



Learn with TVO

www.tvo.org/learnwithtvo

XS Stress: Teens Take Control

Duration:

28 minutes for the NFB video XS Stress: Teens Take Control
VOX Talk duration

Program Description:

Meet Sarah, the punk rocker with heart, smarts and more tattoos than you can count – they hide the scars. Say hi to Jarrel. At school everyone calls him “faggot” – until he fights back. And here’s Kira, the “bad kid” who always acts out – it turns out she had dyslexia and nobody knew it. These three youths tell their stories in XS Stress: Teens Take Control — an essential guide to staying afloat while navigating the choppy waters of adolescence. Performing artist Kyra Shaughnessy provides running commentary, with a diverse chorus of young voices telling it like it is. XS Stress is an insightful report from today's youth. It’s powerful and real. It’s teens taking control.

VOX Talk Panel Discussion description

Background Information:

BPN: 454941

XS STRESS: Teens Take Control is a front-line report from today’s teens and an essential guide to staying afloat while navigating the choppy waters of adolescence. This new, half-hour NFB documentary premieres on TVO as a VOX special on Sunday, February 6 at 7 pm, followed by a discussion with adults and youth, including some of the participants in the film.

XS STRESS is the product of a unique collaboration between independent filmmaker Patricia Kearns, who brings a strong sense of community to her

Do you have a lesson plan to share or would you like to see additional online materials and activities that may be available for this and other TVO resources?

Please visit Learn with TVO at www.tvo.org/learnwithtvo or contact lfernandes@tvontario.org

members
make it happen

TVOntario





www.tvo.org/learnwithtvo

work, the film's subjects and a 7-member youth advisory council made up of Montrealers between the ages of 14 and 18. Throughout the making of the film, they had input in the film's content and form, making sure it hit the mark and spoke directly to teens.

Adolescence is a time when youth undergo big changes and assume new responsibilities, juggling school, family and friends. Throw in work, dating, exams, racist remarks and extracurricular activities — and it's no wonder teens get knocked off balance.

Sarah is a punk rocker with a big heart, a sharp mind and more tattoos than you can count, to hide her scars. Jarrel is a tall guy who's hard-wired for dancing. At school everyone calls him "faggot" until he fights back. And Kira is the "bad" kid. It turns out the explanation for all her angry outbursts is she's dyslexic and nobody knew it.

Framing our protagonists' stories is an in-your-face spoken-word commentary from performing artist Kyra Shaughnessy and a diverse chorus of young voices who tell it like it is. ***XS STRESS: Teens Take Control*** is fun and full of good advice.

The film is written and directed by Kearns and produced for the National Film Board by Tamara Lynch.

(Background information from the NFB)

Do you have a lesson plan to share or would you like to see additional online materials and activities that may be available for this and other TVO resources?

Please visit Learn with TVO at www.tvo.org/learnwithtvo or contact lfernandes@tventario.org



Curriculum Connections:

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education (Grade 7)

Healthy Living: Grade 7

Personal Safety and Injury Prevention

- describe harassment and identify ways of dealing with it (e.g., by communicating feelings and reporting incidents of harassment);
- identify people and resources that can support someone experiencing harassment;

Substance Use and Abuse

- demonstrate strategies (e.g., saying no, walking away) that can be used to counter pressures to smoke, drink, and take drugs, and identify healthy alternatives to drug use

Health and Physical Education (Grade 8)

Healthy Living: Grade 8

Personal Safety and Injury Prevention

- identify support services (e.g., the school guidance department, shelters, Kids' Help Phone) that assist victims of violence, and explain how to access them;

Substance Use and Abuse

- identify those school and community resources that are involved in education about substance use and abuse, and those involved in preventing and treating substance abuse;
- describe causes and symptoms of stress and positive ways (as opposed to substance use) to relieve stress;

PPL10 Healthy Active Living Education

Healthy Living

Personal Safety and Injury Prevention

- describe specific types of physical and non-physical abuse (e.g., manipulation, intimidation, sexual harassment, verbal abuse);
- assess the impact of non-physical abuse on victims;
- identify the causes of abuse and violence;
- describe solutions and strategies to address violence in the lives of young people;

Do you have a lesson plan to share or would you like to see additional online materials and activities that may be available for this and other TVO resources?

