

Give Five

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. It can also help us recognize stress in others and offer up care and concern to help them through a difficult or stressful situation. In this lesson, students will self-assess stress triggers and develop five strategies they can use to help others cope with stress.

Caring Sub-Concept(s)

Gratitude, Helpfulness, Kindness

Lesson Timeframe

30-40 minutes

Required Materials

- White paper/cardstock, like what was used in Lesson 1
- Markers
- Stressed Activity Signs (can be on paper, cardboard, or even written on the white/smart board if there is room)

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



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AS A RECOMMENDED PROGRAM
FOR SOCIAL AND EMOTIONAL LEARNING.**
See last page for details.

Lesson Objective

Students will:

- Recognize what causes stress.
- Examine how everyone is stressed by different things.
- Develop five strategies to care for others when they are feeling stressed.

Teacher Connection/Self-Care

Helpfulness. The word alone can bring both positive and negative images to mind. Are you the type to help with everything? Or are you one that avoids helping because you can't seem to find the time? Finding a balance when it comes to helpfulness is vital for self preservation in this profession.

Establishing and maintaining clear boundaries with your team, your school, and yes, even your own family will help you better organize your time, thus allowing you to either pair down on the help you are providing or find time to actually pitch in on more occasions. Helpfulness is a terrific character trait, but can often be over-expected with teachers. Speak up when you are taxed. No one likes a grumpy helper! Need ideas on HOW to say no?

Check out this resource:

<http://teacherhabits.com/effective-way-teachers-say-no/>

Tips for Diverse Learners

- The images will be helpful for eliciting a response from most students; having access to written situation explanations might help, too.
- Tailor the images/situations to best suit your students; it is recommended you avoid explicit triggers such as stressful home situations, images of poverty, etc.
- Allow students with limited language or writing capabilities to draw pictures of their "Give Five" strategies.



Share

2-3 minutes

Ok, everyone hold up one of your hands in a big high-five. Now, turn to the person next to you and give them a high five and then tell them your “Take Five” strategies for relieving stress that we worked on in the last lesson. Okay, go!



Inspire

15-20 minutes

To save time on this section of the lesson, take time before class to prepare the room: post the stressed, not stressed, and somewhat stressed signs on the walls (templates below) and prepare images to project images on smart board (if this is not an option, you can write the situations on the 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.

It is important to realize that we each have similar yet unique ways that we help take care of ourselves when we feel stressed. You might have noticed some similarities and some differences in your partner’s Take Five. Not everyone gets stressed out by the same things and not everyone uses the same methods to calm down.

Still, it is helpful to figure out what makes you feel stressed, so you can think about how others might be feeling as well. This is called empathy, and we’ll talk about that later in the unit. For now, though, we are going to look more closely at some common stressors we might face and examine how they affect us.

So, now I will show you a series of pictures (or write down a series of situations, if applicable) 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 by the sign that best represents your stress response.

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.

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Situations:

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

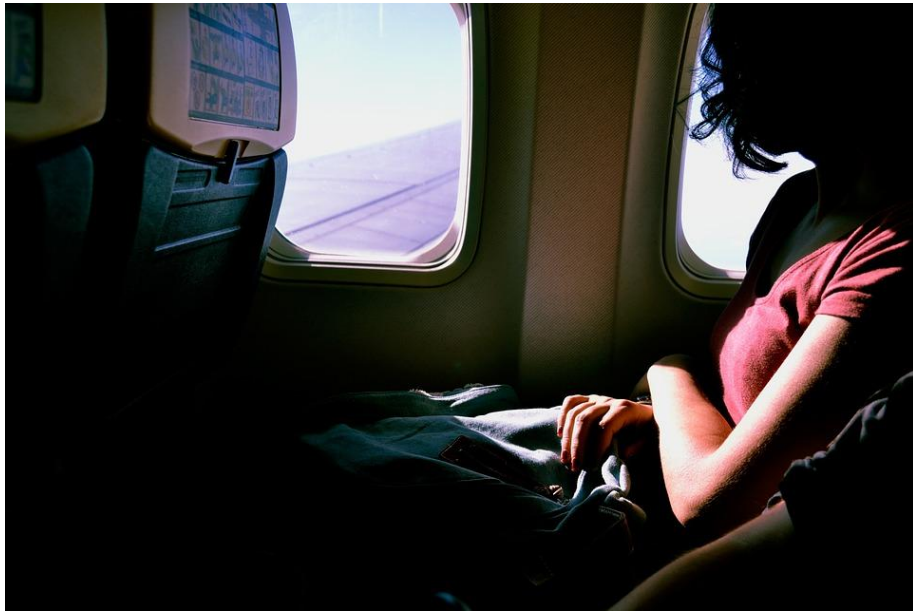


Playing in an important sports game and trying to score the winning point:



