


# Managing Stress

More Practice With Bugs



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## 3 Cs

-  I care about myself.
- I care about others.
- I care about my 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/nicotine or other drugs.

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## Preparation

### Copies

- Worksheet: “Dealing With Feelings” (see page 73)
- Worksheet and answer key: “Things to Remember” (see page 74)

### Music

- “Chill” from the CD *Something Good* (see page 161)

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## Vocabulary

- |         |                 |
|---------|-----------------|
| stress  | positive stress |
| tension | negative stress |

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## Lesson at a Glance

### Introduction

1. Define Stress

### Strategy

2. Stressful Situations.
3. Healthy And Unhealthy Ways To Manage Stress
4. Relaxation Techniques
5. “Dealing With Feelings” Worksheet

### Conclusion

6. Summarize With “Things to Remember” and the 3Cs

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## Core Curriculum Objectives and Standards

### Objectives

- Define stress.
- Identify behaviors or situations that may cause conflict or stress.

### Standards

- 7040-0104** Explore positive options for managing stress.

Teacher Notes

## Introduction

Ask

## Strategies

Discussion

Activity

### 1. Define stress

- What is stress?  
The body's reaction to its environment
- Stress can be caused by things that happen to us and it is our response to those situations.
- Oftentimes, things bugs us and we express those bugs as feelings (e.g., worry, motivation, anger, hurt, anticipation, awareness).

### 2. Stressful Situations.

- What are some stressful situations you have dealt with?
- List the situations on the board as students identify stressors.
- Examples might be moving to a different place, the death of a friend or relative, or problems at school.
- Everyone experiences small problems and conflicts frequently.
- Let's expand the list with other examples of problems we often face.
- Getting a low grade on a math test.
- Arguing with sisters and brothers.
- Feeling hurt about not being invited to a party.
- Getting in trouble for not cleaning one's bedroom.
- Moving to a new town when a parent gets a new job.
- Having to miss out on something because of not having enough money to participate.
- How do you feel when someone says something very nice about you?
- How do they you feel when someone laughs at you?  
Write their responses on the board.

### 3. Healthy And Unhealthy Ways To Manage Stress

- How do you know you are dealing with stress?  
tiredness, frequent headaches, difficulty making decisions, difficulty concentrating
- Some people have difficulty with these body sensations and try to cover them by inviting more bugs like drinking alcohol or taking other drugs as a way of escaping from their problems.
- What are some other negative ways people might handle stress?  
bullying, retreating, yelling, cheating, lying
- Dealing with problems in a negative way (adding bugs) only causes more problems. For example, an unhealthy way to deal with stress is to get angry and yell at someone. This only makes others upset and bugs them.
- Using alcohol or other drugs is another negative way of dealing with problems. Drinking alcohol or using drugs to deal with stress leads to an unhealthy body and mind and makes it even harder to deal with everyday problems.
- What are some healthy ways to manage stress and deal with things that bug us?  
talking to someone, doing something positive, exercising, writing, relaxing

### 4. Relaxation Techniques

- One way to reduce the negative feelings of stress is to practice simple relaxation techniques.  
Guide the students in one or more of the relaxation techniques on page 72.



## Role-Play

**5. “Dealing With Feelings” Worksheet**

- Suggest positive reactions to the following situations and role-play the suggested reactions.  
Everyone in class laughed at you when you made a mistake.  
You were ignored and left out of a game.  
Someone said something good about you.  
Someone tried to persuade you to do something you really did not want to do.

## Worksheet

- Complete the worksheet “Dealing With Feelings.”
- Use some of the student answers on the “Dealing With Feelings” worksheets and role-play the situations and managing techniques.

**Conclusion**

## Emphasize

**6. Summarize With “Things to Remember”**

- All people make mistakes and do embarrassing things
- Rather than getting upset, there are positive ways of dealing with embarrassment and mistakes.

## Worksheet

- Have students complete the worksheet “Things to Remember.”
- Please see the answer key below.

**Tie in the 3 Cs**

I care about me.  
I care about others.  
I care about my community.

- 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/nicotine or other drugs.

**“Things To Remember” Answer Key**

1. Least to Greatest  
Feeling angry is O.K., but hitting someone because of the anger is wrong.
2. Least to Greatest  
I can choose. I am responsible for what I do.
3. Greatest to Least  
I am unique. There is no one else like me.
4. Least to Greatest  
We all need to belong, but I can say no in order to keep myself healthy.



# Relaxation Techniques

The following activities have been found to help managing the feelings that come from stress (bugs) in a more healthy way.

## Head Roll

Students close their eyes and sit up straight in their chairs. They gently and slowly roll their heads left and right, first one way and then the other. This technique helps to relax the neck muscles and increase circulation.

## Rag Doll

Students stand up next to their seats and close their eyes. They slowly bend forward at the waist and let their arms dangle for a count of ten. Straighten up slowly. This technique increases circulation and relaxes the entire body.

## Rest Time

Students put their heads on their desks, close their eyes, and take very slow, deep breaths.

