your students the following discussion questions ***From the survey, were your attitudes mostly positive or negative?*** ***What attitudes would you like to change?*** ***What would you need to do in order to change a negative attitude to a positive one?*** ***Why is having a positive attitude important for your academic and professional success?***	

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Return to first page

Section 2 Additional Activity: Emotional and Mental Health

LEARNING FROM FAILURE

This activity teaches students how to develop positive attitudes by changing how they view failure.

Classroom Management: This activity should be completed individually with students recording information in their textbook. Once everyone has finished, they will reconvene for a class discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that their attitude is based in their feelings and beliefs, which influence how they act toward someone or something. • **Elaborate** that their attitude may be positive or negative; however, possessing a negative attitude can play a huge role in preventing them from achieving success, particularly if their negative attitude is about themselves. • **Remind** students that they have the capacity to change and control negative attitudes. And understanding how to take control and transform a negative attitude into a positive one is essential for their emotional and mental health. • **Tell** your students that they will practice taking control and changing negative attitudes with a predominantly negative experience in their lives—failure. • Failure—just the word alone is associated with negative feelings and beliefs. However, it does not need to be. • **Emphasize** to your students that they can relinquish its negative hold on how they view these past "failed" experiences and their negative attitude on how they approach similar future experiences. • **Tell** your students that they never want to allow their negative attitude to hold them back from accomplishing their goals, so they can start by changing their attitude about failure.	• Students should be following along to the activity directions.
• **Ask** your students to identify three failures that have had the largest negative impact on them. These may be something they did or neglected to do. They may have occurred in your personal life, at school, or on the job.	• Students should be identifying their three largest failures.
• **Tell** your students that with distance and hindsight, objectively as possible, explain the situation in which each failure occurred.	• Students should be explaining the situation in which each failure occurred.

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Return to first page

INSTRUCTOR GUIDE	STUDENT ACTIONS
• Now they can start changing how they perceive these failures. • **Ask** your class to explain how they can learn something positive from each of these failures. • Then **tell** your students to explain how they can begin to view each failure positively. To assist them with this step, consider how they may not be the person they are or making the positive decisions they have been if they had not experienced these failures. This is the most challenging step, so really think, how can they view each failure positively? • **Ask** your students to rejoin their classmates for a discussion on this experience: ***Why is a positive attitude essential for your success?*** ***How can a negative attitude prevent you from achieving success?*** ***Why do you think we view failure so negatively?*** ***Why is it important to have a positive attitude about failure?*** ***How challenging was it to find ways to view your failures positively? Why?*** ***How can you use this process to assist you with changing other negative attitudes?***	• Students should be writing about how they can learn from each failure. • Students should be writing about how they view each failure positively. • Students should be rejoining their classmates for a discussion.

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Return to first page

Focusing on Health, Section 3

In this section, students learn to recognize symptoms of stress and develop strategies for effectively managing stress. Students complete an activity reflecting on a past stressful situation.

LESSON OVERVIEW

SECTION 3: STRESS AND MAJOR LIFE EVENT MANAGEMENT		
Learning Outcomes	6. Explore the sources and symptoms of stress. 7. Discover strategies for coping with and reducing stress and practicing integrated health.	

Lesson Flow Overview	60 minutes	• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 6: Stress
		  • Lecture/Activity
		  • Discussion
		  • LO 7: Coping with Everyday Stress
		  • Lecture/Activity
		  • Discussion
		• Student Activity: Major Life Event on page 28
		• Lesson Review, Wrap-Up and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 24–29 lecture/discussion notes • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on page 28 in the textbook
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 19–31 • PowerPoint slides 36–53 • Detailed class activity notes	

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Return to first page

Focusing on Health, Section 3

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

GET READY! EXERCISE (5 MIN.)

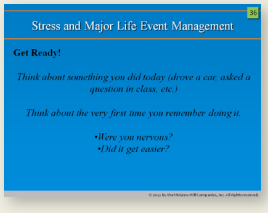
Outline

- Get Ready! Exercise
  - Reflection
- Section Overview

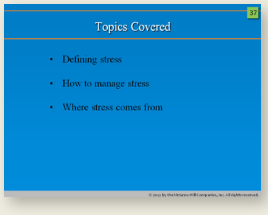
Resources

PowerPoint slides 36–37

Slide 36, Get Ready



Slide 37, Topics Covered



Lesson Notes

You are learning to deal with stress all the time. Think about something you did today (drove a car, asked a question in class, etc.).

