

Lesson Plan

LESSON NAME	Life Coping Skills
GRADE	11 - 12
SUBJECT	General Elective Credit
LESSON TOPIC	Stress and Time Management
NUMBER HOURS FOR LESSON	1

Using your daily logs, create a lesson based on your activities completing a project or job shadowing.

Summary: Using the space below, summarize the lesson plan in 10-20 sentences. Explain how this lesson is connected to your externship and how you are involving industry in this lesson.

My lesson plan is based on my externship experiences at AMYA. I had the opportunity to shadow some AMYA employees and I worked directly with AMYA counselor, Mr. Robert Newton. Shadowing Mr. Newton, I found out that one of his responsibilities as the AMYA counselor is to teach Life Coping Skills (7 total subtopics) classes to all AMYA cadets. At the end of the all 7 subtopics, cadets will then earn .5 elective credit based on passing all these 7 subtopics.

During my externship Newton was teaching the Life Coping Skills subtopic on Stress and Time Management. With Mr. Newton's approval I want to continue to teach his lesson in my own classroom. I believe it will benefit all students and staff members just as it benefits AMYA cadets. All of us face stress and time management issues at some point of our lives and Newton's class will give us additional information and tips on how we can better manage our own stress and time issues. I feel motivated to teach this lesson because with Newton's support I had the opportunity to teach one of the 4 sessions on this very subject to a group of 12-15 AMYA cadets.

Teaching Mr. Newton's lesson definitely involves and connects this AMYA industry to my classroom. It will help to prepare students wishing to become educators to manage their own stress and time management issues so they can better help their own students who are dealing with similar issues. While there are many lessons on life coping skills about stress and time management, this short and easy to follow lesson plan is interesting and effective. One will definitely feel better after following these simple steps on how to manage stress and time better. 😊

Outcomes: List the measurable (or achieved) outcomes students will demonstrate at the end of the lesson.

At the end of the lesson students will have a better understanding of what stress and time management are and they will learn useful life coping skills and strategies to aid them in decreasing their stress levels and improving their time management skills.

Standards: List national and/or industry standards that this lesson will meet.

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Equipment/Supplies/Materials: List items needed to teach and complete this lesson.

Paper, pencils, smart board or power point presentation

Activities: Clearly outline the activities of the teacher, student, and resources (funds, equipment, community based resources, industry experts, etc.) needed, during the delivery of the lesson. The information needs to be detailed so another person can teach the lesson. In addition, supporting documents (handouts, PowerPoint presentation, examples, quizzes, etc.) for this lesson must be developed and submitted to Blackboard with this document.

Activities:

The teacher will facilitate the Life Coping Skills lesson on Stress and Time Management (courtesy of Mr. R. Newton) **via Power Point Presentation** and he/she will involve the students by asking thought provoking questions and discuss the underlined words in detail. The teacher will also engage the students by discussing each model and writing down examples on each subject matter.

Refer to the following Power Point Presentation link:

[LessonPlan PPP.pptx](#)

Administer the test after presenting the lesson on power point.

Hand out the tests to students, Give them pencils to use. After taking the test, collect all tests then discuss the test with students to go over the correct answers. Questions and answers time.

TEST

Name _____ Grade _____ Date _____

True or False (circle one)

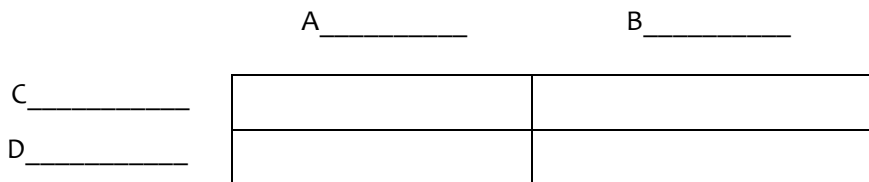
- 1) True / False Stress is something you can control.
- 2) True / False Only weak people feel stressed.
- 3) True / False Important things should take highest priority.
- 4) True / False Making and following plans helps to reduce stress.

Multiple Choice (circle one)

- 5) What does the I.P.O.D Model of Stress and Time Management stands for?
 - A. I – Individual, P – Prioritize, O – Options, D – Don’ts
 - B. I – Identify, P – Plan, O – Order, D – Do it
 - C. I – Identify, P – Prioritize, O- Organize, D – Do it
 - D. I – Individual, P – Personnel, O- Organize, D – Don’ts

- 6) Organization requires which three components?
 - A. Structure, Rules, Plan
 - B. Schedule, Routine, Plan
 - C. Structure, Routine, Purpose
 - D. Schedule, Rules, Purpose

Match the words to the blanks on the diagram.



Write the Letter of the blank next to the word.

- 7) Wait _____
- 8) Important _____
- 9) Immediate _____
- 10) Unimportant _____

Answers: 1-F, 2-F,3-T,4-T,5-T,6-B,7-D, 8-A, 9-C, 10-B

Evaluation: Summarize how students are evaluated. You will need to develop a rubric **and** upload the file with this assignment to Blackboard, for more information see *Links for Building Rubrics* in Blackboard. The rubric must clearly state what students need to demonstrate or provide evidence that they have met the above outcomes.

Students will be evaluated by taking a short test (see above) at the end of the lesson (via smart board or **power point presentation**) to ensure that they have understood this Stress and Time Management lesson. After the test is completed and test forms are collected, the teacher and students will go over the questions to answer them and make sure that everyone understood the lesson. Questions/answers and group discussion are also part of this process.