### Big Idea/Topic

If you are feeling stressed out, how can you feel better? How can you avoid getting stressed out in the first place?

What should you do when you see someone getting bullied?

What makes you unique?

What would you do when you get a cut or scrape?

### Standard Alignment

**HE.4.3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

b. Summarize the services that school, family, and community provide concerning personal health.

**HE.4.4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

a. Describe effective negotiation skills to manage or resolve conflict.

b. Demonstrate skills that communicate care, consideration, and respect of self and others, including those with disabilities.

**HE.4.5:** Students will demonstrate the ability to use decision-making skills to enhance health.

a. Explain a situation that may require a thoughtful health-related decision.

b. Determine when help is needed to make a health-related decision.

c. Indicate healthy alternatives to health-related issues and problems.

e. Determine a healthy choice when making a decision.

**HE.4.7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

a. Practice beneficial health behaviors.

b. Demonstrate a healthy behavior to improve personal health and wellness.

c. Demonstrate behaviors to reduce health risks.
HE4.8: Students will demonstrate the ability to advocate for personal, family, and community health.

a. Provide valid health information about a health issue.

Connection Standards

ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

ELAGSE4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Instructional Design

*This lesson has a flexible timeline and will cross over several days.

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See the bottom of the lesson for a list of unplugged supplies.

Part 1: Understanding Stress & Stressors

- Stress Management Tips for Kids and Teens video - [https://www.youtube.com/watch?v=3Nf2Pzcketg](https://www.youtube.com/watch?v=3Nf2Pzcketg)
- Have students complete the My Stress Diary Worksheet – see below.

*Unplugged variation – *The Story on Stress* article and My Stress Diary Worksheet – see below.

Part 2: Getting Along

- Have students complete the Bullying Scenarios Worksheet – see below. Teachers can also have the students act out the bullying scenarios and/or create videos.

*Unplugged variation – *The How Cliques Make Kids Feel Left Out* article and Bullying Scenarios Worksheet – see below.
Part 3: Recognizing That People Are Different

- **Activity** - Write the word "unique" on the whiteboard. Talk about what the word means and how people can be unique. Questions to ask: “What makes you unique among your classmates?” Use the **body outline (see below)**. Divide the body into three parts, the head, the torso, and waist down. Discuss how each part of a person’s body can be unique. Head: Discuss some of the features that would make a person’s head unique - hair length, color, and texture, eye color, skin color, freckles, glasses, or a hat. Torso: Discuss ways a person’s torso can be different - muscular or thin, skinny or heavy. Discuss clothing options such as shirts, jackets, or sweaters. Lower body: Discuss how a person’s lower body can be different. They can have long legs or short legs, big feet, or small feet. People wear jeans or skirts. People wear different shoes like sneakers, cowboy boots, ballet slippers, or construction boots. **Activity:** Give each child a sheet of paper and ask them to draw a person’s head that contains unique features. Encourage them to include details. Collect all the head drawings. Next, give them a sheet of paper and have them draw a torso including unique features and clothing. Finally, give them a piece of paper and have them draw the lower half of a body. Encourage them to include features that may identify a job or hobby. Now collect all the papers and sort them by head, torso, and lower body. Have each child come up and select a paper from each pile to create a truly unique person. Once everyone has their unique friend ask the children to name their friend and come up with a few qualities that make this person unique. What do you think this person does for a living? What might their hobbies be? What makes them stand out?


- **Watch TEDx Talk – We Are All Different And That’s Awesome Video** - https://youtu.be/sQuM5e0QGLg  This is a TEDx talk with a 10 year old boy and he talks about being different and having a friend with Autism.

- **Learning From Others – An Arthur Interactive Comic** - https://pbskids.org/arthur/friends/dear-adil

*Unplugged Variation – Recognizing People Are Different and Body Outline Activity* – see below.

Part 4: First Aid and Safety


- **Activity** – Family First Aid Kit – have the students create a family or classroom first aid kit. What should be included? The Red Cross has some recommendations - https://kidshealth.org/en/parents/firstaid-kit.html#catpeople

*Unplugged Variation – Cuts, Scratches, and Scrapes article and Family First Aid Kit Worksheet* – see below.
Unplugged Supplies (found below):

- KidsHealth - *The Story on Stress* Article
- My Stress Diary Worksheet
- KidsHealth – *How Cliques Make Kids Feel Left Out* Article
- Bullying Scenarios Worksheet
- Recognizing That People Are Different Activity and Body Outline
- KidsHealth – *Cuts, Scratches, and Scrapes* Article
- Family First Aid Kit Worksheet
- Health WebQuest – if students don’t have access to a computer, they can write what they learned/know about each topic.
- Letter To A Friend

### Evidence of Student Success

#### Sample Assessments

- Health WebQuest – see below.
- Letter To A Friend – see below.

