



GRADE 7



Objective: Students will be able to:

- Define stress and identify personal stressors.
- Compare and contrast positive and negative ways of dealing with stress.
- Identify and explain the body's physical and psychological responses to stressful situations.
- Develop personal strategies to deal with stressors
- Practice techniques such as physical activity, relaxation, journaling and talking with someone to reduce stress.
- Describe the difference between caring and "over-caring" and realize the role it can play in stress,

Kindness Definition: Kindness is an intrinsic quality of the heart expressed through an act of benevolence reflecting care and good will for self and others.

Kindness Concepts: Responsibility, Self-Care, Self-Discipline

LESSON ACTIVITIES

Stressed Out Activity, p. 3-4
(20 to 25 minutes)

Push the Panic Button Activity, p. 5-6
(15 minutes)

Care vs. "Over" Care Activity, p. 7-8
(30 minutes)

How Stressed are You? and Ways to Reduce Stress Activity, p. 9-11
(20 to 25 minutes)

Research Project on Stress, p. 12
(time varies)

Home Extension Activity, p. 13-14
(time varies)

LESSON MATERIALS

- Bag of balloons, enough for students to have at least one; don't blow up balloons before class
- Markers, one for each team of five students
- RAK Journals

- Worksheet, one for each student
- RAK Journals

- Large self-adhesive poster sheets, one for each group of three or four students
- RAK Journals

- How Stressed are You? and Ways to Reduce Stress worksheets, copied back to back, one for each student
- RAK stress balls
- RAK Journals

- Research materials

- Take home activity, one sheet for each student

QUESTIONS? CONTACT: TeacherHelp@RandomActsofKindness.org

LESSON NOTES

- Worksheets adapted with permission from materials created by Colorado UpLift, Denver.
- The activities in this lesson focus on a central theme and connect to different curriculum areas. Lesson activities use a variety of modalities to address different learning styles and build on each other.
- Each activity includes evaluation questions to help determine how well students have internalized the lesson objective. You can discuss the questions as a class, have students work with a partner or a small group, or have students write responses in their RAK journal.
- The activities also incorporate key Kindness Concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the [Kindness Concept Posters](#) during the unit. See the [RAK Teacher Guide](#) for information about using Kindness Concepts to create a healthy classroom environment and help students develop pro-social behaviors.
- Each activity includes tips for how to adapt the curriculum to meet the needs of diverse learners.
- RAK also has developed [Focusing Strategies](#) and [Problem-Solving Strategies](#) to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships and community. See the [RAK Teacher Guide](#) for more information about incorporating those strategies into the lesson.
- Referencing activities (particularly the Responding to Stress Activity) from the Stress Busters, Grade 4 lesson may provide necessary background for students.
- Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.
- This lesson includes a home extension activity, which should be sent home after Ways to Reduce Stress Activity.
- The Common Core and Colorado P-12 Academic Standards met in this lesson are listed after the activity title. Key is provided on pages 15-17.

SUGGESTED INTRODUCTION TO UNIT

Teacher says: *“For the next few days, we are going to talk about stress and how it can impact us physically and emotionally. With a partner, discuss what causes you to feel stressed and what you do when you are stressed.”* Allow time for students to respond and discuss. You can also use this time to introduce the key Kindness Concepts (responsibility, self-care, self-discipline) and create community definitions for these concepts or share the definitions listed below. Consider using the [Kindness Concept Posters](#) for responsibility, self-care and self-discipline as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

Responsibility: Recognizing the right thing to do and then doing it. Being trustworthy and dependable.

Self-Care: Learning how to care for yourself mentally, physically, emotionally and spiritually and then doing it. Using positive, encouraging language when speaking to yourself; not beating yourself up for mistakes or perceived failures.

Self-Discipline: Controlling one’s actions and words for the benefit of self and others.

