
Curriculum Connections

This topic addresses expectation D2.5 of the Health and Physical Education Curriculum (Healthy Living, Human Growth and Sexual Health). See Appendix B.

We Experience

Ask students to reflect on the three scenarios they encountered in Topic 5 (pages 74 – 75). Invite students to consider the emotional and/or relationship stresses that the individuals in each scenario might be feeling.

We Discover

Review the three scenarios together, reminding students that stress is a normal part of development. You might ask students:

- How is Hannah’s situation stressful? (peer pressure, need for belonging) What might Hannah do to manage that stress? (pray for guidance and strength to make the right decision; talk with a trusted adult)
 - Lucy was teased and felt miserable and even more self-conscious. These feelings also caused stress for Lucy. How could she manage those feelings? (pray for strength and support to manage her feelings; reflect in a journal; talk to parents and other trusted adults)
 - How was Mike feeling stress? (concern for his mother’s feelings) How is Mike managing his stressful feelings? (making plans; talking to his dad)
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We Respond

As we grow and develop, we learn to become aware of the signs of stress in our lives. You might ask students:

- What are some of the ways we react to stress physically? (weight gain or loss by changes in our eating patterns; hair loss; excessive perspiration; increased breathing; heart racing)
- What are some of the ways we react to stress emotionally? (difficulty falling/staying asleep; withdrawing from people or activities we otherwise enjoy; increased emotional responses like anger or sadness; difficulty maintaining concentration)
- What are some of the ways we can manage stress? (prayer; physical activity; deep breathing exercises; write our feelings in a journal; talk to parents/family, a trusted friend or other adult; talk to our priest)