

HANDLING STRESS WITH EASE

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SCHOOL COUNSELING INTERNS

STRESS IS NORMAL

According to one study, the top 5 sources of stress include:

1. School Work
2. Parents
3. Romantic relationships
4. Friend problems
5. Siblings

Academic stress in high school is normal - everyone experiences it at one point or another. The key to success is how you handle your stress and how to prevent becoming stressed in the future.



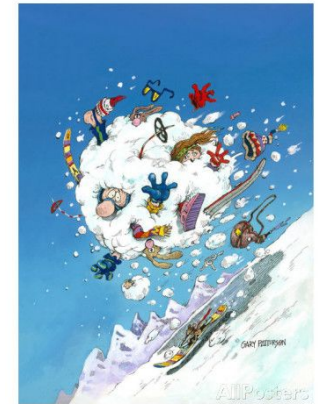
SIGNS OF...



- emotional
 - agitated, frustrated, overwhelmed, moody, sad
- physical
 - low energy, body aches, upset stomach, insomnia, frequent colds
- cognitive
 - constant worry, racing thoughts, lack of focus, forgetfulness
- behavioral
 - change in appetite, fidgeting, nail biting

AVOIDANCE IS NOT THE ANSWER!

Sometimes students feel so overwhelmed with homework that they decide the *only* option is to just stop doing it. But that will only make the problem **WORSE!**



HOW TO LOWER STRESS - PREVENTION

- Get a good night's sleep each night
- Eat properly (limit the caffeine)
- Exercise often
- Find a balance between school and other parts of life
- Avoid alcohol, drugs, and tobacco
- Find a healthy way to unwind (exercise, play a game, be with friends)
- Set realistic goals
- Think positively about yourself
- Try not to procrastinate
- Stay organized with assignments
- Take breaks when studying or doing large assignments



The greatest weapon against stress is our ability to choose one thought over another.
—William James

MEETING DEADLINES & SETTING GOALS

Example: English 9 Embedded Assessments

Unit 1 Embedded Assessment 1
Presenting an Interview Narrative

Assignment: You assignment is to interview a person with the experience and write an interview narrative that effectively captures the unique voice and coming of age experience of the interviewee.

Your subject should be:

- willing to talk in detail about his/her life experiences.
- old enough to reflect the meaning of his/her coming-of-age experiences.

Skills needed for this assessment:

- Writing interview questions and follow-up questions that search information about important events that resulted in learned lessons or coming of age growth.
- Showing confidence and taking on your role while interviewing your subject.
- Using related notes with additional connections shortly after the interview.
- Researching the interviewee's background.
- Using imagery, details, direct and indirect quotes to capture the unique voice and personality of your subject.
- Understanding and being ready about how important events shape us as we grow into adulthood.
- Understanding and being ready about how important events shape us as we grow into adulthood.
- Choosing an ending conclusion that captures the setting, voice of the interviewee, and coming of age lesson learned.
- Crafting body paragraphs that begin with a clear topic sentence and maintain focus throughout.
- Crafting a concluding paragraph that thoughtfully reflects upon the CCR experience of your interviewee and explores your own personal connection to the lesson.
- Planning for clear, organized, fluent, creative, and voice.

Required Structure and Organization:

Introduction (Paragraph 1):

- Background research to hook reader (general).
- Description captures the setting of the interview and thoughtfully contributes to the reader understanding of what has happened to...
- Background information about the interviewee that sets the stage for the coming of age lesson and provides a logical bridge to the thesis.
- Thesis clearly defines the coming of age lesson of the interview narrative and indicates experiences to be discussed (specific).