STRESSED OUT ACTIVITY (20 to 25 minutes)

LESSON MATERIALS

- Bag of balloons, enough for each student to have at least one; don't blow up the balloons before class
- Markers, one for each team of five students
- RAK Journals
- Kindness Concept Posters: Responsibility, Self-Care, Self-Discipline

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.7.1, 1b, 2
Colorado: Comprehensive Health S.3, GLE.2, EO.a-f;
Reading, Writing and Communicating S.1, GLE.2,
EO.b,c

RESOURCES

Adapted from *More Activities that Teach* by Tom Jackson (Red Rock Publishing: Cedar City, UT, 1995)

DESCRIPTION

1. Move desks aside in the classroom so students have a large area. You could also do this activity in the gym or outside.
2. Divide students into teams of about five, and make sure there is an even number of teams. Have two teams line up on the floor across from each other, with about six feet in between. Make sure teams are spaced out in the room so that they don't run into each other when playing the game described below. Place a piece of masking tape on the floor between the two teams. Give each team a balloon and a magic marker and have one person on the team blow up the balloon and tie it off.
3. Then explain: *"I want you to decide as a team ONE thing that stresses you out and write it carefully on the balloon with a magic marker. Then one person on your team will share what you wrote with the rest of the class."*
4. Allow time for students to discuss what causes stress for them and choose one thing to write on the balloon. Then have a member of each team read what the team wrote.
5. Continue: *"This game is kind of like volleyball without the net. When I say "go," you will hit your balloon over to the team across from you. Each team scores a point when a balloon touches the ground on the opposing teams' side of the masking tape. There are no out of bounds, so balloons can be hit over your heads. You can only hit the balloon with your hands. No kicking the balloon! I will say "go" and you will play for about 20 seconds. Have one person on each team keep score while you are playing."*
6. Say go and allow students to hit the two balloons back and forth for 20 seconds. If you want, you can write the scores on the board for each team.
7. Then, hand a second balloon to one person on each team. Have students write another stressor on the team's balloon. Then play another round, this time with four balloons between the two teams. Say go and allow another 20 seconds or however long you want to play.
8. Play as many rounds as you like, up to five balloons on each team. The more balloons (or stressors), the more challenging the game becomes.

9. After the activity, ask the following questions and write responses on the board:
 - 1) *How well did your team do? Were you able to keep most of the balloons in the air?*
 - 2) *What happened as you added more balloons? Did you feel that the activity became more difficult? Why or why not?*
 - 3) *Even though you were stressed, did wanting to win motivate you to hit the balloons in the air? Can stress ever be a positive thing? Does it ever motivate you to get things done?*
 - 4) *In your own lives, what happens when you add more stressors? Do you find it easier to handle one or two stressors but that life becomes more difficult as you add more stressors? Why?*

EVALUATION

Discuss (or have students write in their RAK journals): *“Do you think it is important to learn how to manage stress? What is one way you can do that?”*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Doing this activity in the gym or outside so they have more room to move around.
2. Seeing the time projected on a screen to help with the game transitions.
3. Having the responses to the questions available while they are journaling during the evaluation.

PUSH THE PANIC BUTTON ACTIVITY (15 minutes)

LESSON MATERIALS

- Worksheet (p. 6), one for each student
- RAK Journals
- Kindness Concept Posters: Responsibility, Self-Care, Self-Discipline

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.7.1, 2
Colorado: Comprehensive Health S.3, GLE.2, EO.a-f;
Reading, Writing and Communicating S.1, GLE.2, EO.b,c

DESCRIPTION

1. Explain: *“Before we do the next activity, let’s talk a little more about stress. During the balloon activity, we talked about how stress can motivate us sometimes and is part of life. We have tests and homework and arguments with friends. The issue is when the stress gets out of control. I want you to look at this sheet and put a check mark next to anything on the list that makes you feel stressed. Then, write your top three stressors in the space provided and adults that can help you when you feel that way. If you don’t see it on the list, write in your own.”*
2. Hand out the Push the Panic Button sheet and have students complete on their own.
3. After students complete the worksheet, have them turn to a partner (or pair students to ensure they work well together) and discuss the following questions:
 - 1) *What were the areas that cause the most stress for you?*
 - 2) *Why do they cause stress for you?*
 - 3) *Can you think of some possible ways to reduce your stress?*
 - 4) *Who are three adults who can help you deal with whatever is stressing you out?*

EVALUATION

Discuss (or have students write their responses in their RAK journals): *“What are the areas that cause the most stress for you? When does the stress become too much for you?”*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Referencing the kindness meter from the [Focusing Strategies](#); consider explaining as needed and posting the strategies during the activity
2. Combining some of the stressors that are similar if they are having a difficult time limiting their stressors to three.
3. Reflecting on the adults mentioned by their classmates and adding some of those people to their list if they are having a hard time coming up with three.