Please visit Learn with TVO at www.tvo.org/learnwithtvo or contact lfernandes@tventario.org



www.tvo.org/learnwithtvo

- explain how the school, the local community, and other community agencies are involved in developing strategies (e.g., a school's code of conduct) to prevent or end the violence in young people's lives;
- demonstrate effective personal strategies to minimize injury in adolescence.

Living Skills

Conflict Resolution

- demonstrate the appropriate steps of conflict resolution in situations encountered in class, at school, with friends, and at home;
- demonstrate understanding of the triggers of conflict (e.g., defensive behaviour in a group situation) to prevent escalation;
- identify coping skills (e.g., involvement in physical activity, talking it out, participating in alternative activities or hobbies) to deal with the internal conflict and stress that often accompanies change.

PPL2O Healthy Active Living Education

Living Skills

Conflict Resolution

- describe different styles of handling conflict and their effectiveness in different situations;

PPL3O Healthy Active Living Education

Healthy Living

Mental Health

- demonstrate the skills that enhance personal mental health (e.g., coping strategies for stress management);

Living Skills

Stress Management

- use appropriate strategies for coping with stress and anxiety (e.g., relaxation, meditation, exercise, reframing);

PPZ3O Health for Life

Determinants of Health

Personal Factors

- explain how stress and one's ability to cope with stress affect personal health;

Do you have a lesson plan to share or would you like to see additional online materials and activities that may be available for this and other TVO resources?

Please visit Learn with TVO at www.tvo.org/learnwithtvo or contact lfernandes@tventario.org



Learn with TVO

www.tvo.org/learnwithtvo

PPL4O Healthy Active Living Education

Healthy Living

Mental Health

-apply the skills necessary to manage stressful situations (e.g., death and dying, mental or physical illness in a family);

Living Skills

Conflict Resolution

-demonstrate an ability to use strategies to cope with conflict (e.g., using mediation in highly charged situations).

<h2><u>GUIDANCE AND CAREER EDUCATION</u></h2>
--

GLS10/GLE10 Learning Strategies 1: Skills for Success in Secondary School

Personal Knowledge and Management Skills

Developing Personal Management Skills

- describe a variety of personal management skills (e.g., stress management), habits (e.g., maintaining a personal planner), and characteristics (e.g., assertiveness) that contribute to success in high school;

Applying Personal Management Skills

-demonstrate understanding of the impact of emotions on learning and describe strategies for managing emotions effectively (e.g., anger management);
-explain how stress can positively and negatively affect learning performance, and effectively use techniques for managing stress to maximize performance;

Do you have a lesson plan to share or would you like to see additional online materials and activities that may be available for this and other TVO resources?

Please visit Learn with TVO at www.tvo.org/learnwithtvo or contact lfernandes@tvontario.org

members
make it happen



Pre-Viewing:

Think-Pair-Share: Ask students individually to come up with three things that cause them stress and three ways they cope with the stress. Students then pair up to share and finally share with the class. Take a tally on the chalkboard to discover the most common stresses and coping mechanisms in the lives of the students. Students can record the results of this discussion on the first page of BLM 2.

Post-Viewing:

Ask students how stress affects their learning. Some students might say that a little anxiety before a test actually helps them. Others might say the opposite. Ask students to think about ways in which stresses in their personal lives (abuse, harassment, peer pressure, bullying) affect the ability to learn.

Have students complete BLM 2

Assessment and Evaluation:

Have students work in groups to take up the answers to BLM 2. Debrief as a class. Communication may easily be assessed from BLM 2.

Related Resources:

Do you have a lesson plan to share or would you like to see additional online materials and activities that may be available for this and other TVO resources?

Please visit Learn with TVO at www.tvo.org/learnwithtvo or contact lfernandes@tvontario.org