



# Facilitator Notes

## MATERIALS

- ✓ PowerPoint Presentation
- ✓ Projector
- ✓ Whiteboard or Poster Paper
- ✓ Writing Utensils
- ✓ Sticky Notes OR Digital Tool Option (surveying)
- ✓ Accompanying Worksheet for Students
- ✓ Worksheet Answer Guide For Review

- OBJECTIVE** - Students will be able to identify signs of stress and how to respond appropriately.
- TIME** - 15 - 30minutes
- TRIGGER WARNING** - Talking about topics surrounding mental health can be emotional or triggering for some students. Please ensure that this is a safe space to have these tough conversations. Let them know it is okay to step out of the room or take a break if something should come up for a student. When discussing mental health, it is normal to feel uncomfortable – sometimes, this looks like laughing or joking. Remind students this is a safe and respectful space because we don't know what experiences others in the room may have had.

## PRESENTATION GUIDE

Slide 1 **Watch introductory video**

After video, ask students to define stress in their own words (1 min)  
Here you can have students share out some examples: forgot to study for a test, phone running out of battery, forgot your homework, drama with friends or family?

Slide 2 **WHAT IS STRESS – Students take notes on the worksheet.**

Ask for volunteers to read their answers. This could be individual, in pairs, or groups. Then read the definitions from the slide.

Slide 3 Present slide.

Slide 4 **Activity: Stand Up**

Please stand up and remain standing if the word stresses you out. If not please have a seat.

Slides 5 Have students sit. Ask follow up questions and allow students time to answer individually, in pairs, or groups.

Slide 6 **ACUTE STRESS – Students take notes on the worksheet.**  
Read definition. What are some examples when people could experience acute stress?  
Share with partners or group.

Slide 7/8 **PTSD – Students take notes on the worksheet.**  
Read definition and extended definition. What are some examples when people could experience PTSD? Share with a partner or group.

Slide 9 Have students list and identify resources or someone they can reach out to when dealing with stress. Share with partner or group

Slide 10 **TALK TO THEM – Students take notes on the worksheet.**  
Share suggestions from the slide of how they can reach out and engage someone when they are feeling stressed.

Slide 11 **TAKE CARE OF YOURSELF – Students take notes on the worksheet.**  
Share with partner or group. Remember you need to take of yourself before you can be of help to others.

- If students have completed the *Self Care and Mindfulness* unit, now would be a good time for them to review those notes.

Slide 12 **SELF-CARE KIT – Students take notes on the worksheet.**

1. Have students identify three people they can talk to for help. (30 seconds).
2. Identify three things you can do to destress. (30 seconds).
3. Put your local helpline number in your phone (\_\_\_\_) \_\_\_\_-\_\_\_\_ (Fill in).

Slide 13 **MY PERFECT DAY – Students take notes on the worksheet.**  
Based upon the activities the students circled on their worksheet, have students plan out their ideal day.  
Assuming students are having a stressful day, how would these activities fit into their schedule to help them manage their stress?

Slide 14 **Reflection:** let's practice. Share with your partner how you are going to destress and who you are going to talk to when you need help.