PUSH THE PANIC BUTTON



Directions: We all have certain things that cause stress in our lives. Write a check mark next to each thing that causes you to feel stressed out. If there is anything else that causes you stress, write those things in the space below.

What pushes your stress (or panic) button?

- | | |
|---|--|
| <input type="checkbox"/> Too much homework | <input type="checkbox"/> Not enough money |
| <input type="checkbox"/> Failing a class | <input type="checkbox"/> Fight/argument with a friend |
| <input type="checkbox"/> Mean look from someone | <input type="checkbox"/> Argument with parents |
| <input type="checkbox"/> Babysitting | <input type="checkbox"/> Parent's divorce/separation |
| <input type="checkbox"/> Not sleeping | <input type="checkbox"/> Getting suspended |
| <input type="checkbox"/> Violence/weapons | <input type="checkbox"/> Gangs |
| <input type="checkbox"/> Going to the dentist | <input type="checkbox"/> Getting grounded |
| <input type="checkbox"/> Death of a family member or friend | <input type="checkbox"/> The future |
| <input type="checkbox"/> Loud, obnoxious people | <input type="checkbox"/> No boyfriend/girlfriend |
| <input type="checkbox"/> Racial discrimination | <input type="checkbox"/> Nothing to do |
| <input type="checkbox"/> Someone you know is an addict | <input type="checkbox"/> No transportation |
| <input type="checkbox"/> Taking a test | <input type="checkbox"/> Closed-in spaces |
| <input type="checkbox"/> Death of a pet | <input type="checkbox"/> Moving to a new place |
| <input type="checkbox"/> Someone you know is sick or injured | <input type="checkbox"/> The way you look |
| <input type="checkbox"/> Finding out that a friend betrayed you | <input type="checkbox"/> Being cut from a sports team |
| <input type="checkbox"/> Not enough peace and quiet | <input type="checkbox"/> Reading out loud |
| <input type="checkbox"/> Caring too much about something/ someone | <input type="checkbox"/> Losing something valuable |
| <input type="checkbox"/> Family member leaving home | <input type="checkbox"/> Pressure to drink or take drugs |
| <input type="checkbox"/> _____ | <input type="checkbox"/> Needing to get a job |
| <input type="checkbox"/> _____ | <input type="checkbox"/> Making a mistake |

Now, look over what you checked.

List the top three things that stress you out the most (combine if necessary):

1. _____
2. _____
3. _____

List three adults who can help when you are stressed.

1. _____
2. _____
3. _____

CARE VS. “OVER” CARE ACTIVITY (30 minutes)

LESSON MATERIALS

- Large self-adhesive poster sheets, one for each group of three or four students
- RAK Journals
- Kindness Concept Posters: Responsibility, Self-Care, Self-Discipline

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.7.1, 1b, 2; CCSS.ELA-Literacy.W.7.4
Colorado: Comprehensive Health S.3, GLE.2, EO.a-f; Reading, Writing and Communicating S.1, GLE.2, EO.b,c; S.3, GLE.2, EO.b

RESOURCES

Activity adapted from *Teaching Children to Love* by Doc Lew Childress (Planetary Publications, Boulder Creek, CA: 1996). For information about this book and other Heart Math materials: <http://store.heartmath.org/store/children-teens/teaching-children-to-love>

