

# Stress Buster Project Directions

Stress can help fuel us along and achieve our goals, but if we're not looking at it the right way, it can impact us negatively and hold us back. To prevent that from happening, it's important to take breaks by doing something you enjoy!

- Compile a list of stress busters that you already know about - things we've done in class, or things you do on your own. What works for you? What doesn't?
- Now.... Start adding **new** stress busters to your list. You can research on the Internet, in magazines, or from other people you know. Believe it or not, your parents and teachers experience stress sometimes too!
- **HOMEWORK**- talk to your parents about healthy ways to handle stress. Find out what they do. Tell them about some of the stress busters you have learned about.
- Then identify your top **4-5 stress busters**
- **STRESSBUSTER VIDEO!**  
Now you are going to think about how you want to share your favorite stress busters with others in a video.
- This is your mission:
  1. First create an **outline** (make sure you write dialogue so you can practice what you're going to say before you begin filming!) Your video will consist of three parts and should be **2-3 minutes** long:
    - i. **-INTRO:** Create an **introduction** for your video-talk about stress and get the audience prepped for what they're going to learn about in your stress buster video
    - ii. **-EXPLANATION:** Come up with ideas on how you're going to **explain** to people **4-5 stress busters** you use. Remember to use props, media, text, etc. to help get your message across! **Be creative and have fun!**
    - iii. **-CONCLUSION:** Finally, you're going to create a **conclusion**, reminding your audience of the **4-5 stress busters** you use and encourage the audience to try the stress busters out too!
  2. **COLLECT PROPS!** Gather any materials that are going help the audience better understand your stress busters.
  3. **BEGIN FILMING:** start filming your Stress buster Video
  4. **EDITING:** Begin editing your video, adding images, text and music to ensure the audience's eyes will be glued to the screen when you show your Stress buster video!
  5. **SHOWCASE** your awesome to the class!

**Have fun with this project!!!!**

Group Names:

Hour:

## Stress Buster Project

Standards	Beginning (3)	Approaching (6)	Meeting (9)	Exceeding! (12)
Stress Breakers & Explanations	<ul style="list-style-type: none"> <li>*Video lacked a sequence and flow and could not be easily followed by the viewer.</li> <li>*The stress busters lacked explanation and needed more detail.</li> <li>*Some stress busters could be considered unhealthy skills and should be looked at again.</li> <li>*The viewer got very little idea of who you are and how you handle stress.</li> </ul>	<ul style="list-style-type: none"> <li>* Video followed a sequence, but was missing key information needed to help the audience understand the stress busters clearly.</li> <li>*Less than 4 stress busters were included and/or had little variety</li> <li>*Video lacks personal voice and gives the audience a limited idea of what you would do to handle stress.</li> </ul>	<ul style="list-style-type: none"> <li>* Video followed a sequence, but was missing key information needed to help the audience understand the stress busters clearly.</li> <li>*Less than 4 stress busters were included and/or had little variety</li> <li>*Video lacks personal voice and gives the audience a limited idea of what you would do to handle stress.</li> </ul>	<p><b>In addition to the meeting criteria:</b></p> <ul style="list-style-type: none"> <li>*All of the descriptions were memorable and inspiring enough to make the audience want to try out the stress busters on their own.</li> <li>*You brought something new to the table, giving the audience some different healthy coping skills to try</li> </ul>
Video Production & Editing	<ul style="list-style-type: none"> <li>*Video was not edited or incomplete.</li> <li>*Props were not used to help describe stress busters.</li> <li>*Very little me</li> </ul>	<ul style="list-style-type: none"> <li>*Video needed more editing to help support the message.</li> <li>*Limited props were used to help explain the stress busters.</li> <li>*Additional media was needed to keep the audience's attention throughout.</li> <li>*More text could have helped the message stick.</li> </ul>	<ul style="list-style-type: none"> <li>* Video is well produced and edited.</li> <li>*A variety of props were used to help support the explanation of your stress buster.</li> <li>*Additional media was used to keep the audience's attention throughout.</li> <li>*Text was used in an effective way to make your message stick.</li> </ul>	<p><b>In addition to the meeting criteria:</b></p> <p>Wow! You obviously took the time to make this super shiny.</p> <p>It was well edited, super inspiring, and even Berna would be jealous.</p>
Integrity & Attitude	<p>Was often negative and disruptive in the classroom learning environment and during work time.</p>	<p>At times was negative or disruptive during class and towards others.</p>	<p>Displayed a positive attitude toward learning. Respected classroom and others.</p>	<p>Passionate about health. Always displayed a positive attitude toward learning and is a trusted, caring leader.</p>
Active Learning/ Effort	<p>Project/assignment incomplete. Rarely participated in discussions. Often needed reminders to stay on task.</p>	<p>Work is lacking in effort. Inconsistent participant in class discussions. Often needed reminders to stay on task.</p>	<p>Worked hard to complete projects/assignments with a great effort. Consistently participated in discussions. Independent worker.</p>	<p>Exhibits pride in going well beyond requirements. Leads by example and inspired others during discussions with thought provoking ideas</p>

Total Points:

/48