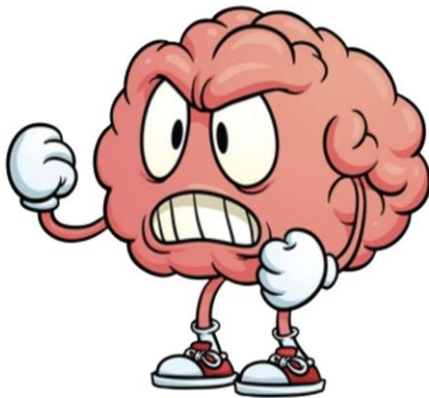


# NEW MEXICO 4-H

## Aggie Next Step

### Managing Stress Fight, Flight, or Freeze

**Fight**



*flight*



FREEZE



## Post Secondary Pathways



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# Managing Stress: Fight, Flight, or Freeze

## INTRODUCTION

The fight, flight, or freeze response is our body's natural way of reacting to stress. Long ago, it helped people survive danger, but today it can be triggered by tests, presentations, or conflicts. In this lesson, participants will explore how fight, flight, and freeze show up in life, what happens to the body during each, and how recognizing these patterns is the first step toward managing them in healthy ways.

## SET UP

Review lesson materials and determine which worksheets and handouts you will use for the lesson. Print enough pre/post assessments, worksheets, and handouts for each participant.

## ACTIVITY

1. Have participants complete the **Pre-assessment**.
2. Use Think-Pair-Share to assess where participants' knowledge levels and attitudes around stress responses currently exist. Ask: *What are some ways to respond to stress?*

Think – Participants first individually brainstorm ideas that come to mind.

Pair – Participants find a partner or small group and discuss their ideas.

Share – Finish with a class discussion about what they brainstormed. Create a brainstorming web on the board with "Stress Responses" in the center. Write student ideas around the web.

\*(Optional video opener: "Fight Flight Freeze – Anxiety Explained for Teens" – 2:41 – See link in the Resources section.)

3. Distribute **Understanding Your Fight, Flight, Freeze Response to Stress & Anxiety**. Read and discuss the definitions of *stress* and *anxiety*. Then, introduce "Fight, Flight, or Freeze." Discuss the origin of these responses and how it affects us today. Allow time for participants to fill in the final column with strategies for overcoming each response.
4. Distribute **Fight, Flight, or Freeze Response Match**. Instruct participants to match each word with the correct stress response. This can be done individually or in small groups. Discuss when complete.

## Supplies

- Worksheets
- Handouts
- Pens/Pencils

## OUTCOMES

**Students will be able to:**

- **Explain** what the fight, flight, or freeze response is.
- **Describe** how the body reacts during each response.
- **Identify** personal patterns of fight, flight, or freeze.
- **Illustrate** an example fight, flight, or freeze scenario and present it to the group.



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5. Introduce the *Fight, Flight, or Freeze Storyboard* activity. This activity can be completed individually or in pairs. Participants will create an illustrated and narrated storyboard showing either a fight, flight, or freeze scenario.
6. Participants present their storyboards to the whole group. Each team member should present a part of the team's work to the group. Use the optional *Oral Presentation Rubric* to assess participation and quality. (If time is limited, storyboards may be assigned as homework and delivered in the next class session.)
7. *Exit Ticket* – depending on time, this can be done as a class discussion, or students can complete the worksheet in class, as homework, or in the following class.
- 8. Have participants complete *Post-assessment*.**

## WRAP UP

Stress is a natural part of life, but it doesn't have to control you. By understanding what causes stress and how it affects us, you are taking the first steps to feel more balanced, focused, and in control. Take a moment to think about one stress trigger you want to manage or one strategy you will try this week to help reduce stress in your daily life.



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## RESOURCES

### NM Standards:

NM PED Standards: Career and Technical Education (CTE):

CTE 2.1.9: Listen to and speak with diverse individuals to enhance communication skills

CTE 6.2.1: Understand health and safety standards and concepts

Common Career Technical Core (CCTC) Standards: Career Ready Practices (CRP):

CRP-3: Attend to personal health and financial well-being

Optional ELA Alignment (Grades 6-12):

SL1: Participate in a range of conversations

SL4: Present information, findings, and supporting evidence

### Video Resources:

Note: Please preview all videos before showing them to students to ensure they are age-appropriate, relevant, and aligned with your classroom needs.

*Fight Flight Freeze – Anxiety Explained for Teens*

[https://youtu.be/rpolpKTWrp4?si=Fdf7E\\_wl6CQzwr4h](https://youtu.be/rpolpKTWrp4?si=Fdf7E_wl6CQzwr4h)

*What is Stress?*

[https://youtu.be/gnrqG4BBsOA?si=gA-DeXCQ079P\\_ucg](https://youtu.be/gnrqG4BBsOA?si=gA-DeXCQ079P_ucg)



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