

BOOK TITLE

Taking Care of My Worries

TOPIC

About Me

LENGTH

1 Lesson (1 Hour)

Essential Question



What are some ways to cope with stress and anxiety?

LESSON OVERVIEW



In this lesson, the teacher guides the students to discuss worrying and to practice various anti-anxiety activities. The lesson requires the active participation of both students and teacher.

REQUIRED MATERIALS

- Book: *Taking Care of My Worries*
- Paper and writing tools
- Chart paper

LEARNING ACTIVITIES



Class discussion before the reading.



Class discussion about the book.



Teacher-guided activity: practising anti-stress coping methods.

LEARNING CONNECTION

Throughout the lesson, the students think about why they worry and the differences between helpful and harmful worrying, and try out different strategies for coping with stress and anxiety. This builds on their understanding of the book *Taking Care of My Worries*. Students can build on what they are learning about health in general, such as healthy eating and sleeping habits.

READING VOCABULARY

worry, headache, digestion, stomach ache, frustrated, confused, embarrassed, healthy

TAKING CARE OF MY WORRIES


1. Ask students to describe how they stay healthy.

 **“How do you stay healthy?”**

Give students a chance to respond. If they having trouble coming up with answers, prompt them using some or all of the following questions.

 **“What do you eat to stay healthy? What time do you go to bed at night? What do you do during the day? Do you like to read? Do you like to play outside? How do these things help you stay healthy?”**

2. Introduce the book to the students. Students will have their own copies at their desks to follow along with. Give students a chance to respond.

 **“Today we’re going to read a book that talks about a different way of staying healthy. This book is about how to have a healthy mind. Before we read the book, can you think of some things that prevent you from having a healthy mind?”**

Answers might include: watching too much television, not reading books, not getting enough sleep, not eating healthy food, being angry all the time.

3. Read *Taking Care of My Worries* with students. Students may follow along with a copy at their desks.
4. Discuss Lizzie and her story with the students. Ask questions that focus on why she was worried and how her worries harmed her.

 **“Describe Lizzie. Why was she worried? How were her worries harmful to her?”**

Answers might include: Lizzie was worried about her hockey game the next day; they made her stomach hurt; they stopped her from doing something she likes.

 **“Can you show me how Lizzie might have looked while she was worrying? What kinds of thoughts do you think Lizzie may have had while she was worrying?”**

Answers might include: Lizzie might have thought that her team might lose, that someone might get her, that she might not play well.

5. Using the same types of questions, discuss the stories of Joshua and Alookie.
6. Ask students what kind of worries they have. Give them a chance to respond. If a student presents a serious issue, it may be helpful for the teacher to talk to this student after class to suggest that they speak with a school counsellor. The teacher should follow up with this student in a few days.

 **“What are some worries that you have? If you don’t have any worries right now, can you think of worries that you had in the past or worries that you might have one day? What kind of worries do they have?”**

TAKING CARE OF MY WORRIES

7. Discuss ways your students can cope with their worries by asking them to talk about the methods they learned in *Taking Care of My Worries*.



“There are several ways we can take care of our worries. What ideas did you get from the book? If you want, look in your book to remember some ways that Lizzie, Joshua, and Alookie coped with their worries.”

Answers might include: think about the worry, talk to an adult about it; get lots of sleep, eat well, exercise; do breathing exercises; try to think about other things that make you happy.

8. Guide the class in practicing one anti-anxiety activity. On chart paper, write: “1. Deep breaths”. Explain to students that breathing can help reduce stress because it causes you to stop what you are doing and think only about your breathing and not about your worries.



“This is one thing you can do when you are worrying. Imagine you are a superhero who can blow away your worries! Take some deep breaths, like this.” (Inhale deeply, exhale deeply.) **“Put your hand on your belly to feel it fill up with air and then empty again when you breathe out. You can also close your eyes.”**



9. Guide the class in practicing a second anti-anxiety activity. On the chart paper, write: “2. Naming Things”. Explain to students that one way to take care of their worries is to think about things that aren’t their worries. One way of doing this is to look at the things around them and name everything they can see, touch, hear, smell, and taste.



“This is another activity you can do when you are worrying. You can do this in your head instead of talking aloud.”

Read each of the following five steps and write each under the heading. Pause after each step to give students time to write down an answer. Tell students to put their hand up after they are done each step.



- ☞ **“Think of five things you can see right now. Write these things down. Once you are done writing, put your hand up.”**
- ☞ **“Think of four things you can touch. Write these things down. Put your hand up when you are done writing.”**
- ☞ **“Think of three things you can hear. Write these things down and put your hand up when you are done.”**
- ☞ **“Think of two things you can smell. Write these things down and put your hand up when you are done.”**
- ☞ **“Think of one thing you can taste. Write this thing down and put your hand up when you are done.”**

TAKING CARE OF MY WORRIES

10. Once students are done writing, ask them why they think this will help them take care of their worries.



“Why do you think naming things around you helps you take care of your worries?”

Answers might include: it helps you to think about things that aren't your worries; it makes you see things that make you happy and not worried; it makes you thankful for the things you have.

Ask students what helps them when they are worried. Give them a chance to share with the class.



“What helps you feel better when you are worried?”

11. Have the students choose one of the strategies. Direct them to write one to three sentences explaining how the strategy helps them take care of their worries, and illustrate their explanation.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

1. **Optional:** If students are comfortable, they can share their explanations with the class. Remind students that worries are personal and unique, and they should be respectful of the worries that their classmates have.
2. Post the chart paper on which you listed the strategies for the students' reference during the year.