



The Impact of Stress on Teen Health and Coping Mechanisms for Positive Handling of Stress in Teen Lives

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This curriculum unit is recommended for:
AP Language and Composition, Grade 11
English III, Grade 11

Keywords: stress, adolescents, mental health, chronic, acute, positive psychology, mindfulness

Teaching Standards: See Appendix A for Teaching Standards

Synopsis: This curriculum unit will make a significant contribution to adolescent understanding of stress, the health implications of prolonged exposure to stress while providing insights into their own stressors. It will allow students to understand the different kinds of stress, both acute and chronic. Students will also take inventory of the stressors in their own life, and how best to manage this stress. In this unit, students will reflect on stressors in their own lives and learn about the challenges that prolonged stress presents to their mental and physical health. Students will learn to prioritize their mental health in a way that encourages them to thrive at the same time. This unit will serve as an early intervention for teens to develop positive habits for handling stress as they move into adulthood.

I plan to teach this unit during the coming year to 142 students in 11th grade English III.

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

Introduction

School Demographics

William Amos Hough High School is located in Cornelius, North Carolina. It opened in 2010. Hough High School currently serves 2451 students, of which 14.4% are economically disadvantaged, compared to 43.4% statewide and over 1,000 students take Advanced Placement classes yearly. The graduation rate at Hough High is 94.2% compared to an 87.6% statewide graduation rate. Seventy percent of Hough High graduates attend college in comparison to 50% of CMS high school graduates who attend college.¹ Hough High School takes in students from Huntersville, Cornelius, and Davidson North Carolina. The average yearly household income in the area is \$90, 542.00 with a poverty rate of 7.4%.² 93.9% of The Hough High School staff is experienced and highly qualified. William Amos Hough High school is a well-supported school in North Mecklenburg County. The parent population is highly engaged. The school has one principal, four assistant principals and two deans of students. Staff turnover is low by comparison to state and national averages. Hough is the high school that teachers will retire from after 30 years of service.

The rate of suicide among those aged 10 to 24 increased nearly 60% between 2007 and 2018, according to a report released by the Centers for Disease Control and Prevention. The rise occurred in most states, with 42 experiencing significant increases. Charlotte-Mecklenburg Schools screened more than 2,100 students for suicide risk in 2018. That is triple the number logged just five years earlier.³ Hough High school has seen evidence of this rise in suicide attempts and suicidal ideation. Hough students will readily acknowledge that they are “stressed out” with school, parents, jobs and social obligations.

In response to the rise in suicidal ideation, CMS Schools implemented a *Social Emotional Learning* (SEL) program. This program stems from the work of the Collaborative for Academic, Social and Emotional Learning. This program stems from the work of the Collaborative for Academic, Social and Emotional Learning. The mission of the SEL program envisions “all children and adults as self-aware, caring, responsible, engaged, and lifelong learners who work together to achieve their goals and create a more inclusive, just, and equitable world”.⁴ The SEL curriculum is set by each school and it addresses a variety of social and emotional concerns. These advisory lessons are well intentioned, but they only skim the surface of what students need to know regarding the stressors that they face both in and out of school.

The North Carolina Mental Health Initiative provides implementation and monitoring support related to mental health services that promote healthy development of social, emotional, and/or behavioral functioning, prevent problems with social, emotional, and/or behavioral functioning,

¹ North Carolina Department of Public Instruction

² Data USA

³ Helms

⁴ CASEL

respond to students experiencing concerns or problems with social, emotional, and behavioral functioning, prevent and treat substance abuse.

This unit will primarily target Honors English III and Advanced Placement students in Language and Composition class during their 11th grade year. These students are all college bound and most are dealing with stressful and rigorous course loads, part time jobs, and extracurricular activities. I will address how students address their own mental health and stress management as well as broaden the lens by looking at how teen stress is viewed in the broader context of society overall. The unit will be composed of nonfiction texts as students explore what mental health is, how to manage it, and the physical and psychological impact of stress.

This topic of teen stress is a hot topic in my own classroom discussions, as students routinely say that they are feeling stressed, have not slept, and seem depleted mentally. I see this stress taking a toll on students during the course of the year. These are students mostly from fairly affluent homes and whose physical needs are being met with parents who are available and present, but the expectations placed on these students is high. In the last three years, I have lost three boys in my classes to suicide. These are young men, Isaiah, James and Jacob, who seemed to “have it all.” They came from loving homes with both parents very involved in their lives, and plans to go to college after high school.

Isaiah was a gifted artist and strong writer. He was popular with his classmates and loved theatre where he was an active participant. One day in February of 2019, he was in class participating in our discussion of The Scarlet Letter as we criticized the Puritans. He was knowledgeable about the bible, and I called him our biblical scholar. He always led our discussions on any biblical allusions in the story that many of us did not catch. He was the one to point those literary nuggets to his classmates. He was a delight to have in class- the kind of student who makes a teacher’s day. The next day, his seat was empty. He had gone home that night and killed himself. I have replayed that last class period repeatedly in my head many times, and I wonder what he was thinking that day as he led our lively class discussion. What pain he must have felt that he thought suicide was the only way out. Speaking with his mother after the funeral, she alluded to the fact that she suspected he was coming to terms with his homosexuality. I got the feeling that she, too, was feeling guilty thinking maybe she could have done something. While I know that the desperation that leads a teen to suicide is much deeper and more profound than the stress that comes from studying for an AP English test, I do see a link to what we do in class every day and how these young people function in the world. In this unit, I hope to address, at least in some small way, the stress that my students experience, and help them to alleviate the negative impacts of that stress.

Rationale

As a teacher of high performing 11th grade students, I see the impact of stress on students on a daily basis. Students report that stressors include pressure to succeed academically and athletically, pressure to get into top colleges, pressure to fit in socially, and juggling a demanding schedule. I also see this stress manifest itself in substance abuse, binge drinking, and feelings of

hopelessness and in more extreme cases, suicide. While there are a number of factors that play into stress and mental health that I am limited in addressing, there are steps I can take in the classroom to educate students on stress and its impact on long term health. In the past three years, teaching 11th grade at Hough High School, I have had eight students hospitalized for emotional concerns. These have covered an array of illnesses, such as anxiety, depression, anorexia, and substance abuse. In addition to hospitalizations, I have personally lost two students to suicide in the last two years. The last 3 years, Hough High School has lost four male students to suicide. While it is not a one size fits all problem, and there are a variety of factors in play here, it is a concern that I believe can- at least in part- be addressed in the school classroom.

In this unit, I hope to encourage students to identify the stressors they encounter and adopt coping strategies to handle the stress in a manageable and positive way. I also want students to realize that their own value does not stem from their successes, but rather from their mere existence. In this unit, I will define stress, outline the impact stress can have on the body and illustrate strategies to mitigate the negative effects of stress on a teen's life.

