



IDENTIFYING AND MANAGING STRESS



During adolescence, the brain undergoes neural growth and pruning¹—reshaping of the neural connections that influence attitudes and behaviors. Thus, adolescence is a key time in brain development, and teens' experiences significantly impact their growth and development. Teens living in under-resourced environments often endure more traumatic events than their more affluent peers (e.g., neglect, substance abuse, violence, and loss) and therefore are exposed to elevated levels of the stress hormone cortisol. Youth experiencing consistently high levels of cortisol behave as if they are in a constant state of fight or flight, which is a biological barrier to making thoughtful decisions. There is also evidence that continued exposure to stress and cortisol can contribute to the development of mental illnesses.

Middle school teachers are in a unique position to support youth experiencing stress. A safe, nurturing environment helps lower cortisol levels and encourages healthy brain development. Daily routines such as getting a good night's sleep, exercising regularly, engaging in mindfulness activities, and building strong bonds with others help reduce cortisol levels and increase the flow of positive neurotransmitters.

Through the lessons below, you will help students understand the importance of identifying and managing their stress. You will also empower them with techniques for leading more balanced and satisfying lives. The final lesson helps students draw the line between everyday stress and serious stress. As a facilitator, it is important for you to be able to identify more serious signs of when a mental health professional should be involved.

Can Stress Be Positive?

In *The Upside of Stress*, Kelly McGonigal presents research that indicates that the harmful effects of stress are not due to stress itself, but the belief that stress is bad for you. So perhaps we can mitigate some of the

¹ Bergland, C. (2013, December 19). Why is the teen brain so vulnerable? Psychology Today. Retrieved from <https://www.psychologytoday.com/blog/the-athletes-way/201312/why-is-the-teen-brain-so-vulnerable>.

negative impacts of stress by shifting our mindsets to a more balanced view where we are not afraid of stress and we understand that we can handle the stress that is often a necessary part of life's challenges.

Opening Stress Busters

Each lesson includes a quick opening stress buster. These are easy techniques that can be used in stressful moments to alleviate anxiety or can be practiced regularly to contribute to a happy and healthy state of mind. Some tips for stress busters:

- Try them out with your students.
- Ask students to reflect on how they feel after practicing these techniques.
- Encourage students to use them outside of class.
- Ask students to share when they use stress busters each day.

Additional Resources

- Why Is the Teen Brain So Vulnerable?
<https://www.psychologytoday.com/blog/the-athletes-way/201312/why-is-the-teen-brain-so-vulnerable>
This article delves into the effects of stress on the teenage brain.
- How to Make Stress Your Friend
http://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend#t-4187
This 14-minute TED Talk by Kelly McGonigal, author of *The Upside of Stress*, explores how to healthfully confront stress and handle its positive elements.
- Kidshealth.org
Stress and Coping Center http://kidshealth.org/teen/centers/stress_center.html
Stress and Emotions http://kidshealth.org/teen/your_mind/emotions/stress.html
These two webpages include articles, videos, and strategies related to identifying and coping with stress.
- McGonigal, K. (2015). *The upside of stress*. New York, NY: Penguin Random House.
This book delves into the psychology of stress. Kelly McGonigal references stress research to highlight how stress can make people more resilient, brighter, and happier.
- American Psychological Association Help Center
<http://www.apa.org/helpcenter/stress-teens.aspx>
This page includes information and tips for handling stress.
- Community for Education Foundation. (2012). *Overcoming Obstacles Life Skills Program*. New York: Community for Education Foundation, Inc.
This is a great resource for educators who are teaching life skills to students.

Lesson 1: Identifying Stress

Standard

Students will:

- Identify and express feelings. (ASCA PS:A1.5)

Essential Questions

- What does stress look, sound, and feel like in myself and others?
- What are the most common things that stress me out?

Objectives

Students will be able to:

- Identify sources of stress in their lives.
- Identify behavioral and emotional signs of stress.

