

Tenacity Lesson Plan #1

Stress-Busting for Middle School

TERM 2014
LOCATION G+L+S
PROGRAM VideoGames and Learning

Overview of Lesson Class discussions not only bear information and results, but also foster a healthy sense of openness and mutual respect within the classroom space. Asking students to brainstorm stress-relieving efforts in this manner requires them to exercise their higher-level thinking skills as well as their active listening abilities.

Materials Needed Whiteboard
Dry erase markers

Content of Lesson Have your students begin by individually (or in small groups) brainstorming ways in which they relieve stress in their own lives. Once the instructor feels as though enough time has passed, call the class together to share ideas as they are written on the whiteboard.

After the students have exhausted their ideas, feel free to share the following and add them to the board (if the students themselves haven't suggested these):

- Doing yoga
- Reading your favorite book
- Meditating
- Breathing exercises
- Listening to relaxing music
- Dancing or cardio exercises
- Eating crunchy foods (such as popcorn, chips, or nuts)
- Painting a picture

Optional: Create a two-sided table on the board. One side will be labeled "Healthy", and the other, "Unhealthy." Ask the class to vote on each stress-relief activity they've come up with: do they believe eating to relieve stress is healthy or unhealthy? What about meditating? Move down the list, discussing why the students think each stress-relief option receives the designation that they're assigning it.

Follow-Up: Have students play Tenacity on the iPad for ten minutes. Afterwards, ask them to reconvene and look at the stress-relievers list they've made: what would they add to the list after this experience? Did Tenacity reduce their stress? Why do they think that is?

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- Learning Objectives**
- Students will be able to work independently to produce examples of stress-relief.
 - Students will be able to designate behaviors as either “healthy” or “unhealthy”.
 - Students will be able to work cooperatively during the sharing and sorting phases of the group-share.
 - Students will be able to follow directions and stay on task over extended periods of time.

Social/Emotional Content

- (MMSD-SELS.6-8)** Students will analyze ways their behavior may affect the feelings of others and adjust accordingly.
- (MMSD-SELS.6-8)** Students will show respect for other people’s perspectives.
- (MMSD-SELS.6-8)** Students will demonstrate an ability to be a leader as well as a group member in achieving group goals.
- (MMSD-SELS.6-8)** Students will generate multiple problem solving strategies, a variety of solutions and possible outcomes to a problem.