



LESSON

3

Stress Busters Unit Grade 4 • Ages 9-11

TIME FRAME

Preparation: 10 minutes
Instruction: 30 minutes

MATERIALS

Teacher's personal recipe for friendship as a model for students, created before class. See explanation under description below for how to create a friendship recipe.

"Qualities of a Friend" poster sheet, from the What Makes a Good Friend? activity

Poster Board, chart paper, recipe cards or other materials to decorate friendship display with recipes

RAK Journals

[Kindness Concept Posters](#): Caring, Respect

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.4.1; CCSS.ELA-Literacy.W.4.2;

Colorado: Comprehensive Health S.3, GLE.1, EO.a,b,e; Reading, Writing and Communicating S.1, GLE.1, EO.a; S.3, GLE.2, EO.a

[Learning standards key](#)

Responding To Stress

Students will learn ways to respond proactively when they feel stressed.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit. Activity adapted with permission from materials created by Colorado UpLift, Denver.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

ASSERTIVENESS Standing up for yourself and what you believe in while being respectful of others.

STRESS Something that makes you feel worried or anxious.

SELF-CARE Taking care of yourself through kind words, actions and thoughts.

PRO-ACTIVE Thinking ahead to what might happen and doing something to prepare yourself for the best outcome.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Seeing the Breathe, Think, Do information posted on the board or displayed with the document camera throughout the activity; you may want to consider creating images for these concepts for your visual learners.
- Having their own Breathe, Think, Do sheet; have students write positive choices for what they can do on the back and then laminate it to keep as a personal resource.
- Using items from the Kindness Tool Kits for **assertive** and **self-care** to reinforce the concepts in this lesson.
- Being guided carefully through the activity, particularly if they tend to be stressed or get worried easily. For example, you may want to have the students write down their worries.
- Reviewing Focusing Strategies after doing this activity so that they don't leave class **stressed**.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Share (3 mins)

For your Kindness in Action in the **What Causes Stress** lesson, you wrote down things you can do to help other people when they're **stressed**. Can anyone share what they wrote? Alternatively: Does anyone have any ideas about how we can help someone out when they're feeling **stressed**?

Inspire

Stress Relief (10 mins)

*We have been talking about what causes **stress** for us. All of us feel **stressed** out at different times and we can't always control our immediate reactions. However, there are things we can do to help ourselves and others. Sometimes we need to be **assertive** and take matters into our own hands.*

*What are some responses to **stress** we feel like we can't control? Suggest the following if students get stuck: Heart races, get angry, stutter, get a headache, feel like screaming, bite nails, can't eat, eat too much, feel like fighting, get quiet, grind teeth, etc.*

*Now let's brainstorm some ways to be **assertive** or **proactive** and learn to handle our negative reactions to a **stressful** situation in a positive way. What were some things we learned?*

Allow students to respond and write their responses on the board. Suggest the following if they get stuck: exercise or find a sport you like to do, find a hobby or something that you like to do, talk to a friend, family member or trusted adult, play with a pet, take a walk, find a quiet place like your room or a space in your home, laugh, watch a funny movie, or play music or listen to music.

Empower

Breathe, Think, Do (10 mins)

Note: If you are using another Social and Emotional or Mindfulness program that has a similar paradigm, feel free to use the one the students are familiar with.

*For some of us, exercise helps. For other people, talking to someone helps. Now we are going to learn something we all can do to help us handle our **stress**. It's called Breathe, Think, Do. These steps can help us if we practice them each time we feel **stress** beginning to build. Write the words Breathe, Think, Do on the board as you read the following information:*

Breathe Take slow, deep breaths. This helps our bodies and minds relax so that we can think clearly and stay calm.

Think Think about the situation. Once we are calm, we can think about what is causing the stress.

Do Do it now! Ask: What can we do about the situation? Who can we talk to? How can we solve the problem in a positive way?

*Pretend you are in the following situations (have kids act these out if time permits). After you hear the scenario. Close your eyes. Take slow, deep breaths. (Pause). OK, now think about the **stressful** situation. (Pause). NOW think about what it is that you want to do. Do you think you can solve the **stress** or the problem? Do you need to relax and be calm first? Do you need to exercise? Do you want to talk to someone?*

1. You're about to go in front of the class to give a presentation.
2. You have a soccer game after school and don't get home until after dinner. You have a test the next day you haven't started to study for.
3. You're going to a new class. All the other kids already know each other and you feel nervous about fitting in.

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What does **assertive** mean? What does **proactive** mean?
- Why do you need to be **assertive** or **proactive** with stress?
- What is Breathe, Think Do?

Reflection Questions

- Do you think this way of handling **stress** could be helpful for you? Why or why not?
- What do you think would happen if everyone in our school learned to Breathe, Think, Do?
- Do you think being **assertive** with **stress** can help you?



Act (2 mins)

Kindness Minute

Make someone in your community or school a tiny award. You can use a little piece of paper and write something like, "This award goes to [name] for [what they did]." You can sign your name if you want or leave it as an anonymous gift.

Kindness in Action

Directions: Complete the Home Extension Activity for Kindness in Action.