Assessment

- Think-Pair-Share: Ask students to turn to a neighbor and discuss the primary causes of stress in their lives. After identifying the most frequent causes, have pairs discuss what their stress feels like. As students are discussing, circulate to check for understanding.

Materials

- One sheet of drawing paper for each student
- Pencils/pens/markers
- A timer
- A "Stress Journal" (see end of lesson) for each student
 - The journal should consist of at least five printed pages stapled together

Instructions

Opening Stress Buster: Something Fun

1. Tell students to take a one-minute break to think about something fun they have coming up—a family event, time with friends, etc. Tell them to remain silent during this time. Set a timer for one minute and guide them with questions such as:
 - Think about who will be there. Think about what you will be doing. Where will you be? What will the place look like, smell like, sound like? How will you feel?
 - As you reach key points, write them down.

What is Stress?

1. Tell students that being in tune with their emotions is important for their well-being.
2. Inform your class that one of the most common feelings both adults and teenagers face is stress. Tell your students that stress is a feeling of emotional strain resulting from challenging or demanding

circumstances. Stress can occur when we feel powerless or out of control.

3. Tell students that different triggers can be stressful to many different people. Ask students to brainstorm triggers in their lives.
4. Inform students that when we encounter a potentially stressful situation, our body releases a hormone called cortisol. Ask students to raise their hands if they have ever heard of this hormone.
5. Tell students that cortisol, as well as other hormones, increases heart rate, respiratory rate, and blood pressure. Constant experiences of stress and abnormal levels of cortisol can affect our aggression, anxiety, ability to make decisions, and attentiveness. Ask students to place on thumb in the air if they feel more anxious or aggressive when they are stressed.
6. Inform students that teenagers physically respond to stress quicker than adults because the part of the brain that assesses challenging circumstances and manages the stress response (the prefrontal cortex) is not fully developed.

Identifying Stress

1. Remind students that we all experience stress differently. Lead a brief conversation using the following prompts:
 - When have you experienced stress in the past week?
 - What does stress look, feel, and sound like?
 - How do you know when you are experiencing stress?
2. Have students think about what stress feels like and then draw representations of stress. These could be pictures of what is happening to cause stress or representative symbols.
3. Next, have students choose a “feelings” word that describes their pictures of stress, label the location where the stress takes place, and write one or two words that tell what causes the stress.
4. Draw three columns on the board and label them “Feelings,” “Places,” and “Causes.”
 - Ask students to share the feelings words they wrote to describe their pictures. Record their responses under the “Feelings” column on the board.
 - Next, have them share words or phrases that represent places they feel stress. This could be a place in their bodies (shoulders) or an external location (the dentist office).
 - Finally, have them share words or phrases that represent the causes of their stress. This could include items such as situations (taking a test) or people (my little brother).
5. Have students make observations:
 - What are major sources of stress people have in common? Examples include:
 - o School: homework, tests, or grades.
 - o Parents: expectations for behavior and achievement.
 - o Friends and peers: pressures for behavior, relationships, and conformity.

6. Explain that many of these things are not inherently stressful, but that they become sources of stress because of how we perceive them. For example, tests may not be stressful in and of themselves but they can be if we do not feel prepared.
7. Have students reflect on their pictures and think about the behavioral signs of stress. How might their stress reflect on their outward appearance? What might they look like when they are stressed out? (Examples of responses include: hyperactivity, fidgeting, laughing or talking too loudly, becoming pushy and aggressive, or becoming very quiet and withdrawn.)
8. Direct students' attention to the "Feelings" list on the board and explain that emotional signs of stress cannot always be seen so easily. Challenge students to add more words to the list. It should reflect signs such as feeling angry, nervous, worried, afraid, troubled, pressured, tense, anxious, upset, powerless, frustrated, and so on. These are cues that a stressful situation is occurring. Once they recognize this, they can begin to deal with the stress, which will be covered in future lessons.

