



So Long, Stress

Activity 1: Stress Bingo

Format:

- Teacher-Facilitated Group Discussion
- Individual

Materials:

- Printouts of Stress Bingo handout
- Coloured pencils, markers, crayons
- Chalk/white board, chart paper

Timing:

- Following the pre-reading discussion

Instructions:

1. Distribute the Stress Bingo worksheet to each student.
2. As a class, brainstorm some ways of managing stress in healthy ways and record these for students to see.
 - What are some things you can do to feel better (in your body, mind, heart) when you are stressed?
3. Give students time to draw some of these strategies in the boxes of the blank bingo card.
 - Remind them that they don't currently have to do these things in order to put them on their bingo cards.
4. Once students have filled their bingo cards with options for ways to manage stress, ask them to choose three different colour markers/crayons/colouring pencils.
5. Then, ask the students to circle all of the boxes of things that:
 - Colour 1: They already do to manage stress in healthy ways
 - Colour 2: They would like to try
 - Colour 3: Put an X through the strategies that just aren't for them
6. Once everyone is done, have students compare their bingo cards with the person next to them and discuss the different ways they each manage stress.

Stress Bingo

Name: _____

Draw strategies to cope with stress in each bingo square.

- Circle strategies you already use in green.
- Circle strategies you want to try in blue.
- Put an X through strategies that are not for you!

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Activity 2: Breathing Exercises

Format:

- Teacher-Facilitated Group Discussion

Materials:

- Letter size paper or journal
- Pencils

Timing:

- While Reading

Instructions:

1. Return to pages 33-38 in the book.
2. Ask students to take a moment to write a few words about how they are feeling in their hearts, heads and bodies.
3. Then, lead the class through a few minutes of box breathing.
4. After a few minutes, ask students to select another breathing technique and practice it on their own for a few minutes.
5. Coming back together, instruct students to look back at their words from before the breath work and reflect on whether they feel differently now.
6. Ask if anyone wants to share which technique they practiced on their own, which technique they preferred, or how they felt differently after.

Activity 3: Gratitude Journal

Format:

- Individual

Materials:

- Letter size paper or journal
- Pencils

Timing:

- While Reading

Instructions:

1. Lead a discussion with the class:
 - Ask students how often they practice gratitude and how it makes them feel.
 - Discuss what the book says about the benefits of practicing gratitude.
2. Guide students to write a journal entry about something (or many things) they feel grateful for in their life.
3. As a class, discuss how the act of think and writing about what you are grateful for makes you feel.

Activity 4: Stress Busters

Format:

- Small Groups
- Individual

Materials:

- Legal, chart size or other large paper
- Pencil crayons, markers, crayons
- Letter size paper or journal
- Pencils

Timing:

- Following the post-reading discussion

Instructions:

1. Split the class into 8 groups and assign each group one of the stress busters from the book (Get Organized, Develop a Growth Mindset, Practice Active Relaxation, Calm Your Mind, Take Time to Notice, Move Your Body, Fuel Your Body, Rest Your Body).
2. Ask students to work together to create an informational poster about their stress buster:
 - What it is, how it works and helpful tips for implementing it into your life
3. Each group will present their poster to the class.
4. Guide students to reflect on each of the stress busters they've learned about and how stress comes up for them personally.
5. Instruct students to create a plan to implement one of the stress busters in their life.
 - The plan can be a tracker, a weekly agenda/calendar, a vision board, etc. the goal is for them to really think through how to adopt one of the strategies in a meaningful way that will allow them to reflect on it later.
6. Ask if any students want to share their plan with the class.