Unit Goals

Through the readings and activities, I want students to understand what stress is and what stress does to the body- physically and psychologically. I want students to identify stressors in their own lives and to adopt coping mechanisms to handle stress in a positive and sustainable manner. Lastly, I hope that students will gain some appreciation for their own inherent value. I hope that students realize that their own value is not a result of what they do or what they accomplish. This will be beneficial to my students who are currently struggling with handling stress and handling high expectations from their family, society and themselves. I hope that developing positive habits and sustainable coping skills will serve them well into adulthood. I also hope for students to understand that their peers share most of what they are feeling and the stress they feel is normal and no fault of their own. It is my hope that if students learn coping strategies at a young age, by developing healthy relationships, healthy eating and sleeping habits, they will build the grit and resilience that will sustain them in their adult years.

Texts

- *American Psychological Association survey shows teen stress rivals that of adults.* This survey highlights the fact that American teens are facing as much stress as adults. This stands in contrast to previous generations of American teens.
- *Where You Go Is Not Who You'll Be* by Frank Bruni. This book is important for students to read in that the author stresses the idea that there are many paths to success. While my students are fixated on what college they will attend, Bruni makes it clear through anecdotes and data that some of the most prominent people in many industries took a variety of unconventional paths to get to the tops of their fields.
- New York Times Room for Debate- Stress and the American teen. This series of articles highlights the stress that this generation of American teens is facing and asks the question "What is the benefit of this stress?" "Is this stress serving a purpose?" Students will explore seven different viewpoints on the subject and develop their own viewpoints on the topic.

- *It's Okay Not to Be Okay* by Naomi Osaka. This essay, by professional tennis player Naomi Osaka, reminds the reader that everyone faces stress and must be mindful to protect themselves and their mental wellbeing.
- *The Power of Positive Thinking*. TEDx. By Helen Peterson. In this TED talk, by Professor Helen Peterson, she reminds us that even after suffering her own trauma, it is possible to find peace by looking for ways to be grateful and working toward a positive mindset.
- *Stress effects on the body*. American Psychological Association. This study will serve to help students better understand the impact that stress has on the human body.
- *Stress 101, 2nd Edition: An Overview for Teens* by Margaret O. Hyde and Elizabeth H. Forsyth. This book clearly illustrates the negative impacts of stress on the body in an age appropriate way for teens to understand.

Unit Goals

I will be using a variety of nonfiction texts that address the topic of mental health. Through our readings, class discussions and activities, we will explore the benefits of managing stress. I will ask students to determine what stress is, how it affects the body's health, and how to manage it in their own lives. I plan to spend some time researching the causes of teen stress and what students can do to manage and minimize stress in their lives in a way that benefits overall emotional well-being.

While researching resources and information for this unit, I realize that I need to incorporate current research and information for students to read and study- while also aligning with the standards of the AP English Language and Composition curriculum. I will need to have nonfiction texts that address current understanding of stress management in teens, material that allows for self-reflection, and material that shows successful stress management techniques. I will also incorporate texts that address some of the reasons for teen stress that results in anxiety and depression.

The unit will begin with a teen stress inventory where students will identify stress in their own lives and examine how they handle it and how it affects their mental health. We will then read a series of texts where we look at how stress relates to emotional health, interpersonal relationships and academic performance. We will also look at what adds to stress in students' lives- peer pressure, pressure to achieve, time management, social media. These readings and resources will come from a variety of sources- medical journals, NY Times Room for Debate, National Institute of Mental Health will also research the impact of racism on stress and depression rates. I anticipate covering a wide array of readings during this portion of the unit. The bulk of our class relates to rhetoric and argument. A wide variety of topics will allow students to learn more about teen stress while also focusing on the art of persuasion and the value of argument.

Once students have reviewed and identified causes of stress and how it relates to mental health, the class will conduct a series of activities designed to address these concerns in their own lives.

I suspect that students will say that pressure to succeed academically will be a top concern followed by pressure from spending too much time on social media. We will address those findings by looking at how college admissions does not determine all success in adulthood. We will also read texts that address mental health concerns while spending time on social media.

My course is a yearlong course that meets for 80 minutes every other day. Due to the yearlong structure, I do have time to get to know my students well and develop a classroom culture of inclusivity and positive interactions. I anticipate starting this unit mid-year as we move into the 2nd semester. This will be beneficial because 2nd semester 11th grade students have matured significantly as they begin to focus on senior year and the college application process. This becomes an all-consuming process for them beginning January of their 11th grade year. I think this unit will be beneficial to them as they take inventory on their own lives as they start the transition to adulthood.

The unit will culminate in one seminar discussion where students will prepare arguments on a series of argument and analysis questions. These will be completely student run seminars that allow for in depth discussion while developing persuasive arguments using the rhetorical strategies that we have learned throughout the year. The seminar will focus on student mental health and stressors- such as college admissions and social media. This will take place on the day five of the unit, and it will serve as one unit assessment. The second unit assessment will be a speech students will deliver after reading a series of text where they answer the question of what schools and parents and students can do to alleviate stress.

Content Research

Stress

A report from Harvard Medical School defines stress as any “real or imagined danger or situation that requires adjustment to change.” Stress is anything in the environment that causes you to react in some way- mentally or physically. Stress can be both good and bad for the body. Good stress can make a person perform at a high level, excel in reaching goals, and maximize performance. All humans face stress daily at some level. According to researchers, Margaret Hyde and Elizabeth Forsyth in *Stress 101*, there are two kinds of stress that adolescents face- acute stress and chronic stress.

Acute stress is the kind that sets the body in a fight or flight mode. It is mostly short lived, and even though these short-lived stressors do bring about large changes in the body, these changes generally do not last long. In contrast, chronic stress is stress that a person faces over long periods. Hyde and Forsyth describe chronic stress as when the body “kicks into high gear and stays there.”

Rajita Sinha, PhD, director of Yale Medicine’s Interdisciplinary Stress Center defines chronic stress as “a consistent sense of feeling pressured and overwhelmed over a long period of time.” Chronic stress slowly drains a person’s psychological resources and damages their brains and bodies.

How the Brain Works When Facing Stress

The brain sends signals through the nerves of the spinal cord when giving directions to the rest of the body. The voluntary nervous system is under a person's conscious control. The other part of the nervous system is the autonomic nervous system that governs all tasks that the body does automatically, such as heartbeat, blood pressure, breathing, digestion.⁵ The autonomic nervous system consists of two components, the parasympathetic and the sympathetic. The sympathetic nervous system prepares the body for action when the body feels threatened. It is responsible for the fight or flight response. The parasympathetic nervous system has the opposite effect. It calms the body after the threat has subsided.⁶ As Hyde and Forsyth point out, some stress is normal and plays an important role in our daily functions and performances. However, the stress should subside and allow the body to recover. When the body endures chronic stress, negative consequences can follow.