Stress Journal

1. Distribute the Stress Journal to each student. Review to ensure understanding.
2. Tell students that they should complete at least three journal entries between advocacy lessons. Remind students to bring their journals with them to every class, as you will use them as references for class and group discussions.

Reflection Questions

- What is one thing you learned today? How will you use this information?
- How did we listen to one another today? Can you give an appreciation to someone you saw practicing attentive listening?

My Stress Journal

Name: _____

Date	Cause of stress	What does your stress feel like?	How did you manage your stress?	Other notes

Lesson 2: Teens and Stress

Standards

Students will:

- Share knowledge. (ASCA A:A3.5)
- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students. (ASCA A:A3.2)

Essential Questions

- How much stress are teens across the country experiencing?
- How do teens cope with stress?

Objectives

Students will be able to:

- Explore national survey data related to teens and stress.
- Survey their peers about stress.
- Compare and contrast national data with class data.

Assessment

- Use student data presentations to assess whether objectives are being met.

Materials

- Students should have their Stress Journals with them
- A projected article about teens and stress. Suggestions include:
 - <http://www.usatoday.com/story/news/nation/2014/02/11/stress-teens-psychological/5266739/>
 - <http://www.pamf.org/teen/life/stress/whatstress.html>
 - <https://www.teenhelp.com/stress-anxiety/teen-stress-statistics/>
- Student computers
- Supplies to draw a table or graph (i.e., paper, poster board, pencils, markers, etc.)

Instructions

Opening Stress Buster: Tighten and Release

1. Tell students to take a breath in and tighten every muscle in their body—eyes, mouth, jaw, shoulders, fists, stomach, legs, toes—and hold that tension for 15 seconds. Then with an exhale or a sigh, let everything relax and feel the tension melting away. Repeat three more times.
2. Have students pair with someone who they trust. Give students five minutes to discuss the Feelings column in their stress journals. Ask students to discuss whether stress always feels the same.

Teens' Experiences with Stress

1. Start by popcorn reading an article or graphic about the stress experienced by teens (see suggestions in the Materials section). Stop to reflect on the information as you read.
2. Split students into five groups using the strategy Stand Up If, asking students to stand up if the following statements apply to them. (Note: Send students off in groups as they stand up to the same statement, split them into smaller groups if too many people stand up, and add another statement if not enough people stand up.)
 - Stand up if you worry about school assignments before you go to sleep.
 - Stand up if you think about difficult situations at home during school.
 - Stand up if you use a healthy coping mechanism to manage your stress.
 - Stand up if you feel hot and/or restless when you are stressed.
 - Stand up if your family causes you stress.
3. Assign each of the five groups a following topic:
 - How Much Stress?
 - How Stress Affects Teens
 - Stress in Girls vs. Stress in Boys (1)
 - Stress in Girls vs. Stress in Boys (2)
 - How Teens Manage Stress
4. Ask each group to begin by reviewing on student computers the article you read as a class. Guide students to conduct further research on their topic if they need more information. Ask each group to write a paragraph to explain their findings in their own words to the whole class. Have them share those paragraphs with the class.
5. Then, have each group write 3–4 questions to collect similar data from their class. (For example: do you play sports or exercise to cope with your stress?) Walk around and help each group frame its questions. Make sure every group member has a copy of the questions.
6. Set up a puzzle interview. To do this, the whole class must form new groups so that at least one individual from each group is represented. The easiest way to do this is to give each group member a letter, and then create a table for all As, all Bs, etc.
7. Once groups are formed, have students ask group members their questions and record the results.
8. Once all interviews are conducted, ask the original groups to come back together to analyze the data. Advise students to form a table or a chart.
9. Have each group present its data to the class and explain how the data is similar to and different from the national survey data.
10. Remind students to complete at least three journal entries before next class.

