



LESSON

2

Stress Busters Unit Grade 4 • Ages 9-11

TIME FRAME

Preparation: 15 minutes
Instruction: 30 minutes

MATERIALS

Create signs that say "Just a Little Stressed" and "Very Stressed;" post signs on opposite walls

Stressed or Not Stressed pictures, cut apart before class or prepared to be projected

RAK Journals

[Kindness Concept Poster](#) for Self-Care

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.4.1, 4; CCSS. Math. Content.4.MD.B.4

Colorado: Comprehensive Health S.3, GLE.2, EO.a,b,c; Reading, Writing and Communicating S.1, GLE.1, EO.a,d; Mathematics S.3, GLE.1, EO.a, IQ.1,2

[Learning standards key](#)

What Causes Stress?

Students will explore how certain things can feel more stressful for some people than others. They will also learn that laughter is a universal stress relief.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

Stress comes from both internal and external stimuli. We don't always have control over our surroundings, but being aware of what is the cause of the stress can help us know where to start with stress relief and relaxation.

Key Terms for Students

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

STRESS Something that makes you feel worried or anxious.

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

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Referencing the written responses from the What is Stress lesson.
- Referencing the Focusing Strategies and discussing how stress can impact our feelings and actions.
- Doing a follow-up calming activity. Create signs that say "Somewhat Calming" and "Very Calming," show images of situations that calm people, and do the activity in the way described above.

Resources

Short videos for brain breaks and mindfulness moments (requires free account): www.gonoodle.com

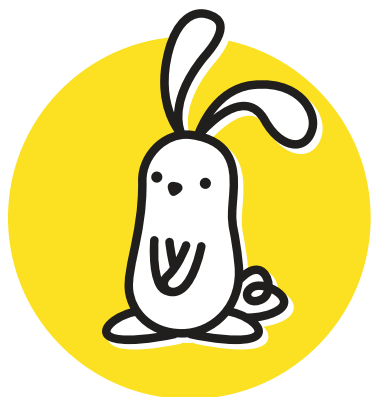
List of resources for relaxation: www.kidsrelaxation.com

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)

Share with the person next to you what you remember about ways we can relieve stress.

Inspire

Levels of Stress (10 mins)

Before class, post the **stressed** and not **stressed** signs on the walls and prepare images or project images on smart board. Move chairs out of the way so that students can easily walk to the signs during the activity. Alternatively, you can have students show on their fingers from 1-10 how stressful each situation is to them.

Not everyone gets **stressed** out by the same things. It is helpful to figure out what makes you feel **stressed**, so you can cope with everyday stressful situations, come up with ways to take **care of yourself**, and be kind to yourself. For the next activity, I will show you a series of pictures and you are going to decide how stressed the situation makes you feel...just a little **stressed**, very **stressed**, or somewhere in between. Once you decide, go stand either by a sign or somewhere between the signs.

Show each image, one at a time. If there are a lot of variations in how students feel about a particular image, discuss why students have that particular opinion about the situation. Add any scenarios or illicit suggestions from students such as: moving, starting a new school, missing someone, etc.

So we see that there are different things that can cause **stress**, but let's try something else and see how you feel about **stress**.

Write down in your journal or on a paper the answer to 125×445 . (Allow students time to complete the problem). Now try this one, but you'll only have 30 seconds and I want to make sure you get it right because you should already know how to do this. 90×120 . Set a timer and remind students of the time every 5 seconds. Also encourage them to go faster and get the work done correctly as time is ticking.

Have students show on their fingers from 1-10: How **stressed** you feel doing the first problem? The second? Even though the problem was easier, you may have felt more **stressed** because of the situation.

Empower

Stress Relieving Laughter (10 mins)

As we saw, not everyone gets **stressed** by the same things and feeling pressured adds to our level of **stress**. The same goes for relieving **stress**. We are going to end this lesson with one **stress** relief exercise and next lesson we will learn another.