### Student Learning Supports

#### Ideas for Differentiation:

Our goal is for all students to be actively engaged. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students can complete the activities on their own, it would be best to let them do this independently.*

- Students can complete the activities alone, with a group, or as an entire class.
- For the KidsHealth articles, there is a feature to have the text read aloud.
- Teachers can change any of the assessments to allow for creativity by the students. For example, a vlog, video, presentation, drawing, song, etc.

#### Opportunities for Extension:

- Have your students create their own TedTalk.
- Students can act out the lessons (show how to render first aid; how to act when there is a bully, etc.)

### Engaging Families

- Family First Aid Kit Activity
- GoNoodle Yoga Activities (as written above)

**All activities and resources should be previewed before student use. Adjustments should be implemented to provide for individual abilities, needs, and safety.**
Stress

Have you ever felt sick to your stomach during a test? Have you had days when you were so loaded down with homework that you had trouble sleeping? Have you ever been so worried about something that you ended up with a terrible headache?

If so, then you know what it's like to feel stress. You've probably heard people say, "Wow, I'm really stressed out!" or "This is making me totally stressed." Maybe you hear adults say those kinds of things all the time. But kids have lots of things going on in their lives that can cause stress, too.

What Is Stress?

Stress is what you feel when you are worried or uncomfortable about something. This worry in your mind can make your body feel bad. You may feel angry, frustrated, scared, or upset— which can give you a stomachache or a headache.

When you're stressed you may not feel like sleeping or eating, or you might sleep or eat too much. You also may feel cranky or have trouble paying attention at school and remembering things at home.

What Causes Stress?

Pleasant things can cause stress in a kid's life, and there are such things as good stress and bad stress. Good or normal stress might show up when you're called on in class or when you have to give a report. Have you ever gotten butterflies in your stomach or sweaty hands? Those can be signs of good stress— the kind of stress that can help you to get things done. For example, you may do a better job on your book report if the anxiety inspires you to prepare well before you have to read it to the class.

But bad stress can happen if the stressful feelings keep going over time. You may not feel well if your parents are fighting, if a family member is sick, if you're having problems at school, or if you're going through anything else that makes you upset every day. That kind of stress isn't going to help you, and it can actually make you sick.

Once you recognize that you're feeling stressed, there are several things you can do. You can try talking about what's bothering you with an adult you trust, like a parent or teacher. Bring up what's on your mind and how it makes you feel. An adult may have ideas about how to solve whatever is bothering you or making you uncomfortable.

Are You Too Busy?

If you're feeling tired and stressed because you have too much going on, like lots of after-school activities, you might feel better if you drop something, even if it's just for a semester or so. Sometimes lots of activities— even if they're all fun— can make you feel stressed by keeping you busy all the time. On the other hand, if problems at home are causing you some (but not too many) after-school activities may actually help you relax and feel better.

Getting enough sleep and eating healthy food are two great ways to help handle stress.

You also can use relaxation exercises to get rid of stress. The easiest one to do is to inhale (breathe in) slowly and deeply through your nose, and then exhale (breathe out) slowly through your mouth. Do this two to four times, but don't take in too much air too quickly because it can make you feel lightheaded and dizzy.

You can do exercises like this anytime, without anyone noticing. You can even do breathing exercises in class if you're nervous before a test.

Finding a Balance

The best way to keep stress away is to have a balanced life. That means making good decisions about how to spend your time. If you're only dealing with school stuff and have no time to play, you can get stressed. Make sure you keep your SELF in mind: Sleep, Exercise, Leisure (something fun), and Food.

If you take care of yourself and get enough sleep and food, and if you exercise and leave time for fun stuff, you'll probably be less stressed out!

Reviewed by: D'Arcy Lyness, PhD
Date reviewed: August 2015

Note: All information on this site was created for entertainment purposes only. For specific medical advice, treatment, or diagnosis, consult your doctor.
My Stress Diary

What gets you stressed out, and how does that make you feel? What are some activities that you can do to help with stress?

What made you feel that way?

List some things that stress you out?
How Cliques Make Kids Feel Left Out

What Are Cliques?

Cliques are groups of friends, but not all groups of friends are cliques. The thing that makes a group a clique (say: KLİK) is that they leave some kids out on purpose. They form groups that they won't let other kids belong to. Sometimes kids in the clique are mean to kids they think are on the outside. Usually, one or two popular kids control who gets to be in the clique and who gets left out.