DESCRIPTION

1. Teacher says: *“This activity will help us to think about an area that can cause stress for some people...when we “over” care. What do you think “over” caring means?”* Allow students to respond.
2. Then explain: *“Over-caring means caring in a way that isn’t healthy for you and can be a source of anxiety and stress for some people. For example, wanting to do well on a test is great. But what can happen if you care too much?”* (Studying so much that you don’t sleep, worrying so much that your heart races, beating yourself up inside because you think you won’t do well.)
3. Divide students into groups of three or four. Hand each group a large sheet of self-adhesive poster paper and a marker. Have the students make two columns and write “Care” in one column and “Over Care” in another column. Have the students write or draw the areas they care about in one column and the areas of “over” care in another column.
4. Have one person from each group share with the larger groups.
5. Then explain: *“I want you to look at the lists that you’ve created and pick one way that you “over” care so that you feel worried, anxious or stressed. Now close your eyes. Pay attention to how you are feeling when you “over” care. Now, push those feelings of “over” care away from your mind and heart.”*
6. Have students open their eyes, take out their RAK journals and write their response to the following questions:
 - 1) *Were you able to push away those feelings of “over” care? Why or why not?*
 - 2) *If you were able to push away those feelings of “over” care how did you feel?*
 - 3) *Can you remember why you cared about this person or issue?*
 - 4) *What do you think caused you to “over” care?*
 - 5) *Do you think it is healthy to “over” care? Why or why not?*
 - 6) *Was this activity a helpful way to help you understand caring and “over” caring?*
 - 7) *Do you think that talking to a friend or an adult you trust can help?*

EVALUATION

Written responses in RAK journals serve as an evaluation of this activity.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Drawing what they care or “over” care about in their RAK journals. On one page, they can draw themselves caring about something in a healthy way. On another page, have them draw themselves “over” caring, how they feel when they care too much and visually describe the areas where they “over” care. If time, they can discuss their drawings.
2. Taking deep calming breaths during the visualization.

HOW STRESSED ARE YOU/WAYS TO REDUCE STRESS ACTIVITY (20–25 minutes)

LESSON MATERIALS

- How Stressed are You? and Ways to Reduce Stress worksheets (p. 9–10), one for each student
- RAK stress balls
- RAK Journals
- Kindness Concept Posters: Responsibility, Self-Care, Self-Discipline

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.7.1, 2
Colorado: Comprehensive Health S.3, GLE.2, EO.a-f;
Reading, Writing and Communicating S.1, GLE.2, EO.b,c

DESCRIPTION

1. Hand out the worksheet with two sides. Make sure the How Stressed Are You? side is facing up.
2. Explain: *“Now I want you to think about the top three things you identified that stress you out, and mark the ways on the How Stressed Are You? worksheet that you feel inside your head or your body when you experience those stressors. You can mark as many items as apply.”*
3. Allow a few minutes to complete the sheet. Then say: *“To learn to deal with the things that stress us out, it is important to figure out ways to reduce stress. Turn over the sheet. Let’s read these statements aloud. Put a check before each statement listed that you think could help you reduce your stress.”* Ask for volunteers to read the statements.
4. After students finish, ask by a show of hands what ways of reducing stress apply to them and discuss why they think it could be effective for them. Have students share ideas not listed on the sheet.
5. Hand out the RAK stress balls.
6. Then say: *“While there are many techniques, there are two that you can do wherever you are: squeezing a stress ball and learning to do relaxed breathing. Let’s try these techniques right now. Stand up and think about something that has caused stress for you. Allow your mind to race a bit, in a way simulating the stress. Now squeeze the stress ball until you relax. Was that helpful?”* Allow students to respond.
7. Continue: *“Now let’s try the second technique. Close your eyes and think about the same thing or something else that makes you stressed out. Take deep breaths and think about a calming image, maybe the mountains or the ocean or a person you love or whatever calms you down. Think about breathing in positive energy and breathing out negative energy and thoughts. Now open your eyes. How did that feel inside you when you tried this relaxed breathing?”* Allow students to respond.
8. Conclude with: *“For the next week, I would like you to try the stress reduction techniques that you marked on the sheet with your friends, with your family, a guardian or an adult that you trust. Then I would like to discuss as a class how well they worked for you.”*

EVALUATION

Discuss (or have students write in their RAK journals): *“Was it helpful for you to think about ways to reduce stress? Why or why not?”*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Referencing the [Focusing Strategies](#), particularly if they are experiencing a lot of stress.
2. Seeing you as the teacher practice deep breathing or taking a breathing break when you feel stressed.