Reflection Questions

- How is our class's experience of stress similar to teens across the country? How is it different?
- How does examining national data affect your perspective on stress?



Lesson 3: Putting Stress to Rest

Standard

Students will:

- Develop effective coping skills for dealing with problems. (ASCA PS:B1.4)

Essential Questions

- What is the difference between preventing stress and coping with stress?
- How can I better set myself up to avoid negative stressful situations?

Objective

Students will be able to:

- Identify and practice methods for preventing and coping with stress.

Assessment

- Compare and Contrast: Have students compare and contrast two coping mechanisms that they plan to use in their lives. Ask students why, how, and where they are effective.

Materials

- Students should have their stress journals
- A video about the stressors in the lives of teens. Suggestions include:
 - “What Stresses Out High School Students?” (0:00–1:59)
<https://www.youtube.com/watch?v=V7u7VyQv0VQ>
 - “Stress” (0:00–2:21) (Note: This video requires an updated Flash player)
<http://kidshealth.org/en/teens/life-vd.html#cat20863>
- A video about how body language can influence state of mind. Suggestions include:
 - “Simple Body Language Hacks for Better Mood and Energy” (0:00–1:45)
<https://www.youtube.com/watch?v=7qE5ZQatdgU>
 - “Your Body Language Shapes Who You Are” (10:00–12:34)
http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are#t-743540

Instructions

Opening Stress Buster: Be Grateful

1. A regular gratitude practice can help you feel happier and more at peace with your life. Think quietly about three things you are thankful for in your life. This can be anything from pizza to your best friend. When you identify that, think about why you are so thankful for each.
2. Ask students to partner with someone who is wearing a similarly colored shirt as them. Ask students to take five minutes to brainstorm how expressing gratitude could have reduced the stress levels documented in their journal.

Preventing Stress

1. Watch a video about teens and stress (see suggestions in the Materials section).
2. Discuss with questions such as:
 - What stresses out the teens in this video?
 - Do you relate to any of the stressors they mention?
3. How could the teens handle their stress in this video? How do you handle your stress?
4. Have students brainstorm general wellness strategies that prevent stress from taking a toll on their minds and bodies. These are things that you do to make sure you don't get stressed out. Compile a list on the board. Students may reference the following:
 - Eating well
 - Getting enough sleep
 - Exercising
 - Staying organized and prepared
 - Surrounding yourself with people who you trust
 - Making time for your favorite hobbies and developing new hobbies
 - Planning ahead for situations you know can be stressful like exams or big projects
5. Despite our best efforts to avoid it, sometimes we experience stressful situations and need strategies for handling stress. Ask students to brainstorm relaxation techniques that can help them gain control of themselves in stressful situations. Ideas could include:
 - Count slowly backward from five
 - Take three deep breaths as you bend over to tie a shoe or pull up a sock
 - Stretch
 - Talk about the situation with someone you trust and ask for advice
 - Make an action plan to avoid that type of stress in the future
 - Write in a journal
6. After the brainstorm, ask students to watch a video about the power of body language (see suggestions in the Materials section). Ask students to explain how this video can empower us to manage our own emotions and mindsets.
7. Practice two of the "handling stress" techniques together as a class and ask students to reflect on how they feel afterward.
8. Remind students that stress comes from our reactions to a situation, not from the situation itself. Therefore, we should always recognize stressful situations and be prepared to deal with them.
9. Close with the assessment and reflection questions.

Reflection Questions

- How often do you experience stress in your life?
- Which of the techniques we discussed for preventing stress is most relevant to you this week? How will you remind yourself to do it?
- Which of the techniques we discussed for handling stress is most relevant to you this week? How will you remind yourself to use it?

Lesson 4: Exercise the Stress Away

Standard

Students will:

- Develop effective coping skills for dealing with problems. (ASCA PS:B1.4)

Essential Questions

- How does exercise impact stress?
- What is the biological basis of the interaction between exercise and mood or feelings?