I think it is important for students to understand the science behind what goes on in their bodies. This will create buy-in on the students' part. I want students to understand that when a threat or stressor occurs, the body starts the fight or flight response, causing it to release the hormone cortisol. Cortisol is the primary stress hormone. It increases sugars (glucose) in the bloodstream, enhances the brain's use of glucose and increases the availability of substances that repair tissues. Cortisol also slows functions that would be nonessential or harmful in a fight-or-flight situation. The stress system in the body is a complicated circuit that allows a person to respond to challenges that arise.⁷ When the body faces an emergency, it is important that energy gets to the parts of the body that need it most and to shut down functions that are not needed at that moment. This is an important connection for students to make in terms of understanding how putting the body under stress for periods suppresses other necessary functions of the body. Digestion, repair and growth of body tissues are not as important during a crisis, so the body suppresses these systems at this time. A certain amount of stress can be positive in terms of making someone perform at a high level- taking a test, giving a presentation in front of an audience, playing in a high stakes competition. However, prolonged exposure to stress can have serious negative effects on the body.⁸

When a person endures an outpouring of stress hormones, this can result in high blood pressure and signs of wear and tear on other systems in the body. The stress response is to protect the body, but it can also lead to damage in almost every system of the body, such as memory loss, heart disease and sleep deprivation. At a time when my students need more sleep than at any other time of their development, they are often sleep deprived due to their schedules, and the added stress can create a downward spiral for them.

⁵ Hyde and Forsyth

⁶ Hyde and Forsyth

⁷ Hyde and Forsyth

⁸ American Psychological Association

While they are only 16 and 17 years old, and adulthood seems far off, I believe that developing healthy habits- sleeping patterns, eating right, exercising, and practicing mindfulness can stem the tide of negative physical and emotional impacts of stress into adulthood for my students.

Stress and The Immune System

There is a direct connection between stress and the immune system. The autonomic nervous system sends nerve branches to immune system tissue. Stress hormones also act on the immune system. If a person is chronically stressed, the part of the brain that controls the stress response will be constantly putting out stress hormones at a higher than normal level.⁹ The immune cells are in molecules that are telling them to stop fighting. Therefore, the body's immune cells are less able to respond to invaders such as bacteria or viruses. Those suffering from chronic exposure to stress show a prolonged healing time as well as an increased susceptibility to viral infections.

Affluent Adolescents and Stressors

In "*Privileged but Pressured? A Study of Affluent Youth*," Suniya Luthar and Bronwyn Becker determine that there are two main instances where affluent adolescents self-report distress: the first was excessive achievement pressure. In upwardly mobile, suburban communities, there is often a strong emphasis on admission to stellar colleges. As a result, many young people report feeling the pressure to excel in academics and in extracurricular activities. In addition to achievement pressure, students reported to Luthar that disconnection from adults, both literal and emotional, adds to stress levels. While this is concerning and the education system is limited in its capacity to change pressures coming from the home environment, it is important to try to find ways where the school environment can mitigate the impact these stressors have on our youth.

This research accurately describes what my students say about their own home lives. Often fathers are working long hours, so mothers are the primary caregiver in their children's lives. As these children grow into busy and competitive adolescents, family time decreases, and I think this leaves a hole in their children's lives. At a time when parents assume that their children need freedom and alone time, in fact, many students crave that quality time with their parents and families. Luthar and Becker point out those strong family connections can often make or break a student's mental stability as it serves as an anchor in a turbulent world. Strong family connections are the most important factor for student happiness and positivity, but the school setting can add to a student's mental well-being by fostering activities that lead students to take care of themselves both physically and mentally.

My student, James, who I mentioned above, killed himself in October of 2020, as we were 9 weeks into our online school year due to Covid protocols. James attended class dutifully at 7:15 every morning- camera on, coffee in hand and ready to take on his online school day. James was very bright and a good writer. I can still visualize his bedroom. I teased him that he had a fancy set up that Bill Gates would envy. He would laugh bashfully. His room was painted a Carolina blue with Nascar posters on the wall. He had two computers going all the time, and you could

⁹ Hyde and Forsyth

clearly see that he was a gamer. He had a nice black and white desk chair that his parents bought at Costco in preparation for the online school year. He planned to go to NC State to study engineering. He wanted to work for NASA and build rockets. He had a loving family and an older sister that he adored. Nevertheless, even with all of that, James couldn't see a way through. My principal called me at home one night and said that James' parents called her to say that he had hung himself at home in his room.

We keep asking ourselves at Hough High, why does this keep happening. It seems silly to keep reviewing thesis statements when there seems to be a mental health crisis right in front of me. When asking what we can do inside the classroom to help struggling adolescents, several helpful strategies emerge that could be helpful to our youth. While focusing on positive psychology and mindfulness is not a cure-all for serious mental illness, it could be just enough to support a large percentage of our students who are struggling with stress related issues.

Positive Psychology

According to pioneer researcher in the field of positive psychology, Dr. Martin Seligman, "The aim of positive psychology is to begin to catalyze a change in the focus of psychology from preoccupation only with repairing the worst things in life to also building positive qualities." Positive psychology has to do with "subjective experiences," such as well-being, contentment, hope and optimism in the future and happiness in the present. It also concerns such individual traits as capacity of love, courage, interpersonal skills, perseverance, future mindedness, high talent and wisdom. After World War II, the focus of psychological study was more on healing the sick mind, and less on true mental health. Positive psychology attempts to address the mental health of an individual before the mind becomes "diseased." During the American Psychological Association's annual conference in 1998, when researchers hoped to address adolescent mental health as America approached a new millennium, the focus turned to preventing problems that lead to depression, substance abuse and suicide in young adults. "Building competency" rather than correcting weakness is the goal of positive psychology. Prevention researchers, such as Dr. Seligman, have discovered that there are individual strengths that act as buffers against mental illness- courage, work ethic, hope, honesty, perseverance and the capacity for insight. Positive psychology puts the focus on nurturing and fostering human strengths in young people as opposed to addressing weaknesses and damaged brains. If we can implement some of these strategies into our curriculum unit on a regular basis, I see this as being beneficial for our students.

Positive Psychology- Science Based Interventions to build resiliency

The purpose of positive psychology, as announced by Dr. Carol Kauffman, is to "develop sound theories of optimal functioning and to find empirically supported ways to improve the lives of ordinary and extraordinary people." Positive Psychology Interventions (PPIs) are the means to achieve this goal. Mental Health professionals use many different PPIs today in both workplace and educational settings.