HOW STRESSED ARE YOU?

Directions: Look at all the symptoms of stress listed below. Check ALL the symptoms that you feel or have felt when you are stressed out.



- | | |
|---|---|
| <input type="checkbox"/> Angry | <input type="checkbox"/> Sweat often |
| <input type="checkbox"/> Confused | <input type="checkbox"/> Can't sleep |
| <input type="checkbox"/> Unhappy | <input type="checkbox"/> Nightmares |
| <input type="checkbox"/> Restless | <input type="checkbox"/> Severe headaches |
| <input type="checkbox"/> Often tired/sleep a lot | <input type="checkbox"/> Scared easily |
| <input type="checkbox"/> Feel helpless | <input type="checkbox"/> Can't stay still |
| <input type="checkbox"/> Can't eat | <input type="checkbox"/> Back pain |
| <input type="checkbox"/> Overeat | <input type="checkbox"/> Cry |
| <input type="checkbox"/> Smoke | <input type="checkbox"/> Constipated/have diarrhea |
| <input type="checkbox"/> Unable to concentrate | <input type="checkbox"/> Bite nails |
| <input type="checkbox"/> Mood changes | <input type="checkbox"/> Don't care how you look |
| <input type="checkbox"/> Nervous laughter | <input type="checkbox"/> Don't want to be with others |
| <input type="checkbox"/> Use of drugs or alcohol | <input type="checkbox"/> Want to run away |
| <input type="checkbox"/> Always getting hurt | Anything else not listed above? |
| <input type="checkbox"/> Often feel cold or tremble | _____ |
| <input type="checkbox"/> Stomachaches | _____ |
| <input type="checkbox"/> Chest pain | _____ |
| <input type="checkbox"/> Grind teeth | |

WAYS TO REDUCE STRESS

Directions: Read the following ways to reduce stress. Put a check next to each statement that you think would help you reduce stress.

_____ **Eat right.** Junk food may taste good, but it's not healthy for you. The weight you gain from junk food is fat, not muscle.

_____ **Exercise!** Find some sport that is fun for you. When you exercise, "endorphins" are released into the brain, which give you a natural high feeling. Endorphins are the body's natural way of reducing stress.

_____ **Get enough sleep.** If you are tired, little things may bother you. You will have a more difficult time concentrating and getting things done.

_____ **Stress ball.** Sometimes squeezing a stress ball can be a simple way to relieve stress!

_____ **Laugh.** Spend time with people who make you laugh or watch a funny movie. Laughter is one of the best stress relievers.

_____ **Get organized.** Try keeping your room and locker at school very neat for one week and see how it feels. Being organized may help you be more in control of your life and less stressed.

_____ **Talk to people you trust.** Don't let stress build up inside you! Find someone you can trust (a friend, teacher, relative, counselor, etc.) to talk about what is bothering you.

_____ **Relax.** Take deep breaths and think about calming ideas or images. Practice these breaths every time you experience stress.

_____ **Find a hobby or activity.** Join a club or group at school or in the community that you would enjoy. Or maybe you would like to start drawing or learning a sport!

_____ **Think positive.** Hang out with healthy, positive people who will encourage you. Learn to think positively about yourself and others.

_____ **Find a peaceful place to go.** There may be a room in your home where you can find peace and quiet. If not, consider walking to a park, a stream, a playground, etc.

_____ **Write in a diary or journal.** It is not healthy to let things bottle up inside. Write a letter to yourself or a friend. It can help you deal with your feelings!

_____ **Keep your values and goals in mind.** Don't let others force their values on you. Learn to say "no" to anything that can harm you or others.

_____ **Keep pictures of your favorite places and people in your room.** Look at them and think about them when you need to relax and feel better.

_____ **Do something for someone else.** If you help someone else, it can take your mind off your problems. Consider volunteering at a hospital, helping a neighbor or grandparent, being a role model for a younger child, etc.

