Unit 3: Ko‘u ‘I‘ini – My Desires and Wishes
Lesson #4
Ho‘oholo i ka manawa a me ka ‘alo‘ahia
Managing Time and Stress

LESSON OBJECTIVES:
Students will:
- Define stress and identify personal stressors
- Learn how to use a priority matrix to make choices on time use
- Brainstorm ways to address situations that cause stress
- Apply new information by creating a personal action plan

MATERIALS:
- Understanding Stress Worksheet (sentence starters-see below)
- Tips about Stress and Time Management handout (PowerPoint)
- Stress and Time Management Goals worksheet
- Scissors to share
- Black pens or fine point felt pens
- Tape

PROCEDURES:
• INTRODUCE LESSON:
- Write the word “STRESS” on the board and share that this lesson will be about stress and how it impacts people. Share students will also learn a time management strategy that can help them make decisions on daily choices of how to spend time..

- Distribute the Understanding Stress worksheet and ask students to finish the four sentence starters with what comes to their mind; ask them to respond honestly and have them print large and clear so it can be read when posted. (Teachers are encouraged to participate.)

- Ask students to cut up their paper and post the four responses around the room in designated areas where they will find a place and tape to use. (See sentence starters below to post on walls.)

- Provide time for students to read everyone’s responses; discuss similarities, differences, and patterns observed. Talk about ways people might provide support to others when they experience stress.

• MODEL LESSON:
- Distribute Tips About Stress and Time Management and facilitate reading and discussing this material in the best way for your students. Provide time for students to discuss the things that cause good and bad stress in their lives. Invite students to share more examples of different things that fit in the four descriptions on the Priorities Matrix. Four small groups might come up with lists of things that fit in one of the categories.
• GUIDED PRACTICE:
- Create small groups and share that each group will be receiving one scenario that describes a stressful situation. Each group is to discuss the scenario and brainstorm to decide the best way to deal with the situation. Groups will have 2-3 minutes to present back to the class. (See scenarios below.)
- Revisit the unit ‘Ōlelo No‘eau and ask students to talk about how this saying relates to understanding and coping with stress. Share that we learn coping skills from people we are close to. Encourage students to evaluate what they now do to see if it feels good, and to recognize that there are also other ways to deal with stress that they might find even more helpful.

Mai kāpae i ke a‘o a ka mākua, aia he ola ma laila
Translation & Mana‘o:
Do not set aside the teachings of one’s parents for there is life there.

- Pass out the Managing Stress Worksheet (see below) and ask teams to help each other fill out their own information while sharing ideas about stress and time management.
- To encourage reflection about stress in their daily lives, have students write down a list of their daily tasks for a few days. Then have them select a box and assign a number from the Time Management Matrix to identify its urgency and importance. Discuss what people have learned about how they spend their time and how it may cause stress.

• CLOSURE:
- Help students continue to reflect on and learn about stress and time management in a way they would find relevant, timely, and interesting. You can:
  * Teach activities to relax and focus (ie: brain gym, breathing, and meditation, before tests.
  * Have students make signs for the school on ways to feel healthy and deal with stress.
  * Make a class book with images that calm students.
  * Study how the body reacts to stress so better choices can be made on how to deal with it.
  * Run a Stress Busters Campaign on campus promoting healthy ways to deal with stress; plan a fun event.
  * Have the group figure out ways they can help each other cope with stressors in life.
  * Begin class by sharing appreciations.

• EVALUATION:
- Ask students to share anything they learned that they feel is helpful. Have students complete the Understanding Stress sentence starters later to see any changes in understanding.

• RESOURCES:
http://www.youngwomenshealth.org/stress.html - Abundant information to help young women and young men understand and cope with stress
http://www.suite101.com/content/time-management-for-teenagers-a30692 - Time management information for teens that includes ideas like prioritizing, having systems, and “just doing it”
http://www.teachhealth.com/ - Interactive website which teaches about stress and provides a stress level test for adults and youth, which also helps you learn causes of stress
UNDERSTANDING STRESS
(Complete and cut into four sections; print bold and large)

<table>
<thead>
<tr>
<th><strong>STRESS IS</strong></th>
<th><strong>I KNOW I’M STRESSED WHEN</strong></th>
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<th><strong>WHAT STRESSES ME OUT</strong></th>
<th><strong>HEALTHY THINGS I DO TO LOWER MY STRESS INCLUDE</strong></th>
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Unit 3: Lesson #4 - Hoʻoholo i ka manawa a me ka ‘alo‘ahia
### STRESSFUL SITUATION SCENARIOS

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<td>You’re hanging out with friends when someone joins the group and offers everyone a drink from a bottle in a bag. It smells strong. You pass the bottle on without taking any. Someone calls you chicken and the group pressures you to lighten up and have fun. What do you do or say?</td>
<td>Teams have been assigned for science class projects and you are having a hard time working with your partners. You shared an idea for a project, asking your team if they thought it would work. They called you lōlō and said it was a lame idea. How can you deal with this situation to make it work?</td>
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<td>Your best friend tells the person you like and think is cute that you have been talking stink about him or her. Another friend tells you to say something bad about your best friend to “pay them back.” You notice a stomachache and feel stressed about this. What do you do to fix this problem in the best way possible?</td>
<td>You tried out to perform in a local band but didn’t make it. The others thought you didn’t play the ukulele good enough and that you did not sing well. Your dream is to be part of a band, so you got mad and broke your ukulele. Now your mom is mad, too, as she got you the uke. How do you get over this and feel better?</td>
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<th>5.</th>
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<td>You told your mom you wanted to go out with friends on Saturday night but she said you are still too young to drive in cars with other kids. Everyone else you hang with gets to go, but you don’t. Some says to lie to your mom and do it anyways. You really want to go out and don’t know what to do. What options do you have, and what would be the best choice?</td>
<td>Every day you have a really hard time staying awake in your classes. Teachers keep talking to you, but you don’t want to say you watch your baby sister till late while your mom works. It is hard for you to get much sleep because she is sick. You don’t want to fail or complain. What can you do to deal with the stress you are feeling?</td>
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MANAGING TIME AND STRESS

Stress is: ________________________________

What causes me to feel stressed: ______________________________________________

Good things I plan to do to fight the negative effects of stress:
1. ____________________________________________
2. ____________________________________________

What I plan to do to manage my time better:
1. ____________________________________________
2. ____________________________________________
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