Gratitude Interventions

Gratitude interventions in all forms are an essential part of positive psychology interventions (PPI). The purpose of PPI is enhancing self-contentment and joy among students. Some examples of gratitude interventions include gratitude journaling, sending gratitude notes, and self-gratitude exercises. Seligman found that gratitude visits and exercises are one of the most powerful and effective strategies in positive psychology intervention. In one study conducted by Seligman, respondents determine someone who had a significant positive impact on their life or someone they felt fortunate to have in their life and write a gratitude letter to that person where they state in detailed and concrete terms how that person positively influenced them. The participants in his gratitude visit study experienced positive impacts and reported feeling happier and less depressed, even one month after the study. I believe that focusing on what we are grateful for goes a long way to keeping our struggles in perspective, especially at a time when we are coming out of the pandemic. Many students have said that the best part of the pandemic was all the extra family time. In focusing on the good in their lives, students will realize they do have much for which to be grateful.

Mindfulness Meditation

Mindfulness meditation has become more popular in recent years. Jon Kabat-Zinn and his Mindfulness- Based Stress Reduction (MBSR) program attempts to have a person pay close attention to their thoughts and feelings in the moment without judgement and a sense of acceptance. Rather than focusing on what we should be feeling, the focus is on what we are actually feeling and accepting it.

Mindfulness Meditation is one of the most effective tools to promote psychological well-being. According to the American Psychological Association, the research on Mindfulness has demonstrated success in the following areas- “reduced rumination, stress reduction, increases in working memory, increased ability to focus, less emotional reactivity; more cognitive flexibility.” This is important in terms of coping with stress and learning what a person is able to control rather than addressing factors that are out of their control because all people have stress in their lives, but the key is learning to adapt and manage that stress.

Instructional Implementation- Teaching Strategies

Videos: Playing videos often provides a different perspective. Unlike narratives, video can provide substantial information some students would be unable to acquire due to time constraints and reading limits.

Student Stress Inventory: Students will complete a personal inventory where they evaluate their own stress levels and how best to cope with stress management.

Gratitude Exercises: journaling, letter writing, daily positive messages will be a part of the daily classroom activities

Mindfulness Meditation and Exercises: coping activities, happiness inventories, stress identifiers and worksheets, body scan awareness meditation exercise

Mentor Texts: This is an important component of using nonfiction in the unit. It will give the class a common text and body of knowledge in which to work. It will define key elements of the unit so that students have a common understanding of terminology and a foundational understanding of the topic. The class discussions and writing assignments will repeatedly go back to these texts throughout the curriculum unit.

Journaling: According to research, journaling may help ease distress when a person is struggling. Other research finds that writing specifically boosts the immune system. Journaling will be an important part of the curriculum unit in helping students to debrief and de-stress and be mindful of their approach to stressors. Journaling helps control symptoms of stress and improve mood by helping a person prioritize problems, fears, and concerns and tracking any symptoms day-to-day so that a person can recognize triggers and learn ways to better control them.

Think, Pair Share

Small Group Discussions

Peer editing

Seminar Discussion: Dialogue is collaborative with multiple sides working toward a shared understanding. The Socratic Seminar consists of dialogue where students work as a class to understand the topic more fully. The seminar discussion will consist of a series of open-ended questions developed by teacher and students in the course of the unit. The questions will stem from class readings, recurring themes and trends in the reading, and students' thoughts on processing the information they learn during the unit.

Day 1 Agenda: 80-minute class period

1. Journal Prompt- What worries you the most right now? Free write in your journal for 10 minutes. No matter how small or large the worry, write it down and write down what could be the best outcome of this worry and what could be the worst outcome of this worry. [Journal Writing](#)
2. Stress Inventory- [Stress Quiz for Students & Teens | What Stresses Me Out?](#) This will give students insights into determining how stressed they are and what their stressors are.
3. Test your stress- 10 interactive question [Test Your Stress | Learn to Control Your Level of Stress | Be Mindful](#)
4. Reflection time- in your notebook, take 5 minutes to write about your results. What do you hope to learn about yourself during this unit about stress?
5. Students will read The APA's [American Psychological Association survey shows teen stress rivals that of adults](#) This article will serve as an overview for students to learn about the survey results of what American teens and adults are reporting about stress levels and the impact that stress has on the body.
6. After reading, students will reflect on a [Name your stressors!](#) as to what are the main stressors in their lives, and draw an illustration to represent the stress.

7. [Stress effects on the body](#)- students will work with a partner to complete a scavenger hunt graphic organizer to move through the technical understanding of impact of stress on the body
8. [Effects of Stress on the body- Scavenger Hunt](#)
9. Students will be given the Three Good Things Worksheet to complete at home for 14 days.
[Three Good Things Worksheet](#)
10. Homework: Students will read Introduction and chapters 1 and 2 of Frank Bruni's Where You Go is Not Who You'll Be. After reading questions to complete for day 4 class discussion. [Where You'll Go Is Not Who You'll Be Questions](#)

Day 2 Agenda: 80-minute class period

1. As an intro activity, on white copy paper, students will write down three things that classmates may not know about them. They will crumple the paper and have a “snow ball fight for 3 minutes” They will then pick up the paper closest to them and open the paper. They will work the room trying to find which classmate matches the description on the paper. This icebreaker activity will build relationships in our classroom, and hopefully build empathy and empower students to build on a collaborative relationship with their peers. This will also be a starting point for the idea that everyone has a personal side or personal struggles that they don't reveal to the world. [Three Things You Might Not Know About Me:](#)
2. In groups of 4, students will read and annotate the article- Osaka, Naomi. *It's Okay Not to Be Okay*. Time Magazine. Time. July 8, 2021. In pre-assigned groups of 4, students will discuss the following:
 - a. Identify Osaka's overall message. Who is her audience in this essay? How do you know?
 - a. What is the exigence surrounding this essay? Put it in context.
 - b. What do her revelations say about people of all levels of power and success?
 - c. Was she right to pull out of the match this summer?
 - d. What other high profile people have revealed they have had times when they are not ok.
 - e. Osaka states “I do hope that people can relate and understand it's O.K. to not be O.K., and it's O.K. to talk about it. There are people who can help, and there is usually light at the end of any tunnel.” Why could this be a powerful statement?
3. After the small group discussions, the class will come back together to review insights formed by the smaller groups.
4. Homework- Students will read Ch. 2 (What Stress Does to Your Body) of Stress 101, 2nd Edition : An Overview for Teens. p. 17-26. This will give students more information about what happens to the body when it is under stress. This will provide background information for students as they write their argument speech later in the unit.

Day 3 Agenda: 80-minute class period

1. Journal prompt- What are your positive personality traits? How do these traits affect your goals and interactions with other people?
2. On Decorative Paper provided by the teacher, write an 'I Am' poem that consists of five lines stating who you are. Begin each line with the words 'I am' and share a personal observation about yourself." [I AM POEM SHEET](#)

For example:

- I am a curious student.
- I am an old soul.
- I am a dedicated runner.
- I am a daughter and sister.
- I am excited about the future.

Create a background to mount poems and have students use paint, drawings, or collage images to represent the "I Am" statements. Students may choose to leave names off the poems if they prefer. Post student poems on the bulletin board.