_____ **Stretch.** Stretch or do exercises like neck rolls, side bends, and leg stretches.

Can you think of another way to reduce stress that isn't listed above? Write it here!

RESEARCH PROJECT ON STRESS *(time varies)*

LESSON MATERIALS

- Materials for research, including websites:
<http://bit.ly/19BXy6Z>
<http://bit.ly/Q1ZK1q>
<http://mayoclinic.com/dbtkJ>
<http://bit.ly/Wf3vmR>
- Kindness Concept Posters: Responsibility, Self-Care, Self-Discipline

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.7.1, 2; CCSS.ELA-Literacy.RI.7.1, 2, 3; CCSS.ELA-Literacy.W.7.2, 7, 8, 9; CCSS.ELA-Literacy.SL.7.1, 2, 4, 6; CCSS.ELA-Literacy.L.7.1, 2
Colorado: Comprehensive Health S.3, GLE.2, EO.a-f; Reading, Writing and Communicating S.1, GLE.2, EO.b,c; S.2, GLE.2, EO.a,i,j; S.3, GLE.2, EO.b; S.4, GLE.1, EO.a,b,c

DESCRIPTION

1. Have students conduct research on the effects of stress on the human body, using the websites listed above.
2. Students could work individually or in small groups and answer the following questions:
 - 1) *How can stress impact people in the short term?*
 - 2) *What are the long-term impacts of stress?*
 - 3) *What are some of the most current research projects on stress? What are their findings?*
3. After they conduct their research, students can write a short paper, create a visual display, make a short video, or give an oral presentation on their findings.

EVALUATION

The completed project serves as an evaluation for this activity.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Using a graphic organizer to organize their notes.
2. Being given a specific research task in their group and having a partner for their task; this might be particularly useful for emergent readers or writers.
3. Having the project scaffolded for them, so they are able to determine a realistic time frame.
4. Reviewing the components of a research project.

HOME EXTENSION ACTIVITY *(time varies)*

MATERIALS

Take home activity (p. 14), one sheet for each student

DESCRIPTION

1. After students complete Ways to Reduce Stress Activity, have them take home the Ways to Reduce Stress worksheet to their parents, a guardian or an adult they trust or takes care of them.
2. Ask them to discuss some of these techniques with the people they live with and answer the questions on the Home Extension Activity sheet.
3. After a week of trying these techniques discuss the following with the students:
 - 1) *Which techniques helped you to reduce stress in your life?*
 - 2) *Did the people you live with find these techniques helpful? Which ones?*
4. Encourage students to continue practicing these techniques and check-in with them regularly about whether they are helping reduce stress in their lives.



Name: _____

Please return by: _____

BACKGROUND

As part of the Random Acts of Kindness program, we have been talking in class about ways to reduce stress in our lives.

VOCABULARY WORDS

Responsibility: Recognizing the right thing to do and then doing it. Being trustworthy and dependable.

Self-Care: Learning how to care for yourself mentally, physically, emotionally and spiritually and then doing it. Using positive, encouraging language when speaking to yourself; not beating yourself up over mistakes or perceived failures.

Self-Discipline: Controlling one's actions and words for the benefit of self and others.

Stress: Worry, strain or pressure.



AT HOME ACTIVITY

Review the vocabulary words listed above. Then ask your student what he or she has learned about stress reduction techniques. Then discuss the following questions and have your student write responses below or on the back and return to school by the date above:

- What techniques worked for you?

- How can we use these techniques as a family?

ACADEMIC SUBJECT KEY



Comprehensive Health



Reading, Writing and Communicating



Science



Mathematics



Social Studies



Visual Arts



Drama and Theatre Arts

COMMON CORE STANDARDS (www.corestandards.org)

1. Reading: Informational Texts

- *CCSS.ELA-Literacy.RI.7.1*: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- *CCSS.ELA-Literacy.RI.7.2*: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- *CCSS.ELA-Literacy.RI.7.3*: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

2. Writing

- *CCSS.ELA-Literacy.W.7.2*: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- *CCSS.ELA-Literacy.W.7.4*: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- *CCSS.ELA-Literacy.W.7.7*: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- *CCSS.ELA-Literacy.W.7.8*: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- *CCSS.ELA-Literacy.W.7.9*: Draw evidence from literary or informational texts to support analysis, reflection, and research.