Objectives

Students will be able to:

- Explain the role exercise plays in managing stress.
- Practice a few yoga postures as an example of a stress reliever.

Assessment

- Use the reflection questions below as an assessment.

Materials

- Students should have their stress journals with them
- Projector ready to display an accompanying image (via Google or Bing images) for each yoga pose (see Instructions)
- Exercise and Stress Facts (see end of lesson) cut into strips and crumpled into little balls

Instructions

Opening Stress Buster: Smile!

1. Smiling (even if for no real reason) has been scientifically proven to improve your mood. So, smile! Do not just turn up the corners of your mouth, but make sure that your whole face is smiling. Feel those eyes crinkle!
2. Now laugh! Perhaps stand in a circle and have everyone pass the laugh around the circle. What may start out as a forced laugh becomes authentic once you are surrounded by laughter!
3. Ask students to partner with someone in the room about whom they know little. Using their journals, have students review how they managed their stress this past week. Give students five minutes.

Exercise!

1. Invite students to stand in a circle.
2. Crumple up each of the exercise and stress fact strips (see end of lesson) and throw them into the center of the circle.

3. Have students grab facts until they are gone and go around the circle reading facts out loud and reflecting:
 - Does this fact surprise you?
 - How can you use this in your life?
4. Explain that today we are going to practice yoga as one exercise that has been shown to decrease stress. Spread out and have fun!
5. Basic yoga poses. Have students practice each of the following poses, holding each for 10 breaths (inhale and exhale).

Tadasana (mountain pose) – Stand up tall with feet and legs together or slightly apart and arms at your sides.

Standing forward bend – Separate your feet hip distance apart. Bend over while keeping your back very straight. Rest your hands on your thighs, ankles, the ground, or wherever you can reach.

Crescent lunge – Step your right foot forward while bending your knee at a 90o angle. Keep your left leg straight behind you and balance on the ball of your left foot. Switch sides.

Tree pose – Stand with your feet together and hands on your hips. Start to balance all of your weight on your left foot, lifting your right foot up to rest on your inner thigh or calf (NOT ON YOUR KNEE). Focus on one point to help you balance. If you feel balanced, raise your arms up to the sky. Switch sides.

6. Guide students in reflecting on how they feel after doing the poses.

Reflection Questions

- Do you think you exercise enough to prevent stress?
- Have you ever had the experience of feeling anxious or stressed out and then feeling better after exercising?

Exercise and Stress Facts

Increase in Endorphins. Endorphins are neurotransmitters that make you feel good. Physical activity increases endorphins, which makes you feel really good afterward! People can experience this rush of happiness after such things like a run, a hike, or a soccer game.

Mood Helper. Exercise has been found to decrease symptoms associated with anxiety and depression.

Exercise and Sleep. Because exercise reduces anxiety, physical activity can also improve peoples' sleeping habits. With more sleep, you will have a better mastery over your life and body.

Moving Meditation. By concentrating on one's physical activity and body motion, people oftentimes become calmer, forgetting their irritations or stressors. Through football practice, a basketball game, or some other kind of physical exercise, people can refocus their attention on a specific task. The happiness and energy experienced after your physical activity can help you manage your stress and agitation.

Concentration. Stress can affect our ability to concentrate. Studies show that physical activity can increase our cognitive abilities and improve our concentration. Even if we do have stressors in our lives, physical activity can act as a special tool to ensure we are alert and ready in school, work, and life.

Self-Esteem. Physical activity has been found to increase self-esteem!

Lesson 5: When Stress Is Serious

Standard

Students will:

- Demonstrate when, where, and how to seek help for solving problems and making decisions. (ASCA PS:B1.5)

Essential Questions

- How do I distinguish everyday stress from serious concerns?
- Where can I go for help if I think my or my friend's stress is more than everyday stress?