Unit 1 EA1: Interview Narrative Self-Evaluation Checklist

Intro paragraph (1)

- Lively reader's hook
- Imagery (setting & person)
- sound
- sight
- smell
- touch
- taste
- Tone can be inferred by reader
- Sense of person's background is developed
- Thesis statement ties coming of age language and lessons learned

1st coming of age lesson/experience body paragraph (2)

- Topic sentence ties to a clear event and a coming of age lesson from the thesis.
- I have ___ indirect quotes with ___ descriptive lead in.
- I have ___ direct quotes with ___descriptive lead in.
- The quotes I've chosen actually show the subject's LINGUISTIC voice/tone.
- I have ___ passages that show my own LINGUISTIC voice/tone.
- I have ___ passages of commentary that tie back to the coming of age lesson in the topic sentence.
- Imagery used to capture the event/body
- sound
- sight
- smell
- touch
- taste
- Hook and being words used and replaced them with unique words, phrases or figurative language.
- continued to describe my person in the body paragraph.
- I framed a picture of the event. I did NOT just tell what happened.
- I did NOT state or make reference to the questions that I asked.
- I have a concluding sentence that ties the specific event to the coming of age lesson.

2nd coming of age lesson body paragraph (3)

- Topic sentence ties to a clear event and a coming of age lesson from the thesis.

INTERVIEW NARRATIVE RUBRIC & SCORING GUIDE

ITEMS & CONTEXT	1-3-3 - Strong	3-3 - About halfway there	3-1 - Needs Work	
THESIS	The person clearly captures the context of the event, the setting, and personality of the interviewee in a clear and concise way. The thesis is clearly defined and provides a logical bridge to the thesis.	The person provides a general overview of the context of the event, the setting, and personality of the interviewee in a clear and concise way. The thesis is clearly defined and provides a logical bridge to the thesis.	The person provides a general overview of the context of the event, the setting, and personality of the interviewee in a clear and concise way. The thesis is clearly defined and provides a logical bridge to the thesis.	The person provides a general overview of the context of the event, the setting, and personality of the interviewee in a clear and concise way. The thesis is clearly defined and provides a logical bridge to the thesis.
EVIDENCE OF VOICE/TONE	The person uses a variety of linguistic devices to capture the unique voice and personality of the interviewee. The person uses a variety of linguistic devices to capture the unique voice and personality of the interviewee. The person uses a variety of linguistic devices to capture the unique voice and personality of the interviewee. The person uses a variety of linguistic devices to capture the unique voice and personality of the interviewee.	The person uses a variety of linguistic devices to capture the unique voice and personality of the interviewee. The person uses a variety of linguistic devices to capture the unique voice and personality of the interviewee. The person uses a variety of linguistic devices to capture the unique voice and personality of the interviewee. The person uses a variety of linguistic devices to capture the unique voice and personality of the interviewee.	The person uses a variety of linguistic devices to capture the unique voice and personality of the interviewee. The person uses a variety of linguistic devices to capture the unique voice and personality of the interviewee. The person uses a variety of linguistic devices to capture the unique voice and personality of the interviewee. The person uses a variety of linguistic devices to capture the unique voice and personality of the interviewee.	The person uses a variety of linguistic devices to capture the unique voice and personality of the interviewee. The person uses a variety of linguistic devices to capture the unique voice and personality of the interviewee. The person uses a variety of linguistic devices to capture the unique voice and personality of the interviewee. The person uses a variety of linguistic devices to capture the unique voice and personality of the interviewee.

MEETING DEADLINES & SETTING GOALS

Example: English 9 Embedded Assessments

If you don't have time to do it right, when will you have the time to do it over?
John Wooden

- First, BE HERE! (physically & mentally)
- Take it one step (or paragraph) at a time
- Use your time wisely
- Set goals and stick to them
- You have the rubric, USE it!

OTHER USEFUL TIPS FOR MANAGING YOUR STRESS

- Relaxation breathing
 - Listen to calming music
 - Write in a journal
 - Meditation
 - Read inspirational words
 - Fluid Monkey app
- "Happiness is a choice. You can choose to be happy. There's going to be stress in life, but it's your choice whether you let it affect you or not" -Valerie Bertinelli



IF STRESS BECOMES TOO MUCH...

Please see your school counselor or a trusted adult for help!

Or you can come talk to one of us in the school counseling office:

Mrs. Fangman - Wednesdays and Thursdays

Mrs. Miller - Mondays, Thursdays, and Fridays

TODAY'S MEET

<https://todaysmeet.com/> (...full link removed post-presentation)

Comment on this link:

What are some ways YOU cope with stress?

RELAXATION ACTIVITY