3. Speaking & Listening

- *CCSS.ELA-Literacy.SL.7.1*: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- *CCSS.ELA-Literacy.SL.7.1b*: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- *CCSS.ELA-Literacy.SL.7.2*: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- *CCSS.ELA-Literacy.SL.7.4*: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- *CCSS.ELA-Literacy.SL.7.6*: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

COLORADO P-12 ACADEMIC STANDARDS

<http://www.cde.state.co.us/standardsandinstruction/coloradostandards-academicstandards>

1. Comprehensive Health

- *Standard 3: Emotional and Social Wellness in Health*

Grade Level Expectation (GLE): 2. Develop self-management skills to prevent and manage stress

Evidence Outcome (EO): Students can:

- a. Compare and contrast positive and negative ways of dealing with stress
- b. Define stress
- c. Identify personal stressors
- d. Explain the body's physical and psychological responses to stressful situations
- e. Develop personal strategies to deal with stressors
- f. Practice strategies such as physical activity, relaxation techniques, journaling, and talking with someone to reduce stress

2. Reading, Writing and Communicating

- *Standard 1: Oral Expression and Listening*

Grade Level Expectation (GLE): 1. Formal presentations require preparation and effective delivery

Evidence Outcomes (EO): Students can:

- a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation
- b. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
- d. Prepare for audience and purpose by ensuring proper length of presentation, suitable mode of dress, appropriate topic, and engaging content
- e. Implement strategies to rehearse presentation (such as memorizing key phrases, creating note cards, practicing with friends, etc.)

Grade Level Expectation (GLE): 2. Small and large group discussions rely on active listening and the effective contributions of all participants

Evidence Outcomes (EO): Students can:

- b. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly
- c. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study

- *Standard 2: Reading for All Purposes*

Grade Level Expectation (GLE): 2. Informational and persuasive texts are summarized and evaluated

Evidence Outcomes (EO): Students can:

- a. Use Key Ideas and Details to:
 - i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
 - ii. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text

- *Standard 3: Writing and Composition*
Grade Level Expectation (GLE): 2. Organization is used when composing informational and persuasive texts
Evidence Outcome (EO): Students can:
 - b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- *Standard 4: Research and Reasoning*
Grade Level Expectation (GLE): 1. Answering a research question logically begins with obtaining and analyzing information from a variety of sources
Evidence Outcomes (EO): Students can:
 - a. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation
 - i. Identify a topic for research, developing the central idea or focus
 - ii. Formulate open-ended research questions and identify potential sources of information (such as reference materials, electronic media), differentiating between primary and secondary source materials
 - b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
 - i. Use organizational features of electronic text (bulletin boards, search engines, databases) to locate information
 - ii. Evaluate accuracy and usefulness of information, and the credibility of the sources used
 - iii. Collect, interpret, and analyze relevant information; identify direct quotes for use in the report and information to summarize or paraphrase that will support the thesis or research question
 - c. Draw evidence from literary or informational texts to support analysis, reflection, and research

OTHER STANDARDS MET

1. 21st Century Skills (www.p21.org)

- *Learning and Innovation Skills*
 - a. Critical Thinking – Reason effectively, make judgments and decisions, solve problems
 - b. Communicate clearly and collaborate with others
 - c. Creativity and Innovation – Think creatively and work creatively with others
- *Life and Career Skills*
 - a. Initiative and Self Direction – Manage goals and time, work independently, be self-directed learners
 - b. Social and Cross-Cultural Skills – Interact effectively with others
 - c. Productivity and Accountability – Manage projects and produce results
 - d. Responsibility – Be responsible to others

2. Social and Emotional Standards (www.casel.org)

- Self-awareness
- Social Awareness
- Self-management

QUESTIONS? CONTACT: TeacherHelp@RandomActsofKindness.org