0. In groups of 4, answer the following questions:
 - A. What comes first to your mind when you hear the word "positive"?
 - A. Are you a positive thinker?
 - B. What do you usually worry about?
 - C. Can you have negative thinking one day and a positive one the next? Why or why not? What influences that?
 - D. Can positive thinking help to overcome difficulties and cope with stress?
 - E. What is the power of positive thinking? Name a few advantages of positive thinking (possible answers: less stress, better overall physical and emotional health, better coping skills, etc.).
4. Students can take [a quiz](#) to find out if they are positive or negative thinkers.
5. [The Power of Positive Thinking | Helen Peterson | TEDxDhahranHighSchool](#)

Day 4 Agenda: 80-minute class period

1. Attitude of Gratitude Task: One of the most powerful things we can do for someone is to express gratitude for who they are and what they have done for us. In your journal, take 5 minutes to list 5 things you are grateful for - can be anything. Now answer the following Prompt: "Now that we have reflected on things that we are grateful for, the next step is to express that gratitude. Think about a person to whom you are grateful. Have you told them? Why or why not?" Answer in your journal.
2. On decorative stationery or cards provided by the teacher, students will write a letter of gratitude to someone in their lives- 20 minutes. They should be specific in describing why they are grateful to this person- a specific act of kindness or small daily interactions. The note can be to anyone the student chooses. Students are encouraged to give this note to the person themselves, or the teacher can facilitate getting the note to the intended recipient if necessary. This will be an important exercise in students stepping outside of their own stress and difficulties to be grateful to another person. This gratitude is important for the receiver to realize the impact they have had on another person, but it is also important for the giver of the note to acknowledge the importance of another person in their life. Expressing gratitude helps students feel more connected to their friends,

family, and their school. Students who express gratitude have higher levels of optimism, increased life satisfaction, and decreased negative feelings.¹⁰

3. Impact of teens 3 minute video <https://safeshare.tv/x/ss60edd36fa69a7>
4. In small groups discuss the following after watching the video: 10-12 minutes
 - A. Some teens in the video experienced bullying or eating disorders. How did the interactions affect both people?
 - A. How does saying “thank you” strengthen the bond between people?
 - B. Why do you think we do not always tell people what they mean to us?
 - C. How can we be intentional about telling people what they mean to us?
 - D. Has someone helped change your life? Do you think you have helped someone else change?

5. Whole Group Class Recap Discussion

Homework- Students will read Ch. 7 (Outwitting Stress through Meditation) of *Stress 101, 2nd Edition: An Overview for Teens*, p. 17-26. This will give students more information about what students can do to combat stress in a positive manner.

Day 5 Agenda: 80-minute class period

1. As a class, students will conduct a seminar discussion using homework questions assigned on day 1 of the unit. Students will take 60 minutes to share answers to the 7 questions they answered after reading the assigned chapters from *Where You’ll Go Is Not Who You’ll Be* by Frank Bruni.
2. Student performance evaluated according to a Socratic seminar rubric.
[SocraticSeminar.docx](#)
[Seminar Self Reflection.docx](#)
0. Students will complete a self-reflection on their own performance in the seminar where they evaluate their spoken and written arguments.

Day 6 Agenda: 80-minute class period

1. 17 minute video at the start of class [TEENAGERS should see this!!! One of the BEST MOTIVATIONAL video by Simon Sinek](#)
2. Respond to Simon’s take on how social media impacts our connections with other people. What does he say about the addiction to social media and dopamine that it releases? How does it feel when you don’t get the likes or feedback on a post or picture? Could you do a challenge to leave your phone at home for a full school day?
3. Students will read the articles from The New York Times Room for Debate- Stress and the American teen *Stress and the High School Student - Room for Debate - NYTimes.com*

As students read the six articles in the NYT segment, they should take notes and attempt to answer the question- *What can schools -- and parents -- do to relieve some of the résumé-building pressure that young people are feeling?*
0. Students will have time to brainstorm with a partner on a response to the debate question.

Day 7 Agenda: 80-minute class period

¹⁰ Froh

1. Students will write a 4-5 minute speech where they argue their answer to the prompt. Students will have 45 minutes in class to write their essay using an argument rubric. Students will have 20 minutes to practice their speech with a partner and peer edit their speeches. [Peer Editing for Argument Speech](#) [Argument Speech Assignment and Rubric](#)
2. Students will then deliver the speech to the class using a mix of ethos, pathos and logos in an attempt to persuade their classmates, teachers, parents and school administration of how best to support them in their very important junior year. This gives voice to student concerns and empower students to advocate for themselves and any change that they deem necessary and helpful.

Day 8 Agenda: 80-minute class period

1. As the final day of the unit begins, I would like to leave students with a positive goal of being grateful for even the smallest parts of their lives. As a class, watch the following 3-minute video.
2. Journal Free Write Response for 10 minutes in your notebook- *“When terrible things happen, it is easy to lose sight of the good and dwell on the bad. Even in the face of tragedy, there is still something to be grateful for and an opportunity for happiness.”*
3. Discussion in groups of 4: (8-10 min.)
 - A. One way to be more grateful is to focus on the good instead of the bad. How does Jaden embody this attitude?
 - A. Many people would choose to focus on the negative after the loss of their parents. How does Jaden’s positive attitude help him and others?
 - B. Why is focusing on the good more helpful than focusing on the bad?
 - C. Reflect on a recent situation in your life that has been negative. How can you turn it into a positive?
 4. Gratitude Quiz to see how grateful you are: Greater Good at Berkeley Quiz – This **20-item quiz** is based on a scale developed by psychologists, Mitchel Adler, and Nancy Fagley. It is available online, and completion will give an overall gratitude score, as well as get information on how to promote further gratitude in life.

Appendix 1

Teaching Standards

ELA Standards for Unit

CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SEL Standards for Unit

Recognize the importance of expressing gratitude

Appreciate the characteristics that make those around us stand out

Advocate for a positive, respectful, school environment that support pro-social behavior

Resilience – By building a more positive perspective on others, students gain greater confidence in the support structures around them.

