

Social and Emotional Learning (SEL)

Self-Management: Coping with Stress

Overview: Everyone has stress. Simply put, stress is a reaction to challenges. A certain amount of stress can be helpful. It can provide students with an opportunity to develop skills to deal with new situations. Small amounts of stress can help students focus and learn new information. But too much stress can disrupt brain development and cause many physical and mental health problems. In the stress lessons, students to recognize stress and learn strategies for managing stress effectively.

Objective:

The learner will learn strategies for coping and managing stress.

Child Goals:

I can use strategies to manage stress.

Vocabulary: stress

Materials:

Don't Stress Bumper Sticker
markers (optional)

Learn- 5 minutes

Practice strategies that helps learner discovery and learn ways how to cope and manage stress. Strategies include:

- change a feeling, thought, or behavior
- stop stinking thinking
- take a breath
- tense and relax

Use the discussion questions to encourage your learner to share situations in their lives that cause stress and talk about how the strategies could be used to manage stressful situations.

Discussion Questions

- Describe a situation where you felt stressed.
- Describe a strategy you used or could have used to manage the situation.

Practice-20 minutes

<p>The Spot the Stinking Thinking Activity provides the students with practice spotting the stinking thinking. Some types of stinking thinking include:</p> <ul style="list-style-type: none"> - worst possible outcome - mind reading - all or nothing 	<p>Show students the Spot the Stinking Thinking Activity. Read the thinking in the Thought Bubble and ask the students to spot the stinking thinking.</p> <p>Talk about ways to reframe the stinking thinking to more helpful or realistic thinking.</p>
--	--

Adapted from RethinkED

Deeper Dive – 20 minutes

<p>In this activity, the learner will create a bumper sticker using one of the stress management strategies.</p>	<p>Provide each learner with the Don't Stress Bumper Sticker Activity.</p> <p>Have the learner create a bumper sticker to show a strategy for managing stress and write about the strategy.</p>
--	---

Adapted from RethinkED

Resource

STINKING THINKING = Negative thoughts that can make things more stressful.



STINKING THINKING!




1. Identify the type of thought.
2. Challenge it – was that thought realistic?

Types of Stinking Thinking

WORST POSSIBLE OUTCOME

MIND READING

ALL OR NOTHING

Negative thought	When we think everything is going to go wrong.	When we think we know what other people are thinking.	When we think things can only be 1 way or another way.
Reality	We don't know if ANYTHING will go wrong, it could all go well.	We rarely have any idea what other people are thinking.	Things can be many different things and there are many possible outcomes.
Example			
Positive thought to STOP stinking thinking			
Write in your own example of stinking thinking			
Your Positive thought to STOP stinking thinking			

Resource



CREATE A BUMPER STICKER TO SHOW A STRATEGY FOR MANAGING STRESS. YOUR BUMPER STICKER SHOULD:

- STATE A STRATEGY FOR MANAGING STRESS.
- BE BOLD AND EASY TO READ FROM 10 FEET AWAY.
- BE NEAT AND ATTRACTIVE.

ON THE BACK OF YOUR BUMPER STICKER, WRITE YOUR NAME AND A PARAGRAPH THAT DESCRIBES THE STRATEGY AND HOW YOU HAVE USED IT OR HOW YOU MIGHT USE IT IN THE FUTURE.

RUBRIC	The Message	The Function	The Design	The Paragraph
	Bumper sticker provides a strategy for managing stress.	The message is bold and easy to read from 10 feet away.	Bumper sticker is neat and attractive.	A paragraph is written on the back that describes the strategy and how it might be used.
	30 points	20 points	20 points	30 points

Bumper Sticker Template

RUBRIC

Name _____

Grade _____

Directions: Score yourself based on how well you think you did in each category. When you are finished, add up your total points *BEFORE* handing your assignment.

BUMPER STICKER RUBRIC

CRITERIA	POINTS	HOW MANY POINTS I THINK I EARNED	HOW MANY POINTS MY TEACHER/PARENT THINK I EARNED
Bumper Sticker Design My bumper sticker was BOLD, easy to read from far away, used color, and had limited wording.	15		
Bumper Sticker Message The message on my bumper sticker was creative, informative, and made a statement about the importance of coping with stress.	15		
Descriptive Paragraph I provided a descriptive paragraph explaining the theme of my bumper sticker and the reason for its importance.	20		
Descriptive Paragraph In my paragraph I included at least one coping strategy to support the message portrayed by my bumper sticker.	20		

Rubric I filled out the rubric honestly and graded myself according to how well I feel I did.	15		
General My assignment was done neatly. My paragraph used proper grammar, spelling, and punctuation. My bumper sticker is the graphics, pictures, wording are relevant to the theme.	15		
Total Points	100		

Helpful Tips:

Learn:

Prior to the lesson, talk to the learner about things that cause him or her stress.

Have the learner write a list of stressful situations and refer to the list during the group discussion.

Practice:

Provide examples of stressful situations and ask the learner to raise his or her hand if the situation is stressful.

Pair the learner with a strong peer model to sit with during the discussion.

Provide the learner with the Stinking Thinking Student Resource to refer to during the activity.

Pair the learner with a strong peer model to sit with during the activity.

Dive Deeper:

Provide multiple choice options for the learner to choose from to select a message for the bumper sticker.

Allow the learner to dictate the information for the back of the bumper sticker or reduce the amount of information needed to one or two sentences.

Allow the learner to use words or pictures on the bumper sticker