

Sub-Task #2 Stress and Pressures in Relationships with Others

Materials

Overhead Projector
Appendix C and D

Description

Students will review the Decision-Making Model and apply the model to a stressful situation. They will identify the coping strategies used to deal with the stressful situation in the various scenarios presented.

Expectation Code	Learning Expectation
5p2	Describe physical, emotional and interpersonal changes associated with puberty
5p9	Identify strategies to deal positively with stress and pressures that result from relationships with family and friends
5p10	Identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family and peers

Assessment Opportunities - Suggestions for Assessing Expectations

Formative Assessment: Performance Task - Evaluate student dramatic/oral presentations using the Rubric (see Appendix D) to determine the students' understanding of strategies to deal positively with stress and pressures that result from relationships with family and friends.

Teaching/Learning Strategies

1. Review of Stress

- Review ways to deal with stress (see Teaching Learning Strategy #4, Sub- Task #1).

2. Decision Making Model

- Apply a Decision-Making Model (see Appendix B) to a situation which is causing stress. Students apply the decision-making model to a realistic problem. For example, a brother and sister are arguing over the television. They can not decide who will get to watch their TV show.

3. Situational Role Play

- **Divide students into groups of three or four. Hand out one of the situations from “A Problem Solved” (see Appendix C) to each group. The group will role-play the situation and demonstrate how the main character(s) used one of the decision-making models to effectively solve the problem and deal with the stress. Ask the class if the role-plays were successful in solving the problem and reducing stress? Ask the students if there were other ways that they could have dealt with stress?**

Notes to Teacher

Ontario Catholic School Graduate Expectations

CGE(1) A discerning believer formed in the Catholic Faith, community who celebrates the signs and sacred mystery of God’s presence through word, sacrament, prayer, forgiveness, reflection and moral living

CGE1(d) Develops attitudes and values founded on Catholic Social teaching and acts to promote social responsibility, human solidarity and the common good

CGE(6) The graduate is expected to be a caring family member who attends to family, school, parish, and the wider community

CGE6(a) Relates to family members in a loving, compassionate and respectful manner.

Fully Alive

Theme 2, Living in Relationship deals with family relationships and friendships and presents both the joys and challenges of each during everyday situations and at more stressful times of change, separation of parents, unemployment etc. Another time of great stress for families is when death occurs. This is linked in the material for Theme 1, Created and Loved by God. There are also links to identifying positive factors in relationships in the Theme 4 Growing in Commitment discussion about the qualities of committed people. In Theme 5, Living in the World the presentation about the signs of a good community are linked to the qualities of an effective family.

Theme 2: Living in Relationship, Topic 1, Our Families

- **recognize that each person in the family contributes to family life**
- **be encouraged to appreciate family love as a precious human value**

TM pp.27-31, SB pp.26-32

Activity Sheet No. 5, My Family TM pp.32-33

Activity Sheet No. 6, My Family Coat of Arms TM p.34

Theme 2: Living in Relationship, Topic 4, Friendship

- recognize that friendship is essential in their lives
- be encouraged to appreciate that friendship cannot be demanded, but is freely given

TM pp.44-47, SB pp.40-46

Theme 2: Living in Relationship, Topic 3, The Family Changes

- recognize family changes evoke feelings in each family member
- be encouraged to appreciate the need for support and co-operation within the family when change occurs

TM pp.40-43, SB pp35-39

Appendices

Unit 4 Appendix C A Problem Solved - Overhead Transparency

Unit 4 Appendix D Assessment Rubric, Strategies to Deal Positively with Stress - Teacher Master

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