Assessments

Prepare 20% of student grade according to the new CMS grading policy 2021-2022 year

- Journal entries, Stress Effects on the Body Scavenger Hunt, I Am Poem

Rehearse 30% of student grade according to the new CMS grading policy 2021-2022 year

- *Where You Go is Not Who You'll Be* Questions, Osaka's *It's Okay Not to Be Okay* questions, Letter of Gratitude

Perform 50% of student grade according to the new CMS grading policy 2021-2022 year

- Socratic Seminar- including self-reflection, Argument Speech- writing and delivery

Appendix 2

Resources

- Materials
- Projector, access to Youtube.com
- Markers
- Mentor Texts
- Copies of Worksheets
- Pens
- Highlighters

Student Resources

Composition Notebook for notetaking and journaling

Students should have access to the following resources:

- *American Psychological Association Survey Shows Teen Stress Rivals That of Adults.* American Psychological Association. 2014. Washington, D.C. 2021. <https://www.apa.org/news/press/releases/2014/02/teen-stress#>
- Bruni, Frank. Where You Go Is Not Who You'll Be. Grand Central Publishing. 17 March 2015.
- Data USA. Deloitte. DataWheel. 2020. <https://datausa.io/>
- Froh, Jeffrey. *A Lesson in Thanks.* Greater Good Magazine: Science Based Insights for a Meaningful Life. The Greater Good Science Center at the University of California, Berkeley. 2021
- Mental Health America- Teen Stress Test with points/score interpretation. https://www.mhankyswoh.org/Uploads/files/pdfs/Stress-TeenStressTest_20130813.pdf
- Newman, Kira M. “*How Journaling Can Help You in Hard Times.*” The Greater Good Science Center at the University of California, Berkeley. August 18, 2020. https://greatergood.berkeley.edu/article/item/how_journaling_can_help_you_in_hard_times
- New York Times Room for Debate- *Stress and the American Teen.* <https://www.nytimes.com/roomfordebate/2010/12/12/stress-and-the-high-school-student>
- “*Stress effects on the body.*” American Psychological Association. Washington, D.C. 2021. <https://www.apa.org/topics/stress/body>

Appendix 3

Teacher Resources

Journal Writing Rationale and Guidelines



Writing in journals can be a powerful strategy for students to respond to literature, gain writing fluency, dialogue in writing with another student or the teacher, or write in the content areas. While journaling is a form of writing in its own right, students can also freely generate ideas for other types of writing as they journal. Teachers can use literature that takes the form of a journal by reading excerpts and discussing them with students. There are also books that focus on the idea of using diaries, journals, and logs to write about life experiences.

Responding to students' journals and using dialogue journals between the teacher and student can be an effective means of communication and assessment as well (Atwell, 1998).

Your journal is to get you thinking about how you feel about different topics. It can be the starting point for a written essay, a class discussion or an introduction to a text. It can also serve as a mindfulness exercise to help you organize your thoughts and be present in the moment. Remember your journal is for your benefit. As always, if you do not want me to read a journal entry, please just fold the page over, and I will know not to read it.

Read the article *Stress effects on the body* with your partner.

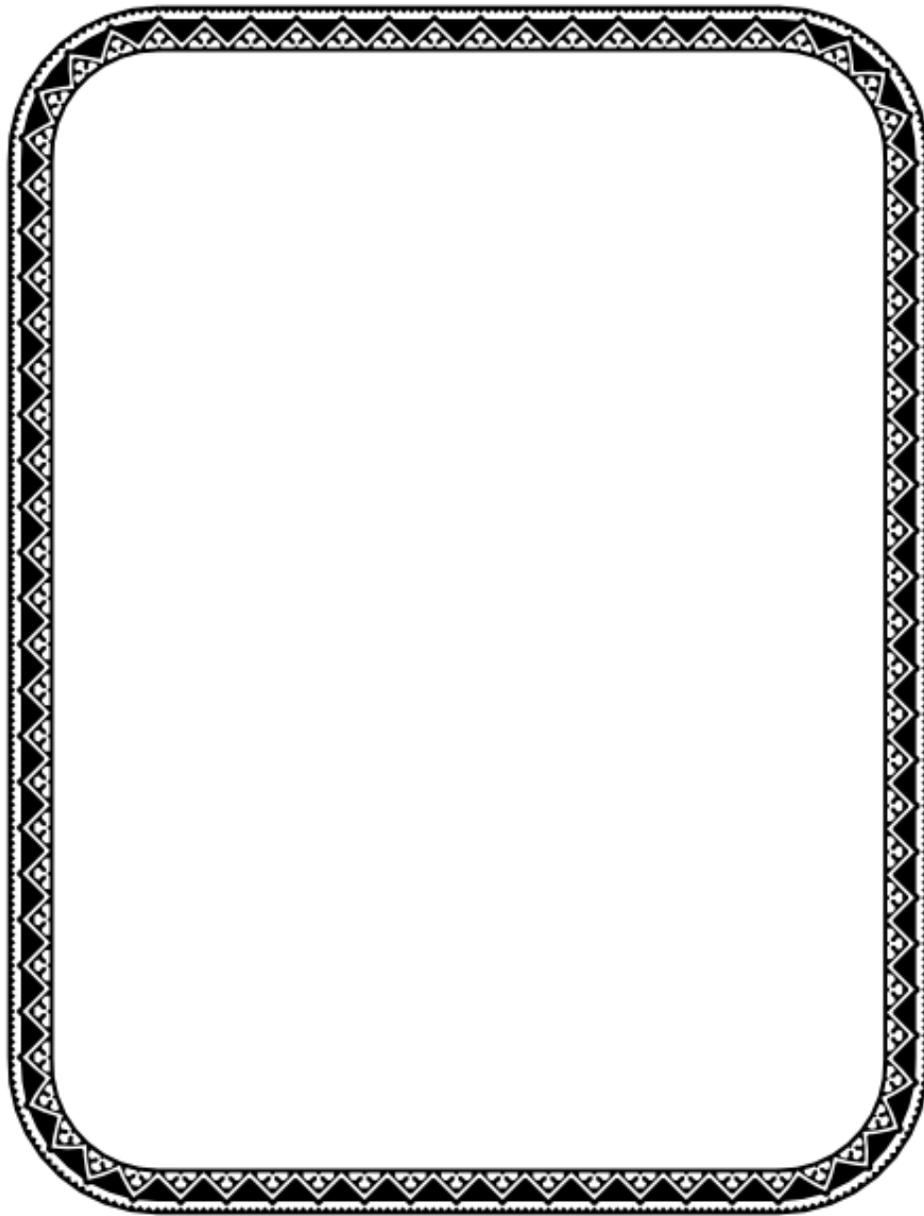
As you read, complete the graphic organizer below. This will help you understand the impact of stress on the body.

Questions as you read-	Answers
What happens to the Musculoskeletal system when the body faces stress?	
What do Relaxation techniques and other stress-relieving activities show to do for muscle relaxation?	
What does the respiratory system do in the body?	
How can Stress show in the respiratory system?	
What purpose does the Cardiovascular system serve in the body?	

What effect does constant stress experienced over a prolonged period have on the body?	
What purpose does the nervous system serve?	

What is the impact of chronic stress on the nervous system?	
What are three effective strategies for reducing stress responses?	

Name your stressors! In the space below, draw a graph, picture or illustration to represent your main stressors! Think about the main stressors vs the minor stressors in your life and make sure the illustration represents that.



Three Good Things Worksheet

Noticing and being grateful for the big and the small is a way you can find happiness each day. Each day for two weeks, think of three good or positive things you did or noticed and write them down. Start on the day of the week it is for you and fill out each day until you've completed one week, then move on to the next week!

