

Gotta Get It

EDUCATOR COMPANION GUIDE

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Mental health education for a new generation

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FROM THE PRODUCER

Dear Educators,

Glow media films are intended to destigmatize challenges that can make teens feel isolated and worry that they are different from their peers. When the adolescents in the films struggle, students viewing the films will feel less alone, less stigmatized by their own issues. The teens in the film model what it is like to confide in friends about a problem, and to seek advice from a parent/guardian, a coach, or a school counselor. Our films emphasize the importance of getting support and learning coping strategies. Through our educational series, schools can present our films and start discussions, raising the chances that young people will feel valued and empowered despite the challenges they face.

Gotta Get It aims to reach students on their level. With contemporary music and modern situations, the film follows three high school students from different racial, ethnic and class backgrounds as they navigate a typical week in a U.S. high school. In this film, we see the main character grapple with stress and anxiety. He seeks help from his soccer coach, who also serves as the school social worker.

Students watching ***Gotta Get It*** will learn that struggling with stress is not uncommon among adolescents and can sometimes lead to anxiety if left untreated. Not only will this help students to cope with their own challenges, but should heighten their sensitivity and empathy to other students who may be struggling. Classroom discussions of the film can help to teach tolerance, build community, and increase trust between students.

This guide includes preparatory and resource materials for before, during, and after viewing the film. A synopsis of the film is included for your use. As part of your school's Health curriculum, the film should, ideally, be viewed in two 45-min. class periods. The lesson plan adheres to Common Core Standards as well as ASCA Mindsets and Behaviors for Student Success. To achieve the greatest benefits from the film, the information in the Parent/Guardian Companion Guide should be sent to parents/guardians along with a letter about the screening of the film so that discussion may continue in the home in addition to the classroom.

Sincerely,

Trish Glowacki
Executive Producer
This is Me
Publish Date, August 2, 2017

EPISODE SYNOPSIS

A teenage boy's typical day at school and home

Brandon strives for perfection. After an intense day at school and on the soccer field, Brandon sits at the kitchen table doing homework. As Brandon's mother tries to encourage him, describing her dreams for his future, Brandon experiences his mother's good intentions as additional pressure to succeed. Will Brandon be able to handle all of this pressure? Is Brandon grappling with something beyond ordinary performance anxiety?

LESSON OVERVIEW

Grade Levels: Secondary, 6-12

Lesson Duration: To be completed over two 45 min. class periods

Standards:

| | | |
|---|--|--|
| <p>Common Core Standards</p> | <p>English Language Arts Standards Comprehension and Collaboration:</p> <p>CCSS.ELA-LITERACY.SL.6.1 CCSS.ELA-LITERACY.SL.7.1 CCSS.ELA-LITERACY.SL.8.1 CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.SL.11-12.1</p> | <p><i>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p> |
| <p>ASCA Mindsets & Behaviors for Student Success</p> | <p>K-12 College- and Career-Readiness Standards for Every Student Category 1: Mindset Standards</p> | <p><i>School counselors encourage the following mindsets for all students:</i></p> <ul style="list-style-type: none"> • <i>Self-confidence in ability to succeed</i> • <i>Identify long- and short-term academic, career and social/emotional goals.</i> |
| | <p>K-12 College- and Career-Readiness Standards for Every Student Category 2: Behavior Standards</p> | <ul style="list-style-type: none"> • <i>Use effective collaboration and cooperation skills</i> • <i>Use effective oral and written communication skills and listening skills.</i> • <i>Demonstrate empathy</i> • <i>Demonstrate advocacy skills and ability to assert self, when necessary</i> |

Objectives

- 1) Students will be able to discuss issues surrounding stress and anxiety.
- 2) SWBAT demonstrate organizational skills by completing the Executive Functioning Matrix.

Essential Questions

- 1) What are some of the warning signs of too much stress?
- 2) What are some new tools and strategies you can implement to stay on top of your assignments and responsibilities?

Materials

- Episode #3 ***“Gotta Get It”***
- Student Packet
- Guiding Questions worksheet (provided in packet)
- Planning Matrix (provided in packet)