Objective

Students will be able to:

- To understand the difference between daily stress and serious mental health issues that need to be addressed.

Assessment

- Exit Ticket. Have each student write down answers to the following questions independently with their names on the paper: Do you think you or someone you care about is experiencing any form of serious stress in their life right now? Who will you ask for help? (Note: Make sure to follow up with resources for students who express a need for help.) Teachers should be letting guidance counselors know that this exit ticket is happening, and that she will be sending students to counselor who ask for it.

Materials

- Students should have their stress journals
- Projected article elaborating upon the different types of experienced stress. Suggestions include:
 - http://kidshealth.org/teen/stress_coping_center/serious_stress/serious_stress.html#
 - <https://www.kidsmatter.edu.au/health-and-community/enewsletter/how-kids-experience-stress>

Instructions

1. Begin the class by having students re-pair with the first individual they met with to discuss their stress journals. Asks students to take five minutes to compare and contrast their entries from the beginning of their journal with those toward the end. Have students assess how their stress management techniques have evolved.
2. Read an article about stress (see suggestions in the Materials section) together stopping to discuss the article as you read.

3. Have students come up with a list of stressful situations and then categorize them into the three categories: 1) common stress, 2) challenging life situations, and 3) serious stress. Below are some ideas to add to the list:
 - Final exams are coming up (1)
 - You often feel like you can't breathe because you are so worried (3)
 - Your parents are getting a divorce (2)
 - You don't feel safe in your own home (3)
 - You and your significant other broke up (2)
 - You are thinking about ending your life (3)
 - You are drinking a lot to stop thinking about what's bothering you (3)
 - You have a big basketball game this afternoon (1)
 - You got in a fight with your mom this morning (1)
 - Your uncle passed away (2)

4. Underscore the following:
 - Everyday stress or difficult life situations can become serious stress if you don't know how to cope with your feelings.
 - If you or someone you know is experiencing serious stress, you should encourage that person to seek help.
 - Discuss how to get help. Ask students for ideas for who they can talk to (e.g., parents, teachers, administrators, mentors, school mental health staff, other school staff, etc.).
 - Review how to access mental health support at your school. Who are the mental health professionals? How can you find them and set up time to speak with them?

5. Close with assessment and reflection questions.

Reflection Questions

- What are some key indicators that stress is serious?
- How can coping techniques help prevent everyday stress from becoming serious stress?

PROJECT: Student Stress Help

In this project, students will use their acquired knowledge about stress management to develop a brochure for their peers. Students will work together to develop an informative, creative, and professional product. Groups will then present their work to classmates and invited guests.

Standards

Students will:

- Develop effective coping skills for dealing with problems. (PS:B1.4)
- Learn to work cooperatively with others as a member of a team. (ASCA C:C2.3)
- Share knowledge. (ASCA A:A3.5)

Objectives

Students will be able to:

- Communicate at least five effective stress management strategies.
- Develop an effective and professional presentation on a stress management topic of their choice.

Materials

- Student computers for research and brochure development
- A printer
- Printout or examples of brochures or other informative materials as reference points for students (optional)
- Other materials students may need for their brochures, such as:
 - Construction paper and poster board
 - Staplers, tape, and glue
 - Scissors
 - Crayons, markers, and colored pencils
 - Rulers
- Enough presentation rubrics (see end of lesson) for students and judges
- Rewards, such as candy or stickers, for the acknowledged groups

Instructions

Note: This project should take between two and four class periods.

Introducing the Project

1. Lead a discussion to refresh students' memories about the content learned throughout this unit. Prompts include:
 - What is stress? How can it affect us?
 - Do your friends outside the classroom experience stress? If so, do you think they handle their stress well?
 - If you had one piece of advice to help other students with their stress, what would it be?