Week One

Monday

- 1. _____
- 2. _____
- 3. _____

Tuesday

- 1. _____
- 2. _____
- 3. _____

Wednesday

- 1. _____
- 2. _____
- 3. _____

Thursday

- 1. _____
- 2. _____
- 3. _____

Friday

- 1. _____
- 2. _____
- 3. _____

Saturday

- 1. _____
- 2. _____
- 3. _____

Sunday

- 1. _____
- 2. _____
- 3. _____

Week Two

Monday

1. _____
2. _____
3. _____

Tuesday

1. _____
2. _____
3. _____

Wednesday

1. _____
2. _____
3. _____

Thursday

1. _____
2. _____
3. _____

Friday

1. _____
2. _____
3. _____

Saturday

1. _____
2. _____
3. _____

Sunday

1. _____
2. _____
3. _____

Now that you have filled out the entire worksheet, take some time to reflect on the things you wrote down and think about ways you can continue to be aware of the positives in your life.

Where You Go is Not Who You'll Be by Frank Bruni

Directions: After you read the Introduction Chapter and Chapters 1 and 2, answer the following questions with detailed examples to explain your thinking.

These answers should be detailed and thoughtful with evidence and explanations. This will be the foundation of your seminar discussion on day 4 of this unit. You will get a score for your written answers and for your spoken answers. The more preparation you do here, the better you will perform in the class seminar discussion.

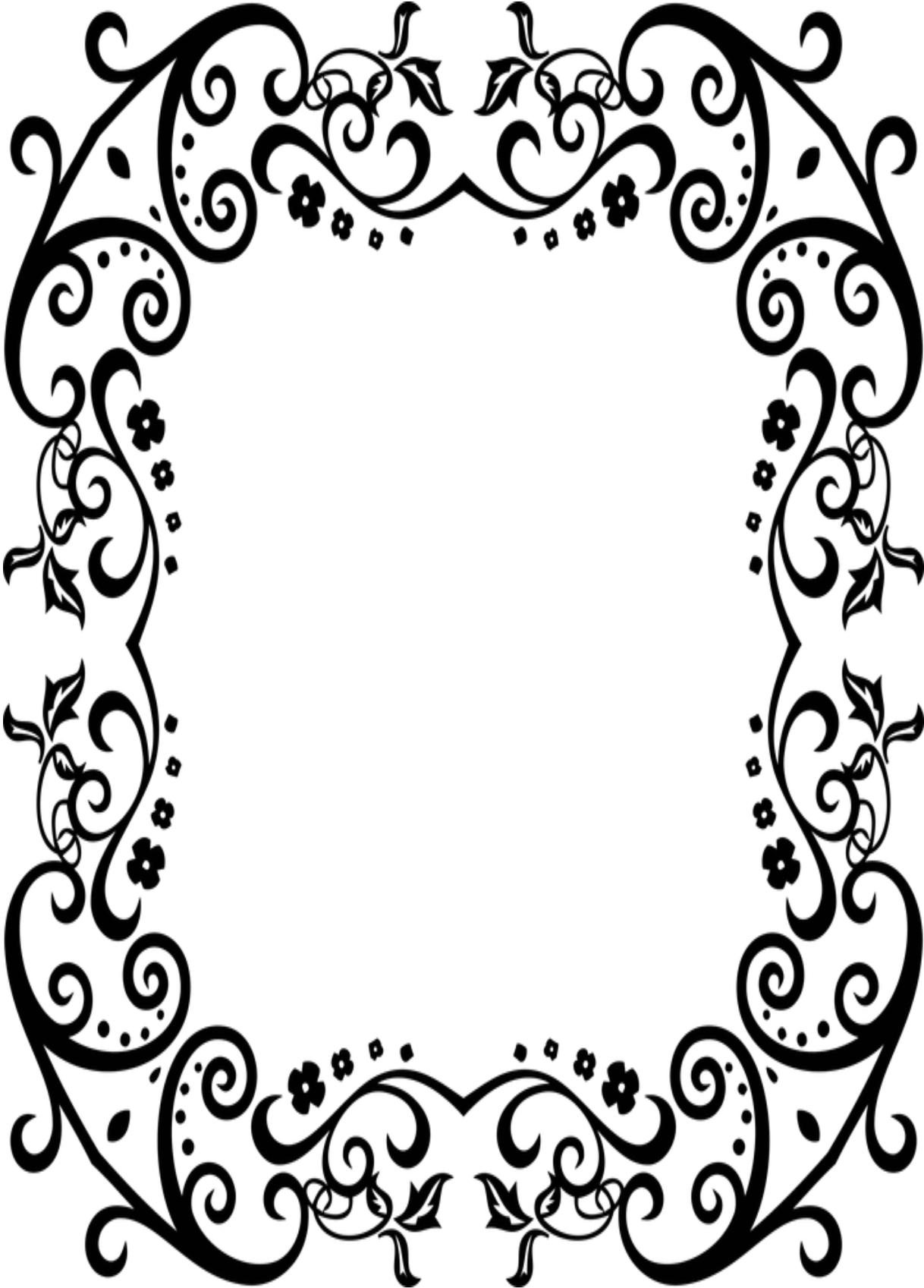
1. Out of the two chapters and the introduction, which spoke most to you. Why?
 0. Out of the pages read, which success story was most impactful or surprising to you? Did any of the ideas expressed by some of these examples change the way you will view desirable college attributes?
 0. Many of you already have the top colleges that you would like to attend. What are some of the reasons you picked this school, and of these reasons, how many directly cater to your future goals?
 0. How do you think Hough High-School and its competitive environment has shaped the way you view college and future success?
 0. Many students believe that some of the stress and pressures they feel relating to college admissions stems from their parents. What are some things you would change about your parents' role in your schooling to make you feel less pressure?
 0. The environment of Hough may also have a role in bringing stress on students around college admissions and future success. What are some things Hough could change to help combat the role they play in this pressure?
 0. Express the main idea you took away from the chapters read, and how this idea will be beneficial to your mental health in relation to college and your future.

Three Things You Might Not Know About Me:

1.

2.

3.