One thing we can ALL do to relieve **stress** immediately is to laugh. Laughing can be part of our own **self-care** to manage our **stress**. We are going to do an exercise where the point is to laugh! Your laugh might not be genuine at first, but as we go through it, let go and laugh!!

Give the following instructions 20 seconds apart.

Everyone laugh like Santa Claus.

Laugh like a cat.

Laugh like a hyena.

Laugh like a monkey.

Laugh without opening your mouth.

Laugh from the bottom of your tummy.

Laugh in a high voice.

Laugh as quiet as you can.

Close your eyes, take a deep breath.

Optional Math Extension Activity: Have students keep track of how many people found which situations very **stressful**. Create a graph that shows which situations are most **stressful** for your class. Students could interview other fourth graders to determine the top stressors in those classes. Have students present findings to the class. Alternatively, you could have students count how many times they laugh in a day or exercise in a week to combat stress.

Wrap Up (5-15 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 influences how **stressed** we are?
- Do we all get **stressed** by the same things? Explain.
- What is one thing we can all do to feel more relaxed?

Reflection Questions

- Do you think you can reduce your own **stress**?
- Does **stress** always come from the outside, or can it come from ourselves?
- Do think kids get more or less **stressed** than adults? Why?

Summary

*Today we explored different things that might cause people **stress** and situations that might make things that aren't **stressful**, **stressful**! We also learned that everyone has something they can access to relieve **stress**, laughter! It is an act of **self-kindness** to relive your **stress** and that of others!*



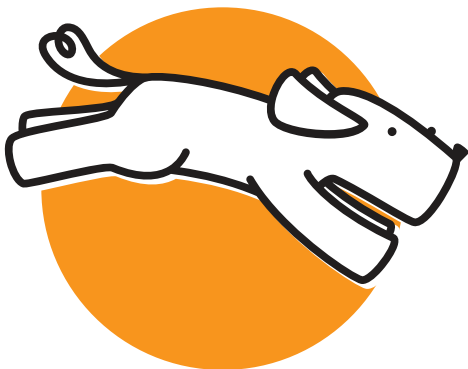
Act (2 mins)

Kindness Minute

*Acts of kindness are **stress** relievers. Today, look for someone who has their hands full. Reduce someone's **stress** by doing something for them like holding the door, offering to help them by carrying something, picking something up if they drop it or saying something encouraging, like "I wish I could help with all that work!" Any other ideas?*

Kindness in Action

Directions: Write four things you can do to help someone else go from **stressed** to less **stressed**.



Situations:

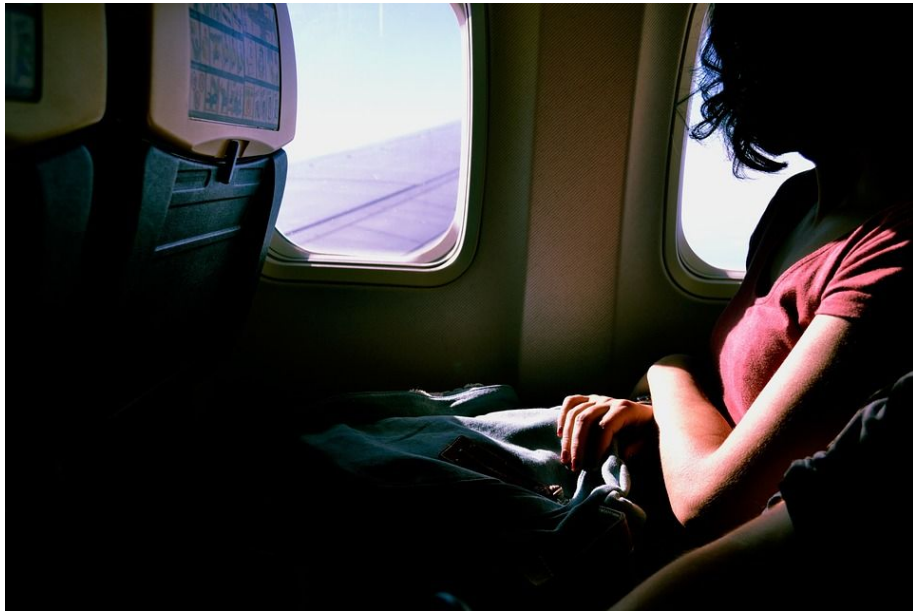
Giving a presentation in front of your classmates or the whole school:



Playing in an important sports game and trying to score the winning point:



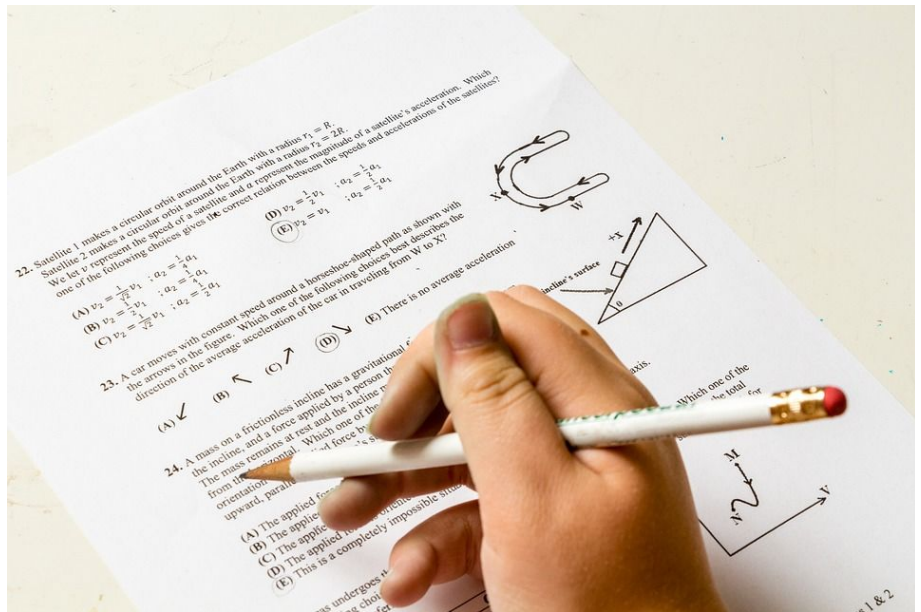
Flying on an airplane:



Getting a shot at the doctor's office:



Taking a test:



Crying babies:



Going to a birthday party for someone else:



*Isn't it interesting how we all respond to different situations of stress in different ways. Some stress is good stress - like playing in the big game. You are probably feeling adrenaline and excitement, which causes your body to perform at a higher level. It can easily turn into bad stress, though, if you take yourself too seriously or, if you lose, you are unkind to yourself or to others. Some of us don't like flying on an airplane; others of us don't mind at all - we like it! And almost all of us don't like getting a shot! Isn't that funny how we are highly stressed over something that is designed to help us feel better and be healthy? Why do you think things like going to the doctor or to the dentist cause stress in our bodies? **Invite student response - good opportunity to talk about reality vs. perception (and the fear of what we don't know or believe to be harmful/painful).*

It is safe to say that we all experience stress but that we all experience it differently and in response to different things. What causes me stress may not cause you stress. That doesn't mean that my level or response to stress is any more or less important than yours; it simply means we respond differently to things.

Links to the photos above if you want to show these on a smart board:

<https://pixabay.com/en/child-scene-education-people-read-937643/>

<https://pixabay.com/en/fun-play-soccer-boys-sport-3023031/>

<https://pixabay.com/en/airplane-travel-flight-seat-window-1209752/>

<https://pixabay.com/en/vaccination-impfspritze-medical-2722937/>

<https://pixabay.com/en/vaccination-impfspritze-medical-2722937/>

<https://pixabay.com/en/baby-newborn-tears-sad-cry-scream-408262/>

<https://pixabay.com/en/girls-kids-anniversary-party-cake-1092936/>

Stressed

Not Stressed

Somewhat Stressed