- Think about the very first time you remember doing it.
- Were you nervous? Did it get easier?

***Ask** students to volunteer to share their* answers.

Emphasize that stress, especially in college, is all around you. Managing it is a good skill to have so you can complete your academic career.

Section Overview: Introduce **topics covered** in this class session:

- Defining stress
- How to manage stress
- Where stress comes from

TRY IT

Create an example for students to follow. Talk about your first time teaching a class for example.

LO 6: STRESS (15 MIN.)

Outline

- Activity
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

Lesson Notes

Introduction: Stress is an effect—a physical and emotional reaction to an external or internal source.

Build on Background: *Ask students to share what stress they may have in their lives.*

Connect: Stress is all around us, and managing stress can be something you learn to do.

Elaborate that **stress** is a complex personal reaction that occurs when you must respond to a situation that you perceive or experience as demanding or challenging.

Explain that any situation that causes stress is defined as a **stressor** and **stress management** is how you handle stress in your life.

TRY IT

If students are reluctant to share, give examples from your own life, such as bills, work, kids, family, car, etc.

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Return to first page

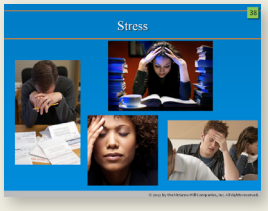
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 6: STRESS (15 MIN.)

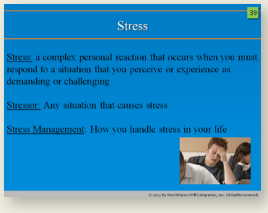
Resources

PowerPoint slides 38–44

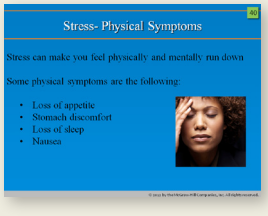
Slide 38, Stress



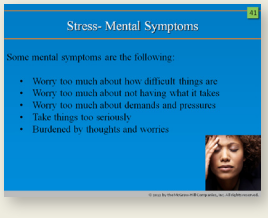
Slide 39, Stress Definitions



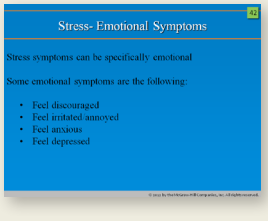
Slide 40, Stress Physical Symptoms



Slide 41, Stress: Mental Symptoms



Slide 42, Stress: Emotional Symptoms



Elaborate on how stress works. When you experience a situation that you perceive as challenging or threatening, your brain responds and emits a signal that evokes an emotion, such as fear.

Relate back to the Build on Background exercise. Have students reshare their stressors in their life and ask them how they felt about those stressors.

Often there are **symptoms,** both physical and mental, that are signs of stress.

Recognizing symptoms of stress will help you learn to manage your stress.

Explain that some **physical** symptoms of stress can be:

- Loss of appetite
- Stomach discomfort
- Heart pounding
- Loss of sleep
- Nausea

Try to eat well, rest, and exercise.

Explain that **mental** symptoms may include:

- Worrying too much about how difficult things are.
- Worrying too much about not having what it takes.
- Worrying too much about demands and pressures.
- Taking things too seriously.
- Being burdened by thoughts and worries.

Mental stress reflects a need to be perfect, fear of failure, and fear of disapproval.

Try to change these negative thoughts to positive ones.

Some symptoms may specifically be **emotional:**

- Feeling discouraged.
- Feeling irritated/annoyed.
- Feeling anxious.
- Feeling depressed.
- Etc.

Try to increase your awareness of feelings of powerlessness or lack of control.

Some individuals experience stress **indirectly:** tension, general heaviness, fatigue, exhaustion, etc. This occurs when there's ongoing stress.

TRY IT

If time permits, ask students to share more stressors in their lives.

TRY IT

Ask students to add other indicators of stress. Create a list on the board.

GOT TIME?

Dig deeper. Ask students to think about a particular time they were stressed out. How could they tell?

Tips to relieve ongoing stress symptoms: sleep, massage, any type of muscle relaxation, etc.

As a class, start drafting a list of ways to deal with specific types of stress.

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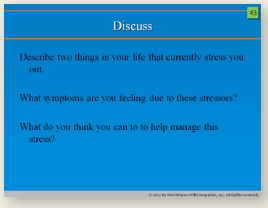
Return to first page

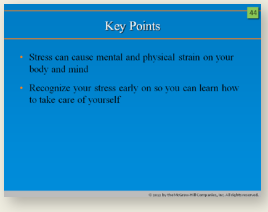
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 6: STRESS (15 MIN.)

