



# LESSON 4

## Stress Busters Unit Grade 4 • Ages 9-11

### TIME FRAME

Preparation: 10 minutes  
Instruction: 30 minutes

### MATERIALS

Worry Box Activity Sheet  
(one per student)

Scissors

Glue sticks

[Kindness Concept Posters](#) for  
Self-Care, Assertiveness

### LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.  
SL.4.1; CCSS.ELA-Literacy.W.4.1, 3

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

[Learning standards key](#)

## Worry Box

Students will solidify what causes them stress and what they can do about it by writing strategies to relieve worry and stress.

### Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

### 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:

- Working with a partner to complete the box.
- Referencing the written responses from the What is Stress? lesson.
- Being guided carefully through the activity, particularly if they tend to be anxious or get worried easily. They may need to use Focusing Strategies after doing this activity so that they don't leave class worried and upset.

### Resources

For Kindness Minute, check out NASA's website on how to reduce carbon footprints. <http://climatekids.nasa.gov/review/how-to-help/>

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)

In the last lesson, **Responding to Stress**, we made tiny awards for people. Can anyone share what they made or how the recipient reacted? Was it a **stress** relief to you to show your appreciation for someone else? Alternatively, have students share how they feel when they do something nice for someone else.

## Inspire

### Worry Box (10-15 mins)

We all worry about things, but the goal is not to let those worries or **stress** become too much to handle. Using some of our **self-care** strategies, we can learn to prevent or reduce **stress** in our lives.

Today we are going to create a worry box, which is a private. These boxes should remind you that everyone has worries on the inside and sometimes we just need help figuring out what to do on the outside so that they don't seem like too much to hold in. So, on the outside of our boxes we are going to write strategies we have been learning about to help us deal with our **stress** and worries. Write the ones that you use or want to use.

This is a box template. You will cut out the template on the outside line, write on one side your worries or **stresses** and on the other side you will write your chosen **self-care** strategies for dealing with **stress**. Once you've done this, fold your papers into a box with the worries on the outside and the strategies on the inside.

## Empower

### Small Group Discussion (10 mins)

Divide the students into groups of three and ask them to respectfully share some **stresses** and worries with each other and discuss what works for them to feel less **stressed**. Be careful to group students with those who will be sensitive listeners. Let the students know about the importance of active listening during this exercise.

Suggest students keep their box somewhere they can see it to remind them that you have ways of lessening their **stress** and taking care of themselves.

### 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

- Why do we have strategies to relieve **stress**?
- Were there any strategies someone used that you chose not to use? Which ones?
- Why did we use a box for this lesson? What is the meaning?

### Reflection Questions

- Is it good to keep all our worries on the inside? Why or why not?
- How do you think you can know what other people are worried about? How can you help them?
- Why do you think it's hard to talk about our worries sometimes?



### Summary

Sometimes our worries or **stress** get caught on the inside where no one else can see them. We have ways to help ourselves and help each other to relive some of these worries. Being kind to ourselves by remembering ways to relive our **stress** is important to staying healthy in our minds and hearts.

### Act (2 mins)

#### Kindness Minute

One thing that can cause **stress** is if the air we breathe, the water we use or the place we live is polluted. Taking care of the earth is an act of kindness to ourselves and others. We usually try to keep our classroom warm enough or cool enough to be comfortable, but we can change the thermostat by 2 degrees and still be comfortable, but save energy. Have the teacher change the thermostat.

#### Kindness in Action

Directions: Ask the adults in your home to change your thermostat at home too!



# Worry Box

*Directions: Cut out your box template on the solid outside line.*

*On one side write things you worry or stress you. On the other side write ways you can deal with your stress such as: talk with a trusted adult, exercise, call a friend, laugh, etc.*

*When you're finished writing, fold on the dotted line and glue the tabs so that you have a box with worries on the inside and strategies on the outside.*

