

# Stress

## More Practice With Stop and Chill

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### 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.
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## 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

Roberts, Tom, David Jorgensen, and Peter Christen Asbjørnsen. *The Three Billy Goats Gruff*. Edina, MN: ABDO Pub., 2005.

Pinkney, Jerry, Jacob Grimm, and Wilhelm Grimm. *Little Red Riding Hood*. New York, NY: Little, Brown, 2007.

Jones, Christianne C., and Kyle Hermanson. *Chicken Little*. Mankato, MN: Picture Window Books, 2011.

Hillert, Margaret, and Irma Wilde. *The Three Little Pigs*. Chicago: Norwood House Press, 2007.

### Music

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

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## Vocabulary

- stress
  - situation
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## 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.
4. Play “Let’s Go on a Bear Hunt.”

### Conclusion

5. Sing “Chill” and review stress breakers.
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## Core Curriculum Objectives and Standards

### Objectives

Students will identify, recognize and express feelings.

### Standards

7010-0102 Recognize and express positive personal qualities and attitudes.

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## Teacher Notes

**Introduction****Strategies****Discussion**

**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.

**Discussion**

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, play a fun game with others

**Play Game**

**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.

**3 Cs**

I care about myself.

I care about others.

I care about my community.

**Conclusion**

**5. Sing “Chill” and review stress breakers.**

**Sing**

Sing “Chill” together as a class.

**Discussion**

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 and increasees 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.)*