2. Tell students that they will be working in groups to complete a student-oriented brochure to inform peers about stress management tips. Ensure that students understand what a brochure is by asking them the following questions:
 - What are some common characteristics of brochures? (Write these on the board.)
 - How can visuals make a brochure more appealing? (Distribute brochure examples if you have them.)
 - How can you incorporate visuals in to your brochure?
 - What tools can you use to make a brochure (e.g., Microsoft Word, posters, and construction paper)?
3. Inform students that they are responsible for both creating a brochure and presenting the content within the brochure. Tell students that their presentations will be judged by yourself and invited guests. (Note: Invite school administrators, guidance counselors, nurses, and mental health professionals to participate as judges and/or guests.) Inform students that their work will be judged on the professionalism of the brochure, the brochure content, the presentation, the group's teamwork, and the timeliness of the presentation.

Understanding the Project

1. Divide the class into four groups based on their favorite stress remedy: playing sports, meditating, listening to music, or spending time with friends.
2. Distribute one project rubric (see end of lesson) to each student. Review the rubric together to ensure understanding.
3. Lead a discussion about how to make the presentation interesting to their classmates, fellow students, and invited guests. (Note: Consider having students act out their recommended stress management strategies.)
4. Re-emphasize the expectation that all group members will play active roles in this project.

Completing the Project

1. Give students one or two class periods to plan, research, draft, and edit their brochures. Walk around the room to ensure that students are on the right track.
2. Encourage students to spend a lengthy period of time rehearsing their project. Remind students that they will be using and displaying their brochure throughout the presentation.

Presenting

1. Allocate one class period for presentations.
2. Introduce invited guests. Distribute a rubric (see end of lesson) to each judge.
3. After all students have presented, ask groups to place their brochures on various desks. Have groups take closer looks at their peers' work. As students are reviewing each other's work, tally all of the rubrics.

4. After all scores have been tallied, bring the class back together. Ask judges to make observations about the students' work. Have judges announce the groups that achieved the highest scores in each of the following areas: brochure content, brochure presentation, brochure professionalism, and teamwork. Hand each of the recognized groups stickers and/or candy.
5. Applaud your students for their hard work throughout the unit.

Extension or Variation

- Print out or make copies of student brochures to be placed in various rooms throughout the school (e.g., nurse's office, classrooms, cafeteria, or counselor's office).



Student Stress Help

Members of Group: _____

	3	2	1
Brochure Content	The brochure included both a picture and description for at least five stress management strategies. The brochure also includes: <ul style="list-style-type: none"> • A title • The names of group members 	The brochure included both a picture and description for three or four stress management strategies. The brochure also includes: <ul style="list-style-type: none"> • A title • The names of the group members 	The brochure included both a picture and description for one or two stress management strategies. The brochure also includes: <ul style="list-style-type: none"> • A title • The names of group members
Brochure Presentation	The presentation included an introduction about the importance of stress management. The presentation of the brochure was professional, interesting, and well-rehearsed.	The presentation included an introduction about the importance of stress management. The presentation of the brochure was two of the following: professional, interesting, and/or well-rehearsed.	The group needed to further develop the quality of the introduction. The group could have used more time to rehearse and to improve the professionalism of the presentation.
Brochure Professionalism	The brochure: <ul style="list-style-type: none"> • Was creative • Included a readable font • Included a good balance of text and visuals • Was edited 	Three of the following applied. The brochure: <ul style="list-style-type: none"> • Was creative • Included a readable font • Included a good balance of text and visuals • Was edited 	Two or fewer of the following applied. The brochure: <ul style="list-style-type: none"> • Was creative • Included a readable font • Included a good balance of text and visuals • Was edited
Teamwork	All team members worked together to prepare the brochure and to present.	All but one team member worked together prepare the brochure and to present.	The group exhibited little teamwork.
Length	The presentation was between four and six minutes.	The presentation was shorter or longer than 4–6 minutes by 1–2 minutes.	The presentation was significantly outside the 4–6 minute time frame.

Comments:

Total Points: _____