Kids may act differently than they did before they were part of the clique. They may even act differently today from how they were yesterday. It can be really confusing.

Kids might form cliques in elementary school or middle school. Sometimes cliques are made of kids who share an interest in something, like sports or computer games, or music. Sometimes the kids in them want to be popular or want to belong. They might say you can only join in if you wear certain clothes, or they might make you feel bad if your mom or dad can't afford the same stuff they can.

Both boys and girls have cliques, though people who study these groups say girl cliques may be more common. Girl cliques are often meaner and more hurtful in the way they treat girls who aren't in the group.

Feeling Left Out

If you are on the outside of a clique, it can make you frustrated and confused. Maybe someone who was your BFF last week is now mean to you and won't sit with you at lunch. It can make you feel like crying or just feel really angry or sad. You might feel lonely at lunch or after school, or even afraid if you feel that someone might pick on you or fight with you. You might be frustrated or upset because you don't know what to do. You might feel hurt because of the ways other kids leave you out.

Why Do Other Kids Join Cliques?

One of the hard things about cliques is if a person who was your friend joins one and starts treating you differently. Sometimes, the problem starts with an argument between the two of you. But other times you can find yourself on the outside of a clique even if nothing happened.

Sometimes you get left out because you look, act, or dress differently from other kids. Or just because you're the "new kid" in class. Kids who get into cliques usually want to be popular and feel cool. Sometimes kids think that belonging to a clique will keep them from feeling left out. Some kids feel more powerful when they're mean to other people (like bullies).

Kids in cliques sometimes act differently than they would outside the group. They often go along with what the others are doing, even if they know it's not right — even if it means leaving out a friend.

Some kids might even feel bad about the way they treat other kids, but they can't figure out how to be cool and still be nice to the person who's not in the clique. This is no excuse, though. Plenty of kids manage to be nice to everyone — kids in and outside their closest group of friends — without being part of a clique.
Feeling Trapped in a Clique

Sometimes kids in cliques find that they don't really want to belong to it anymore. They don't want to leave others out and hurt people's feelings. Sometimes they realize they're missing out on being friends with great kids outside of the clique.

Some kids don't want to be bossed around by the rules of the clique and don't like that another kid is trying to be in charge of them. Being in a clique might mean that they have to give up some freedom and maybe even change the kind of people they are or what kind of music they like or clothes they want to wear.

Even if no one is being mean to you personally, you still might find it annoying if there are cliques you're not part of. Or you might be part of a clique but are getting tired of being bossed around or worried that your so-called friends will embarrass you or play a mean joke on you. Maybe someone said something mean about you or a friend of yours online.

As kids get older, they can outgrow the need to be part of a clique or feel more relaxed about who is "in" and who is "out." For some kids, this takes a while. Most cliques disappear by the end of high school, making way for more fun and enjoyable friendship groups.

Who Can Help?

Parents, sisters and brothers, other family members, and teachers can help when someone is being left out or treated in a mean way. They might help by giving you advice on how to deal with mean kids. Sometimes they can teach kids that it isn't OK to treat others this way and show them ways to stop kids from being mean to other kids.

If you or someone you know is being treated in a way that makes them feel angry, sad, or bullied by members of a clique, telling an adult is important. Adults can also help kids learn to play together, include each other, mend hurt feelings, and repair broken friendships. They can encourage kids to make friends and belong to a group without leaving others out. They can show kids how to be popular by treating everyone with respect and kindness.

What You Can Do

If cliques are upsetting you, what can you do?

- **Find friends.** If you find yourself left out of a certain group, focus on other friends. Hang out with kids who aren't part of a clique. Sometimes this means finding older or younger kids to hang out with or making friends outside of school. Sometimes it means being open to kids who look or act differently than you do.
- **Speak up.** If your group of friends has suddenly turned into a clique, speak up. It's OK to say that you want to invite others to hang out with you too. The clique might go on without you. On the other hand, others might follow your lead and stop acting so clique-y. Most schools have counselors and policies to help cliques from getting out of hand — maybe you could become an advisor or advocate, or write about it in the school paper.
- **Invite a friend.** If you're on the outside of a clique and you want to be friends with someone who's in it, invite that person to do something with you. It might help if you can see your friend away from the other clique members. Maybe your mom or dad could arrange to have that friend visit at your house on the
weekend. By spending time together, he or she might start realizing how silly it is not to hang out more often. But also be prepared for possible disappointment. Even if you have a great time together, your friend might still slip back into the clique when you're all back at school.