Slide 43, Discuss



Slide 44, Key Points



Direct students to think about what they do when they're stressed.

Discussion

Small group: *Give students a brief moment to share answers to the following discussion question with someone nearby:*

- Describe two things in your life that currently stress you out.
- What symptoms are you feeling due to these stressors?
- What do you think you can do to help manage this stress?

Close *the discussion by showing the Key Points slide.*

Key Points:

- Stress can cause mental and physical strain on your body and mind.
- Recognize your stress early on so you learn how to take care of yourself.

LO 7: COPING WITH EVERYDAY STRESS (15 MIN.)

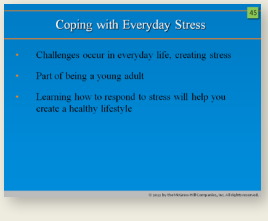
Outline

- Lesson Notes
  - Introduction
  - Background
  - Connect
  - Discussion
  - Conclusion

Resources

PowerPoint slides 45–50

Slide 45, Coping with Everyday Stress



Lesson Notes

Introduction: Challenges occur in everyday life. Part of being a young adult is the stress that comes along with it. Learning how to respond to these stresses will help you create a healthy lifestyle.

Building on Background: *Brainstorm a few circumstances when stress could occur.* Examples:

- Being stuck in traffic.
- Losing a job.
- Lack of time.
- Person next to you is disruptive.

Think about that disruptive person. What would you do? Would you move? Speak to the student? How is your stress level affected?

Confirm that stress is ***inevitable.***

Connect: College is a major stressor for students. Mostly this comes from everyday minor annoyances and frustrations. Some people take up bad habits, when these actually destroy your body.

TRY IT

Encourage students to participate. Lead with an example such as yoga, exercise, watching a movie.

TRY IT

Encourage students to answer aloud as a whole class.

Have students read the lists out loud, or encourage them to take notes.

When discussing the approaches to stress, take time to explain the tips. Give examples on how these can be used.

Extend: Create a fictitious scenario and ask students to explain how they can approach this situation and manage stress.

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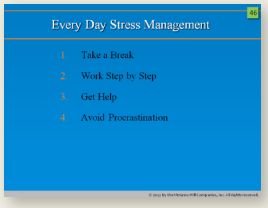
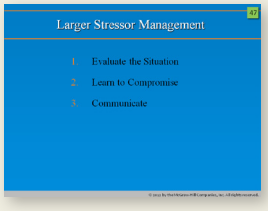
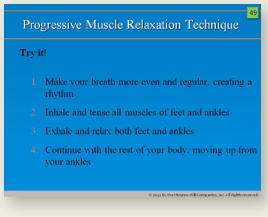
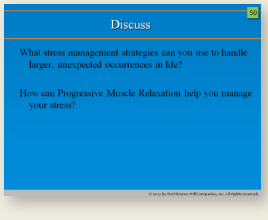
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO 7: COPING WITH EVERYDAY STRESS (15 MIN.)		
Slide 46, Everyday Stressors  	Some stress can be managed by **changing your approach** or perspective. For smaller, everyday stressors, consider the following tips: • Take a break. Step back, breathe deeply, etc. • Work step by step. Break tasks down, complete small goals first, etc. • Get help from other students, instructors, school's resources, etc. • Avoid procrastination: to-do lists, get started, etc.	
Slide 47, Larger Stressor Management  	**Elaborate** that for the larger stressors, consider the following strategies: • Evaluate the situation. Understand how you feel about it and why, you will handle it however you view it. • Learn to compromise. Be flexible, nothing is perfect, look for solutions. • Communicate. Express how you feel; let go of negative feelings	Role Play. Try the PMR exercise with your class. This is a technique they can take with them forever.
Slide 48, Specific Stress Management Techniques 	**Explain** to students that there are some specific techniques that can help you reduce stress. These techniques will help you throughout college and then through life. • Progressive muscle relaxations (PMR) technique allowing you to relax muscles, heart rates 1. Make breath more even and regular, creating a rhythm. 2. Inhale and tense all muscles of the feet and ankles. 3. Exhale and relax both feet and ankles. 4. Do the same following up the rest of your body.	Example of positive self-talk: "I'm afraid I'll flunk the test." To "I'm confident I'll ace the test."