INSTRUCTIONAL PROCEDURES

1. Launching the Lesson (Day 1)
 - Introduce the topics of Episode #3 **“Gotta Get It”**:
 - Pressure to perform, to get good grades
 - Stress
 - Anxiety
 - Activate prior knowledge by asking students if they are familiar with these ideas/terms. Lead a brief pre-viewing discussion on these ideas.
 - Watch Episode #3 **“Gotta Get It”**
2. Student Engagement Part I (Day 1)
 - Pass out **Student Packet** to each student.
 - Have students read through each **Guiding Question** – either independently or out loud in a group; ensure each student is familiar with the questions so they may successfully take notes while viewing the episode a second time.
 - Re-watch Episode #3 **“Gotta Get It”**
 - While viewing the Episode, students should fill out the **Guiding Questions** worksheet – taking notes to support thoughtful post-viewing discourse.
 - Lead students in a post-viewing discussion, using their Guiding Questions worksheet as a tool to facilitate discussion.
3. Student Engagement Part II (Day 2)
 - Introduce the **Planning Matrix** – An Organizational Tool students should implement in their own lives to support executive functioning and organizational skills.
 - Explain each quadrant. Remind students that they’ll need to be able to demonstrate discernment when it comes to where activities and assignments belong (you will model this throughout the process).
 - You may need to dive deeper in to this concept should students require specific assistance.
 - Tell students that many adult professionals use a matrix like this at work.
 - Explicitly tell students that this is a tool to help them organize their lives; this will help reduce stress and anxiety.
 - Lead students in a brainstorming session – students should list all of the things on their agenda: any and all responsibilities at the moment, assignments to complete, things about which they worry, etc...
 - Model: create your own list
 - Guide students in completing the Matrix, placing each item in the most suitable quadrant.
 - Model: demonstrate taking items from your list and placing them in the appropriate quadrant. Explain your thinking as you complete a few examples.

4. Closing (Day 2)

- Sharing
 - Allow a few student volunteers to share their Matrix.
 - Do not force students to share; take volunteers.
- Reflection
 - End the class by asking students to share their reactions to the episode and class activities:
 - Did you enjoy the video? What questions, thoughts and/or ideas came to mind while viewing and reflecting on the video?
 - When you're feeling overwhelmed, what are some new tools and strategies you can implement to stay on top of your assignments and responsibilities?

GUIDING QUESTIONS

Reproducible worksheet

Read through these questions and prompts.

While watching the episode a second time, respond to the questions and prompts below:

1. When Brandon begins to open up to his mom about how he is feeling, she tells him her dreams about what he will achieve in life.
 - Why do you think his mom lists the many good things about her son and what he will achieve?

 - Why do you think this ends up being upsetting to Brandon?

 - Do you think all of the pressure on Brandon comes from his parents? What do you notice about Brandon's own desire to be successful?

2. At night, Brandon has very vivid dreams stemming from his conversation with his mother.
 - We see his thoughts race from the future, to soccer, to the SATs; he starts to panic. Have you ever felt like Brandon?

GUIDING QUESTIONS PAGE 2

3. At what point does Brandon's experience of stress become anxiety? What do his friends observe when he becomes anxious.

4. Brandon decides to talk with his coach, who says, "Don't be hard on yourself. Anxiety and stress is really common among adolescents. You're growing and changing and you're figuring out who you are. And on top of that you have all these pressures: school, sports, college applications, peer pressure, family."
- Brandon opens up about how his parents have such high hopes for him – How do you think talking about what's going on helped Brandon cope with all of the stressors in his life?

PLANNING MATRIX

Reproducible worksheet

This Organizational Tool will help you identify what needs to take priority in your brain and allow you to focus on one thing at a time.

Using the chart below categorize your current duties, assignments, activities, responsibilities, etc...

| <i>Urgent & Important</i> | <i>Urgent but Not Important</i> |
|--|--|
| <p>DO: Do it now!</p> | <p>DELEGATE: who can help?</p> |
| <i>Not Urgent & but Important</i> | <i>Not Urgent & Not Important</i> |
| <p>DECIDE: Schedule a time to do it</p> | <p>DELETE: don't worry about it</p> |

EXTENSION ACTIVITIES & CROSS-CURRICULAR CONNECTIONS

English, The Arts & Humanities

Write a persuasive essay to parents of high school students outlining the many pressures of high school, the various challenges facing high school students, and the struggle of time-management and priorities.

Music

The opening song exhibits the internal struggle of Brandon:

*It's all, it's all
In your head
(Repeat 4x)*

*Pressure building, nothing's yielding
Momma wants to help me make the grade
Shining brightest, running fastest, never failing
That's not how I'm made*

*It's all, it's all,
In your head
(Repeat 4x)*

Write a second verse about the pressures facing young people; this could be autobiographical or fiction.

