



**I Am So Stressed Out!!! (🌍 An Emotional Health Story)**  
**(4<sup>th</sup> Grade – 9-10 yrs.)**  
**Think, Pair, Share: Stress, Is It in Your Control?**  
**Group Activity**



**STORY CONNECTION SLIDES 7-8 (Approx Time: 25-30 mins)**

If stress can do so many terrible things to your body and brain and can affect your emotions so much that you become negative and do not care anymore – then obviously we need to learn how to handle stressful situations in our lives. There are SOOOOO many things that can stress you out!!! There are things going on at school, home, with friends, and with neighbors. We can separate stressful situations into two different kinds of stressful situations, the ones you can control and the ones you cannot control. For the stressful situations that we can control, we can prepare for and do what we need to do so that the situation no longer activates our stress response to cause damage to our brain. For the stressful situations that we cannot control, we can come up with coping mechanisms that will allow us to deal with the stress so that it does not damage our brain.

**Materials needed:**

- Chart paper
- Markers

**Preparation needed:**

- Label pieces of chart paper with the words SCHOOL, HOME, FRIENDS, NEIGHBORHOOD, EXTRA CURRICULAR ACTIVITIES, CHURCH, etc.
  - Modify the labels to meet the needs of your student(s).
- Hang the labeled chart paper around the room.
- Determine student grouping

**Instructions:**

1. In this activity, student(s) will work together to discuss situations that might be stressful in various parts of their lives. They will then decide if it is stress they can control or not and focus on things they can do to make the situation better for them.
2. Walk around the room and show student(s) each chart paper.
3. Go over each one with them and have them begin thinking about examples of things that could be stressful in each of the locations. Give them a couple of minutes of thinking time.
4. Explain to student(s) that they will work in group to complete a “carousel” activity. This means they will be rotating around the room to the different chart papers. During the designated time at each paper they will

write down events or situations that could be considered stressful in each place. They want to try not to repeat situations that are already written on each chart.

5. Ask student(s) if they have any questions or need any clarification. Clear up any misunderstandings.
6. Assign student(s) their small groups and give each team a marker. Place each group at a chart paper.
7. Give each group 1-2 minutes at each chart before signaling them to rotate. Rotate until all groups have been to each location.
8. Once every group has had a chance to put ideas on each chart, bring the group back together and briefly discuss each chart. As each idea is discussed, brainstorm a couple of strategies the student(s) could use to make the situation less stressful and manageable.
9. Finally, assign each group one of the charts.
10. Explain to the student(s) they will now decide if each stressful situation is one that 4<sup>th</sup> grades can control or not control. Have them put a C (control) or NC (no control) next to each stressful situation on their chart.
11. Ask student(s) if they have any questions or need any clarification. Clear up any misunderstandings.
12. Give student(s) time to work together.
13. When all groups have finished, come back together, and have groups share out with the group. If anyone else disagrees, allow time for discussion. Some situations might be both depending on the circumstances.
14. In closing, remind student(s) that there are always going to be stressful situations in our lives. Knowing the difference between those we can control and those we cannot as well as having strategies for handling stress will allow them to keep from damaging their brains.