Slide 49, Try It
 
 	
	• Positive thinking. Positive *self-talk* directs your emotions and behavior. Change negative thoughts to positive ones:
	  • Thought stopping. Notice negativity and replace it with positivity.
	  • Reframing. Be aware of words like "never" or "always" and reframe them to positive statements.
	• Take time to relax. Go for a walk, play music, visit friends, bake, etc.
	Practice **integrated health** in your life. Learning to manage your stress and naturally integrate healthy techniques will help you stay healthy and in control.
		Tip: Have students write down how they plan to integrate health into their lives.

Slide 50, Discuss  		

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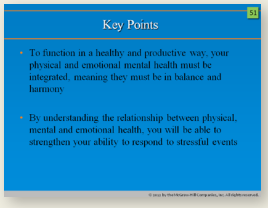
Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO 7: COPING WITH EVERYDAY STRESS (15 MIN.)		
Slide 51, Key Points  	**Discussion** ***Small group:*** *Give students a brief moment to share answers to the following discussion question with someone nearby:* ***Discuss*** *with a partner:* • What stress management strategies can you use to handle larger, unexpected occurrences in life? • How can progressive muscle relaxation help you manage stress? *Come back together as a* ***whole class*** *and call on students to share their goals.* **Conclusion:** *Share the* ***key points*** *to implementing these concepts:* • To function in a healthy and productive way, your physical and emotional mental health must be integrated, meaning they must be in balance and harmony. • By understanding the relationship between physical, mental, and emotional health, you will be able to strengthen your ability to respond to stressful events.	
Outline Discussion • Small group • Whole class • Conclusion **Resources** PowerPoint	**LO 1: Discussion** **Discuss:** As students to think about their answers to these questions, then discuss with a neighbor: • How does reflecting on your future help you create a life plan? • What steps can you take to make sure you follow through on your ideal life plan? *Come back together as a* ***whole class*** *and call on students to answer the discussion questions* **Key Points:** *Share these important key points:* • Having a clear ideal life plan will help you reach the future you desire.	Tip: Try to not get too involved discussing goals here. Use this discussion as a good transition into the next section.

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Return to first page

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

ACTIVITY: MAJOR LIFE EVENT (25 MIN.)

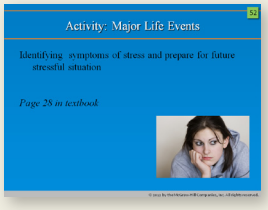
Resources

Textbook, page 28

Detailed Activity Notes

PowerPoint

Slide 52, Activity



Activity

Introduction: Stress can be experienced physically, mentally, and emotionally. This activity will help you reflect and find and manage the stressors in your life.

*Use the **Detailed Activity Notes** to conduct this activity. Prepare students to locate page 28, and continue with directions from the instructor guide.*

Activity Wrap-Up

After the activity, ask students the following questions:

- What were some of your personal reactions to stress?
- What are some sources of stress in your life?
- How does stress affect your ability to be successful in school?
- From what you learned, what strategies will you use to better manage stress in the future?

Additional Instructor Resources/ Activities:

1. Breathing Relaxation Exercise
2. Class Discussion

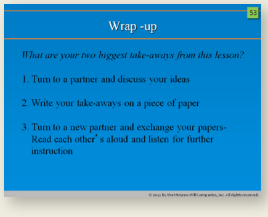
ONLINE EXTRA

Your students can complete this exercise online in the Connect program.

LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)

Resources

Slide 53, Wrap-Up



Lesson Wrap-Up

Have the class come together as a whole group, ask students to share with a partner their two biggest takeaways from this lesson.

Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.

Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Return to first page

Section 3: Detailed Activity Notes

MAJOR LIFE EVENT

This activity teaches students how to identify symptoms of stress, as well as use their past experiences with stress to better prepare for future stressful situations.

Classroom Management: This activity should be completed individually with students recording information in the textbook. Once everyone is finished, they will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Ask** your students to take a few minutes to reflect upon different situations or events in their lives in which they felt stressed.	
• Then **ask** your students to describe a particularly stressful situation in the space provided on page 28 of their textbook.	• Students should be writing about a stressful situation they experienced in their lives.
• After everyone has described the stressful situation, **ask** your students to check any of the symptoms listed that occurred due to the stressful situation.	• Students should be checking off the stress symptoms they experienced as a result of the stressful situation.
• Once everyone has checked off the related symptoms, **ask** your students to describe a major event in their life and the type of stress they experienced as a result of this major event.	• Students should be describing a major life event and the stress they incurred as a result of it.
• After everyone has identified a major life event and their related stress, **ask** your students to explain based on what they have learned in this module, how they would handle that major event now if it were to happen again.	• Students should be explaining how they would handle this major event if it occurred in their life again based on what they have learned in this module.
• Once everyone has finished, **refer** to the discussion questions on page 29 of the lesson notes in the Lesson Review and Wrap-Up Discussion 3.	• Students should be rejoining their class for a discussion.
Ask your students the following discussion questions: ***How does stress impact your health?*** ***How does stress affect your ability to be successful in school?*** ***From what you learned, what strategies will you use to better manage stress in the future?***	

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Return to first page

Section 3 Additional Activity: Stress and Major Life Event Management

BREATHING RELAXATION EXERCISE

This activity has students practice a breathing exercise to help in reducing stress.