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Flying on an airplane:



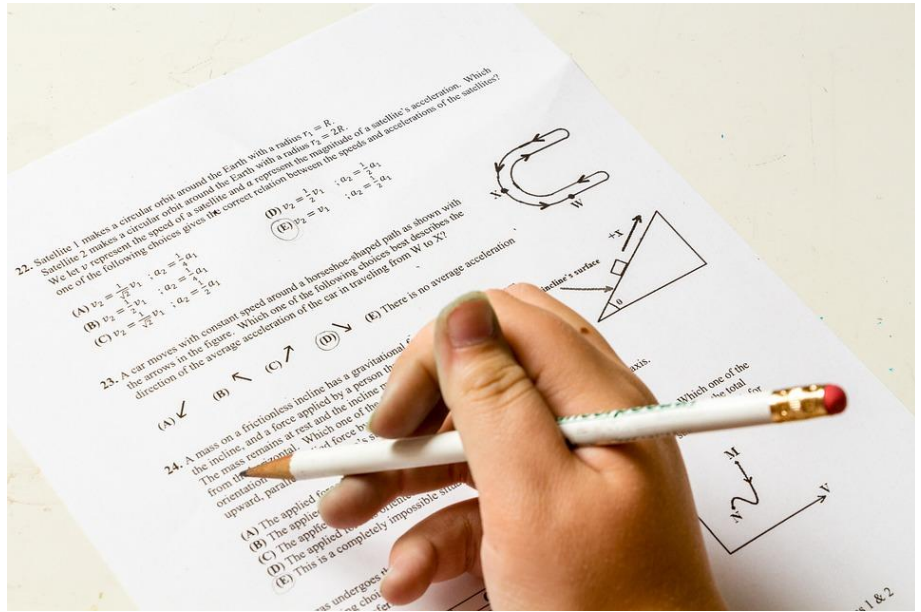
Getting a shot at the doctor's office:



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Taking a test:



Crying babies:



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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 and even 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. This is a 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/photos/homework-school-problem-number-2521144/>

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

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



Empower

10 minutes

It is important that when we feel ourselves getting stressed or when we see someone else who is stressed that we respond with care. We talked in the last lesson about how we can take care of ourselves when we feel stress. Now, let's talk about what we can do to help someone else when they are stressed.

In the last lesson, you traced one of your hands and wrote down five stress-relief strategies that you can use to calm down. We called this "Take Five". Now, you are going to trace the other hand and write down five caring things you can do for someone you know is experiencing stress. We will call this the "Give Five." Before we start, though, let's brainstorm some things we can do to help care for another person who is experiencing stress.

Take a few minutes to do this; write ideas on the board. Ideas might be things like: give a hug, offer to help, sit with them, talk with them, help them breathe. These may be longer than the shorter, single-word strategies on the Take Five activity.

Now, trace your opposite hand and pick five strategies you can write down, one per finger/thumb. Write "Give Five" in the center, and then you can decorate your hand when you are done.



Reflect

5 minutes

It will be important to be on the lookout for others who are experiencing negative stress. If you see someone who is struggling, think about your Give Five strategies and try offering it. If you can tell your parent or guardian is really tired and stressed after a long day, how can you help? Does that person need a hug? You will be amazed at how much less stressed you feel, too, when you care for someone else.



Extension Ideas

- Short videos for brain breaks and mindfulness moments (requires free account): www.gonoodle.com
- List of resources for relaxation: www.kidsrelaxation.com



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PROGRAM FOR SOCIAL
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LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

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Stressed

**Not
Stressed**

Somewhat Stressed

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