- **Don't take it out on yourself.** Some kids feel they should try to change themselves — and that's OK too. Maybe you want to get healthy and fit or learn to smile more and be less cranky — it's great to work on yourself, but do it for you, not for anyone else. If some kids are mean to you because they think you don't fit in, don't let them make decisions about the kind of kid you are going to be. Decide for yourself and then get help to reach your goals. Ask a cool cousin or friend to help you revamp your wardrobe or get a new haircut. But only change yourself if it's something you want to do.

- **Look for friends everywhere.** The most popular and well-liked kids are the ones who are friendly to everyone. Do your best to let everyone feel welcome to talk to you. Look for chances to meet, talk with, and play with plenty of different kids. Is someone sitting alone at lunch? Why not ask her to sit at your table? Or maybe you noticed the kid standing outside the fence while you're playing basketball. It's time to invite him onto the court. Who knows — maybe the two of you will really click (which means to get along really well). Now that's a much better kind of click!

**Reviewed by:** Kathryn Hoffses, PhD  
**Date reviewed:** July 2018

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Bullying
Read each of the scenarios and write what you would do in that situation.

1. Each day at the bus stop, an older student takes lunch money from a younger kid. The older kid has threatened the younger kid more than once. What would you do?

2. A rumor is going around that a student’s parents are getting divorced. It seems like everyone is talking about this student, who appears to be very sad. What would you do?

3. You are in P.E., and students are making fun of Mackenzie because she cannot throw a ball very well. What would you do?

4. Justin wears the same clothes to school each day and you see students making fun of him. What would you do?

5. Ethan was walking down the hall, and you notice some older students knock the books out of his hand and laugh. What would you do?
Directions for Body Outline Activity (Unplugged Version):

Recognizing That People Are Different

Give the students 3 copies of the body outline – or have them draw 3 outlines of a body.

Divide each body into three parts, the head, the torso, and waist down.

For the head, draw/color each head with different features that make us unique; such as; hair length, color, and texture, eye color, skin color, freckles, glasses or a hat.

For the torso, draw/color each on each torso with different features - muscular or thin, skinny or heavy: clothing options such as shirts, jackets, or sweaters.

For the lower body, draw/color on each lower body with different features. They can have long legs or short legs, big feet or small feet. People wear jeans or skirts. People wear different shoes like sneakers, cowboy boots, ballet slippers or construction boots.

Mix up your body outlines to create a unique person. Name their friend and come up with a few qualities that make this person unique. What do you think this person does for a living? What might their hobbies be? What makes them stand out?
Cuts, Scratches, and Scrapes

You wipe out on your skateboard. The knife you're using slices your finger instead of the tomato. Your new puppy doesn't know how sharp his baby teeth are.

You might think a cut or scrape is no big deal, but any time the skin gets broken, there's a risk of infection. So it helps to understand how to care for cuts and scrapes at home — and know when you need to see a doctor.

What to Do

A small cut, scrape, abrasion will usually heal well without medical care. Here's what to do if the injury isn't serious:

- **Stop bleeding by pressing a clean, soft cloth against the wound for a few minutes.** If the wound is bleeding a lot, you'll need to hold pressure for longer (sometimes up to 15 minutes). If the wound is small, the bleeding should stop in a few minutes as the blood's clotting factors do their work to seal the wound.
- **As you keep the pressure on and the wound, avoid the urge to peek.** Lifting the bandage may start the bleeding again.
- **Clean the wound.** Run warm water over the cut for 5 minutes. Then use soap to gently wash the skin around the cut or scrape thoroughly. If there's dirt or debris in the wound (like gravel from a scrape), remove it if you can — a soft, damp cloth can help. Cleaning the wound helps get infection-causing bacteria out of the injured area. If you can't get all the dirt out, call your doctor's office.
- **If you want, put a light layer of an antibiotic ointment around the cut to kill germs.** Make sure you're not allergic to the medications in the ointment.
- **Dry the area lightly and cover it with gauze or other type of bandage.** A bandage helps prevent germs from getting into the wound and causing an infection. If the bandage gets wet or dirty, change it right away.
- **Each day, take off the bandage and gently wash the injury.** Watch for signs of infection.
- **To prevent infection and reduce scarring, don't pick at the scab or skin around the wound.**

When to Get Help

If blood is spurting out of a cut or it won't stop bleeding, get a parent or call your doctor right away. Cover the wound with a sterile bandage or clean cloth. If the blood soaks through, don't remove the first bandage — put a new covering on top of it. Raising the injured body part above your head (or holding it up as high as you can) may help slow the bleeding.

If a wound is very long or deep, or if its edges are far apart, a doctor will need to close it with stitches. A doctor or nurse will numb your skin with an anesthetic shot (sometimes they put an anesthetic cream on the skin first to numb the area). If you hate the idea of a shot, it can help to keep in mind that getting multiple stitches feels like getting multiple shots, so you're better off feeling only one!