Classroom Management: This activity should be completed as a class. Once everyone has finished the breathing exercise, they will begin a class discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that developing techniques to effectively manage their stress levels in college will be imperative to their academic success. • **Remind** your students that one technique they learned was progressive muscle relaxation (PMR), which is a great exercise for reducing tension. • But how else can they alleviate stress and reduce anxiety? • **Explain** that the entire class is going to participate in an exercise that will accomplish both of those results. • **Elaborate** that similar to PMR, they will concentrate on their breathing.	• Students should be following along to the activity directions.
• Before they practice this relaxation technique, **ask** one of your students to volunteer to read how to put this technique into practice: ***You may choose to either sit or stand.*** ***If you sit, you need to be in a chair demonstrating good body posture. Your feet need to be resting on the floor.*** ***If you stand, you need to stand with your feet shoulder's width apart.*** ***Close your eyes and place both of your hands on your diaphragm—you will focus on your breathing.*** ***Envision that there is a balloon in your diaphragm. Inhale slowly, feel yourself inflating the balloon.*** ***Hold for two seconds.*** ***Then slowly exhale; feel yourself fully deflate the balloon as you push out all of your air.*** ***Again, slowly inhale, inflating the balloon.*** ***Hold for three seconds.*** ***Then slowly exhale, deflating the entire balloon.*** ***You will repeat these steps up to a five-second hold, and then working your way back down to a two-second hold.***	• One student should be reading the instructions for the breathing exercise.

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Return to first page

INSTRUCTOR GUIDE	STUDENT ACTIONS
• After your student finishes reading the instructions, **tell** your class that they will begin the breathing exercise. • **Ask** one of your students to lead the class in this exercise. • **Ask** the leader to ensure that their classmates have selected either the seated or standing stance, and then dim the lights. • **Remind** your class to keep their eyes closed throughout this entire exercise in order to achieve the full stress relief benefit. • **Tell** students to follow the leader's guide, as he or she leads them through their slow inhale, pause, and slow exhale. • During the breathing exercise, **tell** your students that each time they slowly exhale to deflate the balloon in their diaphragm, picture themselves releasing all of the day's stress—the argument with their sister, the textbook they forgot in their locker, the pressure of the upcoming medical terminology exam. • With each exhale **remind** your students to release all of their stressors. • After their last exhale, **ask** your students to join the class for a discussion: ***Has anyone ever used a breathing technique similar to the one you just practiced?*** ***How have these techniques helped you in the past?*** ***Did you remember to release your stressors with each exhale?*** ***How do you feel after concluding this breathing exercise?*** ***When could you use this technique to reduce stress or to relax?*** ***How effective will this technique be to assist you in managing stress?***	• One student should volunteer to lead the class in the breathing exercise. • Students should either be sitting or standing for this exercise. • Students should have their eyes closed. • Students should be following the leader. • Students should be focusing on releasing their stress with each exhale. • Students should be starting the class discussion.

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Return to first page

Class Discussion

This discussion has students examine how a college environment impacts eating habits, as well as how they can learn from negative attitudes.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Ask** your class the following questions: ***Does being in a college environment make it easy or difficult to eat well?*** ***What specific things make it challenging to eat well as a student at your college?*** ***What things make it easy to eat well?*** ***What could your college do to make it easier for students to eat more healthy meals?*** ***When was the last time you saw how someone's attitude affected his or her words, behavior, or decisions? Do you think that person was aware of his or her attitude?*** ***When was the last time your attitude affected something you said, did, or decided? Looking back on that situation, did your attitude help or hurt?*** ***What can you learn from that situation?*** ***What can you do to help relieve stress for a fellow student? What sorts of things would you want other students to do that could help you manage your stress? How could you get more students to help each other deal with stress?***	• Students can use a separate sheet of paper to respond before participating in the class discussion, or share their answers verbally.

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