## Thinking Back

Ask students to remember something that happened to them a long time ago that made them feel very happy. Have students relate the details of the event and describe how it made them feel.

## Talking About It

Talking about problems can be very relaxing—especially if problems are making students nervous or stressed. They can talk to parents, friends, other relatives, or a teacher if they feel the need to share their feelings with others.

## Music

Play some relaxing music and concentrate on the soft music.

# Dealing With Feelings That Come From Stress

On the lines below, list five uncomfortable feelings that might be the result of stress.  
List two healthy ways to deal with each feeling.

1. \_\_\_\_\_

(a) \_\_\_\_\_

(b) \_\_\_\_\_



2. \_\_\_\_\_

(a) \_\_\_\_\_

(b) \_\_\_\_\_

3. \_\_\_\_\_

(a) \_\_\_\_\_

(b) \_\_\_\_\_

4. \_\_\_\_\_

(a) \_\_\_\_\_

(b) \_\_\_\_\_



5. \_\_\_\_\_

(a) \_\_\_\_\_

(b) \_\_\_\_\_

# Things To Remember

Order these numbers to find the hidden messages.

Follow the directions to determine whether the numbers are to be ordered from least to greatest or from greatest to least.

## 1. Least to Greatest

O.K. - 47  
but - 52  
the - 102  
is - 34

anger - 150  
of - 90  
someone - 75

wrong - 170  
hitting - 60  
angry - 28

is - 163  
feeling - 15  
because - 89

## 2. Least to Greatest

I - 100  
choose - 89  
am - 142

can - 40  
responsible - 158  
for - 201.

I - 450  
I - 0

what - 340  
do - 538

## 3. Greatest to Least

else - 580  
unique - 888  
one - 606

me - 490  
no - 660  
there - 808

am - 901  
I - 1008

is - 704  
like - 500

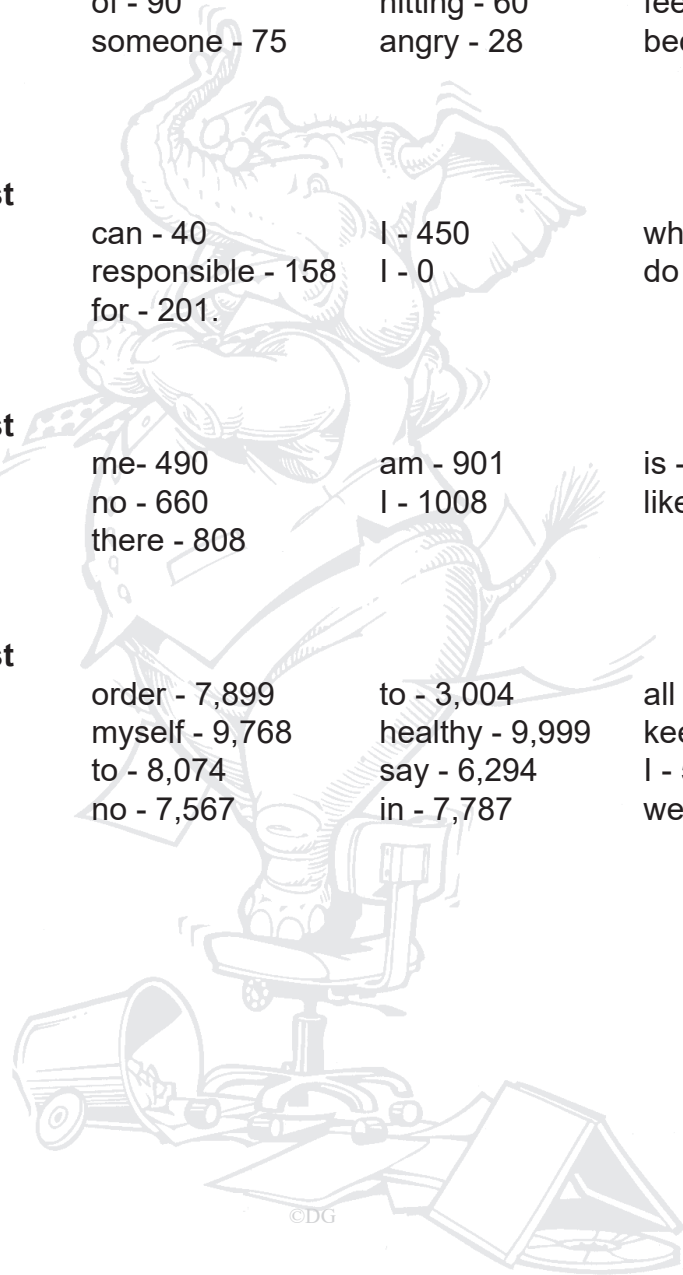
## 4. Least to Greatest

can - 5,089  
but - 3,419  
belong - 3,414  
need - 2,764

order - 7,899  
myself - 9,768  
to - 8,074  
no - 7,567

to - 3,004  
healthy - 9,999  
say - 6,294  
in - 7,787

all - 2,192  
keep - 9,158  
I - 5,010  
we - 1,284



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