Chronic Stress Can Cause Long-term Health Issues Including Anxiety and Stress

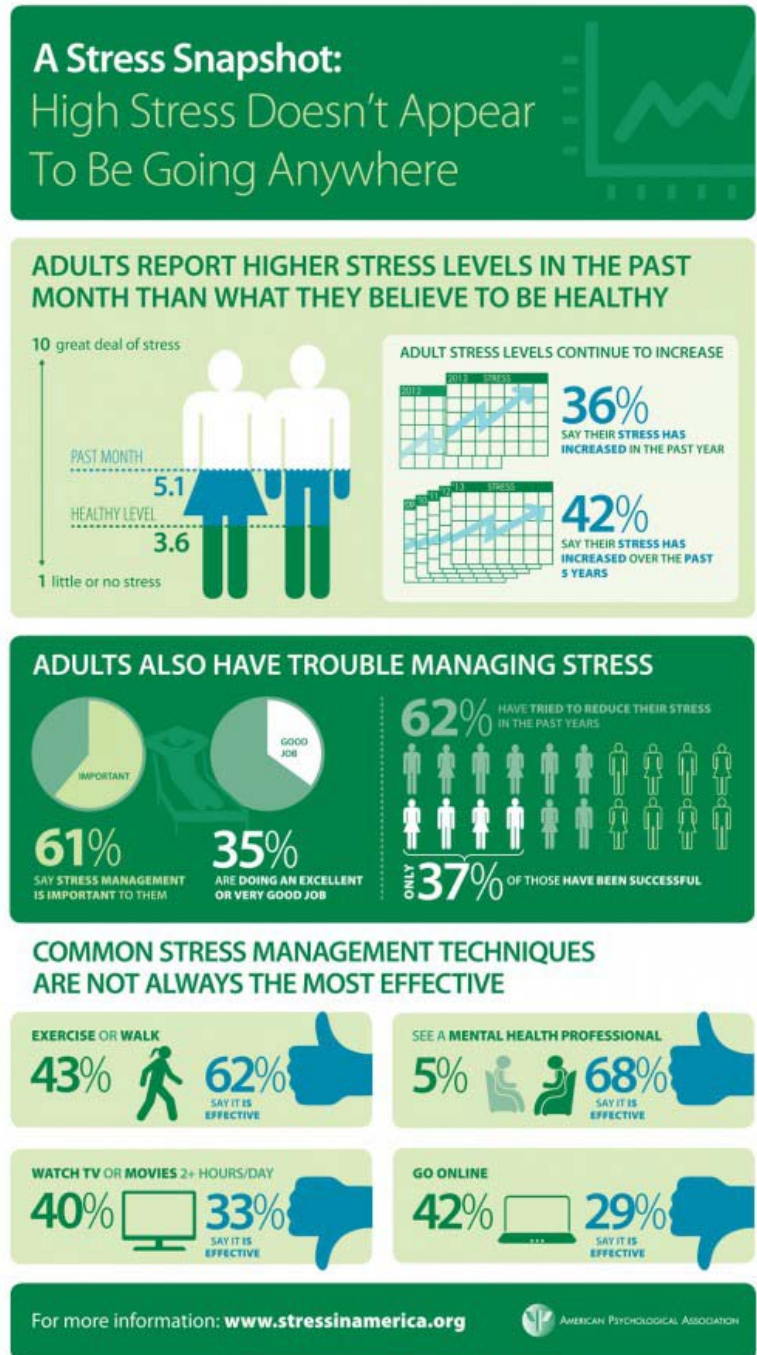
U.S. Navy Bureau of Medicine and Surgery Blog Article

“Stress is simply your body’s reaction to a stimulus and it is present in our everyday lives. The stimulus can be an event that is either good or bad; it can be real or perceived; and it can range in severity from mild to major or even traumatic. Stress is so prevalent in our society that according to an American Psychological Association survey, about one-fourth of Americans rate their stress level as 8 or more on a 10-point scale.

Stress can affect your health, thoughts, emotions, sleep, diet, and behavior even though you may not realize it. These affects are caused by your body’s own hormones such as adrenaline and cortisol. An acute stress that is mild and of short duration can be beneficial. This is part of the “fight or flight” response in which you tend to be more alert and active during this time. However, long lasting stress is called chronic stress. Chronic stress can cause long term health problems such as high blood pressure, heart disease, weight control issues, sleep disruption, depression, anxiety, and decreased immune system function to name just a few.

The effects of stress on your body build up slowly over time. Because these changes are subtle, you may not even notice they are occurring. You may even think you are “off” or your symptoms are due to an illness. The National Institute of Mental Health offers these tips that may help you cope with stress.”

**By Cmdr. John Brooks, M.D.,
Lovell Federal Health Care Center**



RESOURCE MATERIALS, LINKS & INFO



<https://www.nimh.nih.gov/health/publications/stress/index.shtml>

<https://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml>



- National Suicide Prevention Lifeline
 - 1-800-273-8255 (24/7) Press 1 for Veterans line

FEEDBACK

We strive to create programming that supports educators in the classroom. We encourage you to share your feedback with us so that we can continue to offer effective curriculum companion guides for our films.

Name

Email/Phone

School/Organization

Date(s) of Lesson(s)

Number of Students

What worked well when implementing the lesson plan?

What would you change about the lesson plan?

Please return this page to the address below: