Stress

More Practice With Stop and Chill

3 Cs
I care about myself.
I care about others.
I care about community.

Help students to understand and invite them to state clearly:
I have the right to care about myself.
I have the responsibility to make smart choices when I care about myself.
I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

Preparation
Materials
Teacher Resource Sheets:
“Stress Breakers” (see page 87)
“Let's Go on a Bear Hunt” (see page 88)
Stories: Find stories in the media center such as

Music
“Be a Builder,” from the CD Take a Stand (see page 125)

Vocabulary
stress
situation

Lesson at a Glance
Introduction
1. Read, tell or role-play one of the listed stories or one of your own.
Strategy
2. Discuss or role-play stressful situations or bugs in the story.
3. Learn to manage stress by using stress breakers.
Conclusion
5. Sing “Chill” and review stress breakers.

Core Curriculum Objectives and Standards
Objectives
Students will identify, recognize and express feelings.

Standards
7010-0102 Recognize and express positive personal qualities and attitudes.
1. Read, tell or role-play one of the listed stories or one of your own.

2. Discuss the stressful situations or bugs in the story.
   - Explain that all living things experience stress. It is okay to be afraid, anxious, or “uptight” at certain times.
   - Discuss stressful situations; e.g., fire drill, earthquake drill. Help children understand that stress is normal.
   - Discuss causes of stress—fear, being tired, too much work, etc.

3. Learn to manage stress by using stress breakers. (See resource sheet “Stress Breakers” on page 87).
   Review the steps to “chill” in ISTOP”D (see lesson 4).
   - Chill
   - Take a deep breath and blow out like inflating a balloon
   - Make a face with a smile.
   - Step back from the situation.

   Describe the following situations and the coping skills students might use to manage the stress involved.
   - Playground bully
     - Talk to a trusted adult
   - Fear of the dark
     - Remember the good times, deep breathing
   - Thunder and lightning
     - Listening to soothing music
   - Being lost
     - Deep breathing, head roll
   - Being alone
     - Deep breathing, rag doll, listening to soothing music
   - Moving to a new school
     - Dead roll, deep breathing, pay a fun game with others

4. Play the game “Let’s Go on a Bear Hunt”
   - I have the right to care about myself.
   - I have the responsibility to make smart choices when I care about myself.

5. Sing “Chill” and review stress breakers.
   Sing “Chill” together as a class.
   Review some of the many ways to feel good that are healthy and good for us when we are having a bad day.
   Reinforce that when we work through stressful situations, we’re okay and we enjoy life.
Stress Breakers

Discuss with the students some of the things they might feel in their bodies when they have bad or upset feelings. Examples: tight muscles, headache, perspiration, shaky knees, stomach ache, etc.

Direct the students in one or more the following exercises:

**Head Roll** (relaxes the neck muscles and increases circulation)
Instruct students: Close your eyes, sit up straight in your chair, roll your head slowly in a complete circle first one way and then the other.

**Rag Doll** (relaxes the body and increases circulation)
Instruct students: Stand next to your seat, close your eyes, slowly bend forward at the waist, let your upper body and arms dangle for a count of ten, straighten up slowly.

**Rest Break.** (Use a radio or other audio playback device.)
Instruct students: Put your head down on the desk, close your eyes, breathe regularly and deeply—in and out, listen to soft music while remaining in this position, pay attention to nothing but the music.

**Deep Breathing** (relaxes the body and mind.)
Instruct students: Sit or stand comfortably, take a long deep breath, blow the air as if inflating a balloon. Repeat three or four times.

**Play a game for fun!**

**Remember Good Times** (relaxes the mind)
Instruct students to remember something that happened to them that made them very happy, think about it, and talk about it to someone if that is comfortable.

**Talk It Out**
Instruct students to talk to a trusted adult or family member. If something worries them, tell the adult about it.

**Teach one of your favorite stress relievers.**

Other ideas to create personal stress breakers.

- Exercising
- Playing with friends
- Talking with a friend
- Listening to music
- Writing in a journal
- Visiting grandparents
- Drawing
- Singing
- Reading
- Sports
Let's Go on A Bear Hunt!

Lead this class game. Students are to copy the motions of the teacher as the story progresses.

Let's go on a bear hunt!

We'll leave the cabin and start our walk.
(Open cabin door and slap hands on your knees to make a walking noise.)

Oh, look! I see a wheat field. Can’t go around it. Can’t go under it. Have to go through it. All right! Let’s go.
(Make hands push aside the wheat. Return to walking.)

Oh, look! I see a river. Can’t go around it. Can’t go over it. Have to go through it. All right. Let’s go.
(Pretend to swim and then return to walk.)

Oh, look! I see a bridge. Can’t go around it. Can’t go under it. Have to walk across it. All right. Let’s go.
(Pound chest and then return to walk.)

Oh, look! I see some mud. Can’t go around it. Can’t go under it. Have to go through it. All right! Let’s go!
(Make sucking noise with cupped hands and return to walk.)

Oh, look! I see a cave. It’s a big cave. Let’s go inside. All right! Let’s go.
(Close eyes and put hands out in front.)

It’s dark in here! I feel something! It’s furry! Oh, oh! It’s a bear! Run back the way we came!
(Slap knees fast and loud, not saying anything but going back through all the previous motions separated by slapping knees – hands in front, make sucking noise with cupped hands, pound chest, swim, push aside wheat.)

I’m tired of running. I’m going to climb a tree to see if we are safe.
(Pretend to climb and look.)
I see him coming! Better climb down and run again!
(Pretend to climb down and slap knees again, run through the wheat field, open the cabin door and slam it shut.)

WHEW! We’re home safe!
(Wipe brow, take a deep breath and blow it out.)