I Am Poem

Where You Go is Not Who You'll Be
SOCRATIC SEMINAR RUBRIC

NAME: _____

	20 pts	17 pts	15 pts	10 pts
Conduct	*Patient with differing opinions. *Asks for clarification. *Very focused *Is on task.	*Respectful. *Comments, but does not attempt to involve others. *Generally focused and on task.	*Participates but shows impatience. *Some focus. *Engages in "sidebar" conversations.	*Disrespectful. *Argumentative. *Does not participate.
Speaking	*Speaks to all participants. *Articulate. *Takes a leadership role without monopolizing the discussion.	*Speaks to most participants. *Tends to "ramble on" after making a point or monopolize conversation.	*Speaks too softly. *Needs prompting to get involved. *Has no sustainable point *Monopolizes	*Reluctant to speak or does not speak at all. *Comments do not support point.
Reasoning	*Cites relevant text. *Relates topic to outside knowledge and other topics. *Makes connections between own thoughts and others'. *Willing to take an alternate viewpoint. *Asks questions to further dialogue.	*Makes limited connections to others' ideas. *Some intriguing points that merit reaction. *Limited references to text.	*Accurate on minor points, but misses the main point. *No textual support; "talking of the top of your head." *Refuses to acknowledge alternate viewpoints.	*Illogical comments. *Ignores the movement of the seminar.
Listening	*Attentive and focused. *Builds on other's ideas & gives others credit.	*Generally attentive and focused. *Responds thoughtfully.	*Appears disconnected.	*Inattentive. *Comments show lack of understanding. *Takes no notes.
Reading/ Preparation	*Familiar with text. *Understands major concepts. *Writing assignment completed on time.	*Fairly familiar with text. *Asks for references. *Writing assignment completed on time.	*Confused with key concepts of text. *Writing is completed, but maybe not on time.	*Unfamiliar with text. *Writing assignment completed but not on time.

Score _____ / 100

Teacher Notes _____

Standards

CCSS.ELA-LITERACY.WHST.11-12.2.A Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.LA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Seminar Reflection NAME _____ BL _____
Where You Go Is Not Who You'll Be Seminar Discussion

What did you do well in the seminar discussion? _____

What were your best points in the discussion? _____

What would you like to do better next time? _____

What could we change to make the debate better next time? _____

Seminar Reflection NAME _____ BL _____
Where You Go Is Not Who You'll Be Seminar Discussion

What did you do well in the seminar discussion? _____

What were your best points in the discussion? _____

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Seminar Reflection NAME _____ BL _____
Where You Go Is Not Who You'll Be Seminar Discussion

What did you do well in the seminar discussion? _____

What were your best points in the discussion? _____

What would you like to do better next time? _____

What could we change to make the debate better next time? _____

Writer's Name _____
Editor's Name _____

Peer Edit – Argument Speech

Prompt: *What can schools -- and parents -- do to relieve some of the résumé-building pressure that young people are feeling?*

1. What is the title of the paper? _____

2. Does the title reflect the position of the writer? _____(it should – fix it if it doesn't)
3. Read the introductory paragraph. The first sentence or two are supposed to grab the reader's attention. If this happens, then write the sentence(s) that grabs your attention here; if not, then write a note to the writer telling them to fix it and make a suggestion about how that could be done. This is **not** the thesis sentence here.

4. Write the last sentence of the first paragraph here (this should be the **thesis**). _____

5. Does it tell the reader (1) the topic of the paper _____ and (2) the position they're taking? _____

6. If it doesn't do both of those things, then make a suggestion to the writer here. _____

7. Read through the body paragraphs in the essay. Are the topic sentences clear for each paragraph? If not, make suggestions here.

8. What evidence and support is the author using to support the argument? Is it effective? Why?

9. Find the required counter argument paragraph in the essay. Write the sentence that introduces the counterargument here. _____

10. Does the counterargument make good sense? _____ Explain why or why not. _____

11. Now read the summary paragraph of the essay. Does it do the following things: (it should)
- a. Restate the thesis in a different way. _____
 - b. Offer a reasonable suggestion about solving the argument. _____
 - c. Summarize the main points made in the essay. _____
 - d. If the final paragraph does not do any of these things, then write suggestions to the writer here.
12. How do the surface features (spelling, punctuation, etc.) of the essay look? Make suggestions to the writer here, as well as throughout his/her paper. _____
- _____
- _____

CCSS.ELA-LITERACY.WHST.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.WHST.11-12.1.C Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Argumentative Speech Assignment

You will write a speech where you answer the question: *What can schools -- and parents -- and students do to relieve some of the résumé-building pressure that young people are feeling?* You will then present your argument to the class.

The speech must

- o Be 4-5 minutes in length
- o Have a typed, formal persuasive essay and a works cited page in MLA 8 format. You will submit on the first day of presentations to receive full credit.
 - § The essay must include six paragraphs
 - Introduction (First paragraph)
 - o Hook/lead-in statement
 - o Thesis statement, which includes three main points
 - Body (Second-fifth paragraphs)
 - o First point and evidence
 - o Second point and evidence
 - o Opposing opinions and reasons
 - o Third point and evidence
 - Conclusion (Sixth paragraph)
 - o Restate your position/summary of reasons
 - o Clincher (Conclude with your opinion or “call to action”)
 - § Use two sources: credible website (.edu or .gov); book; and scholarly journal
 - § Have a completed persuasive graphic organizer attached to the back of the essay and works cited

MLA 8 format

- Typed, size 12 Times New Roman font, double-spaced, 1-inch margins
- Header and heading
- Works Cited page

*For assistance with MLA format, consult *The Purdue OWL* or *MLA Handbook for Writers of Research Papers*.

Before you complete your speech, brainstorm with your writing partner. After you write your speech, you will peer edit with this part, and then you will practice the speech with your partner. You will present this speech to the class on the 9th day of the unit.

CCSS.ELA-LITERACY.WHST.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.WHST.11-12.1.C Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

English III Argument Speech Rubric

Student Name _____ Topic _____

Content

	High		Average		Low
	5	4	3	2	1
States the purpose / thesis is specific and clear	5	4	3	2	1
Organizes the content in a logical order / does not jump around	5	4	3	2	1
Supports ideas in detail / ideas are fully elaborated and clear	5	4	3	2	1
A mix of ethos, pathos and logos is evident in the speech	5	4	3	2	1
Summarizes main idea(s) / leaves audience with impression	5	4	3	2	1

Delivery

	High		Average		Low
	5	4	3	2	1
Effective and non-distracting body language / does not fidget	5	4	3	2	1
Speaks with appropriate diction and tone / is not monotone	5	4	3	2	1
Projects voice with appropriate volume / not soft spoken	5	4	3	2	1
Pacing is even and smooth, neither too fast nor too slow	5	4	3	2	1
Speaks without speech fillers (umms, smacks, likes)	5	4	3	2	1

Preparation

	High		Average		Low
	5	4	3	2	1
Effective eye contact that engages the audience	5	4	3	2	1
Rarely, if ever, loses place in speech	5	4	3	2	1
Appears confident with information	5	4	3	2	1
Few moments of improvisation evident in speech	5	4	3	2	1
Effectively answers questions posed after speech	5	4	3	2	1

Directions Followed

	Hig h		Average		Lo w
Meets time requirements (4+ minutes)	5	4	3	2	1
Prepared when called on to deliver speech	5	4	3	2	1
Speech has a sense of completeness	5	4	3	2	1
Gives appropriate feedback to peers in class	5	4	3	2	1
Respectful and polite when others are giving speech	5	4	3	2	1

Content _____ Delivery _____ Preparation _____ Directions _____ Total _____

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