If you get stitches, you'll probably need to go back to the doctor in 5 to 10 days to get them taken out (some stitches dissolve on their own). To remove stitches, a doctor or nurse will snip the thread with scissors and gently pull out the threads. It feels ticklish and a little funny, but usually doesn't hurt.
Doctors sometimes close small, straight cuts on certain parts of the body with medical glue or steri-strips (thin pieces of tape). Glue and steri-strips will dissolve or fall off on their own.

Getting a cut usually means that there will be some scarring. If your cut needs to be stitched or glued but you don't see a doctor in time, your scar may be more noticeable.

**Avoiding Infection**

Let a parent, coach, or other adult know if you get injured. You'll especially want to tell someone if you cut yourself on something dirty or rusty, if you are bleeding, or if you get bitten or scratched (by an animal or a person!).

**Bites that break the skin need medical care.** Germs from animal or human saliva can get into the wound, and you will usually need antibiotics to prevent infection. Your doctor or nurse will also want to make sure the animal didn't have rabies.

Certain cuts or bites could lead to a tetanus infection if your tetanus shots are not up to date. You (or your mom or dad) will need to check your medical records to be sure that you have had a tetanus shot recently. If you haven't, you will probably need to get one when the cut is repaired.

**Signs of Infection**

Sometimes, a cut, scratch, or scrape starts out as no big deal, but then gets infected. A skin infection happens when there are too many germs for your body's white blood cells to handle.

If you notice any of these signs of infection, call your doctor right away:

- expanding redness around the wound
- yellow or greenish-colored pus or cloudy wound drainage
- red streaking spreading from the wound
- increased swelling, tenderness, or pain around the wound
- fever

The doctor will prescribe antibiotics to help your body fight off the infection.

Luckily, most small cuts, scratches, and abrasions will go away on their own, thanks to your body's amazing ability to heal itself. If a cut looks serious or infected, though, see a doctor.

**Reviewed by:** Steven Dowshen, MD
Date reviewed: January 2015

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FAMILY FIRST AID KIT

You are tasked with making a first aid kit for your family. What should you include?
Health WebQuest

In this WebQuest you will research valid health information and write about what you find below.

Go to the Mayo Clinic and read about cuts and scrapes. How should you perform first aid when you get a cut or scrape?
https://www.mayoclinic.org/first-aid/first-aid-cuts/basics/art-20056711

Go to this stress busting website by Penn State - tinyurl.com/1tmjygpr What are 5 strategies that they give to help with stress?

Go to Kids Against Bullying - https://pacerkidsagainstbullying.org/what-is-bullying/ What are 3 examples of physical bullying and 3 examples of emotional bullying?

Go to KidsHealth - https://kidshealth.org/en/kids/feel-better/ When should you go see a School Counselor? When should you go to a doctor? What does a dentist do?
Letter to a Friend

Your friend, Kara has been absent from school because she’s been sick. In a letter, write to her about what she has missed in health. Your letter needs to include:

- 3 things you can do to help when stressed
- 3 ways to protect yourself from the sun’s harmful rays
- 3 things you can do when you see someone getting bullied

Your letter to Kara also needs to be well written so that she is not confused and is ready to move on to the next unit with the rest of the class when she returns.

**Grading Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Level Three</th>
<th>Level Two</th>
<th>Level One</th>
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<tbody>
<tr>
<td><strong>Stress</strong></td>
<td>The student included three things to help when stressed in the letter.</td>
<td>The student included two or less things to help when stressed in the letter.</td>
<td>The student did not include stress in their letter.</td>
</tr>
<tr>
<td><strong>Sun Protection</strong></td>
<td>The student included three ways to protect themselves from the sun in the letter.</td>
<td>The student included two or less ways to protect themselves from the sun in the letter.</td>
<td>The student did not include ways to protect themselves from the sun in the letter.</td>
</tr>
<tr>
<td><strong>Bullying</strong></td>
<td>The student included three things you can do when you see someone getting bullied.</td>
<td>The student included two or less things you can do when you see someone getting bullied.</td>
<td>The student did not mention bullying in their letter.</td>
</tr>
<tr>
<td><strong>Developed Writing</strong></td>
<td>The student wrote a well-developed friendly letter, including a greeting, body, and closure. The student also included all necessary facts.</td>
<td>The student wrote a developed friendly letter, including at least two of the following: a greeting, body, and closure. The student also most of the necessary facts.</td>
<td>The student wrote a poorly developed friendly letter and did not include a greeting, body, and closure. The student did not include all necessary facts.</td>
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