

Can You Feel It?

Session #2

Session #2 has been designed to address the last two of the four key messages, which are:

- *You control your reactions.*
- *Empower yourself — you can do it!*

By helping students understand how their bodies react to their individual stress, they can learn to cope with stress in a healthier way.

Overview:

Each activity has an abbreviation beside the title to indicate the link to the Health and Physical Education curriculum (Strands, Subgroups, and Living Skills). They are:

- *PS: Personal Skills*
- *IS: Interpersonal Skills*
- *CT: Critical Thinking*

Introduction: View the Can You Feel It? Trailer (CT)	5 minutes
Activity #1: Nail and Board Team Challenge (CT,IS)	10 minutes
Activity #2: Detangle Activity (coping strategies) (PS, CT)	15 minutes
Activity #3: Healthy vs. Unhealthy Coping Strategies (PS, CT)	25 minutes
Activity #4: Checkpoint: How am I Doing? (PS,CT)	5 minutes
Activity #5: Beach Ball Resiliency Simulation Conclusion (PS, CT)	5 minutes
Wrap-up Activity: Let's Chill Relaxation Exercise (PS)	10 minutes
	Total Class Time 1h 15minutes
Follow-Up Discussion (PS, CT)	15 – 30 minutes

Materials:

- *Can You Feel It?* Trailer (CD in resource bag)
- Nail and Board Team Challenge (in team challenge bag)
- *Can You Feel It?* My Life Design Student Workbook (in workshop materials envelope) (Appendix II) (***) if you find it more appropriate for your students, you may choose to use the Self Quest self evaluation tool found on the Kids Help Phone website instead of the workbook)
- *Can You Feel It?* Poster Series and P.A. Announcements (in workshop materials envelope)
- Kids Help Phone poster (post prior to session, in workshop materials envelope)
- Kids Help Phone wallet cards (in workshop materials envelope)
- Local Community Resources poster (post prior to session, in workshop materials envelope)
- *Can You Feel It?* Coping Strategies prop bag with props (use props list and pictures, Appendix III and IV, in binder if you do not have a prop bag)
- Beach ball (in workshop materials envelope)
- CD Player/Laptop
- Relaxation CD "Decompress Your Stress" (in workshop materials envelope)
- Every BODY is a Somebody Facilitator's Guide – relaxation exercise (in resource bag)

Objectives:

1. Students will identify healthy and unhealthy coping strategies.
2. Students will identify the people in their lives who can help them cope with stress.
3. Students will learn about resources they can access to help them cope with stress (e.g. Kids Help Phone).
4. Students will understand how to manage their stress using healthy coping strategies, which can increase their resilience and their ability to overcome life's challenges (i.e. to "bounce back").

Introduction:**View the Can You Feel It? Trailer (CT)****5 minutes****Instructions:**

- Have students view the 2 ½ minute Can You Feel It? trailer as a review of key concepts presented in Session #1.

Teacher Prompt:

"Did you notice that the CYFI? trailer referred to 'developing resiliency'? What does resiliency mean for you?" (It's OK if students don't know the answer at this point.)

Student:

"Resiliency is the ability to adapt to and/or bounce back from life's changes and challenges."
School Health Promotion Team, 2010.

Activity #1:
Nail and Board Team Challenge (CT, IS)

10 minutes

Material:

Bag A

Hammer
Pencil (sharpened)
Ruler (metric)
Board
Nails (2)

Bag B

Spoon
Pencil (unsharpened)
Ruler (imperial)
Board
Nails (2)

Procedure:

1. Divide class into 2 groups and have each group select 3 volunteers to do the activity. The remaining students will be observers.
2. Have volunteers come to the front of the classroom. Give one group (Team #1) - Bag A and the other (Team #2) Bag B.
3. Using only the tools and material found in their bag the teams will complete the following challenge :
 - Teams must “nail” the 2 provided nails into board.
 - Nails can be nailed anywhere on the board, but the 2 nails **must be exactly 6 cm apart** and be **nailed only 1 cm into the board** (i.e. 7 cm of the nail must protrude).
 - **NOTE:** Since the same board will be used for more than one session, instruct students that they **cannot** use existing nail holes.
4. The first team to complete the challenge (with the correct measurements) is declared the winner.

Discussion:

Teacher Prompt:

Through discussion, have the students bring out the following points:

- Team #2 may have experienced “stress” related to trying to complete the task with the tools they had (i.e. unsharpened pencil, spoon...).
- Having the right tools to use makes accomplishing a task much easier (i.e. Team #1, who had hammer, metric ruler and sharpened pencil).
- It is much more difficult, or sometimes even impossible to successfully accomplish a task when you don’t have the right tools.
- Sometimes using the “wrong tools”, may even be dangerous to your health (i.e. did anyone from team #2 hurt themselves trying to get the nail into the board?)
- “Having the right tools in your “toolbox” is very important to be able to manage your stress. There are many tools (also called “coping strategies”) that people use to “cope” with their stress. Some of these strategies can be healthy, while others are unhealthy and may be dangerous to your health.

Activity #2:
Detangle Activity (coping strategies) (PS, CT)

10 minutes

Instructions:

- Using the video and trailer as a jump off point, create a list of coping strategies. Have students brainstorm additional coping strategies to add to the list.

Teacher Prompt:

"In the video/trailer, what did Alex do to try to cope with his stress? You will notice that the strategies Alex uses are divided into four topic areas."

Student:

"Alex in the video:

CHILL — sleep (ten hours a week), breathe

FUEL — eat (four food groups – caffeine, grease...)

CHAT — talk to uncle, communicate with mother, chill with his friends

PLAY — soccer in the park ..."

Teacher Prompt:

"Have you used or seen others use different strategies to cope with stress?"

Student:

"Strategies that I have used or have seen others use are..." (It's OK if students don't come up with a comprehensive list at this point. Other strategies will come up during the next activity.)

- After students have given their answers, put up the four posters.
- Have a brief discussion about where Alex's strategies fit under the four topic areas.

Note: *The coping strategies mentioned above are not all healthy coping strategies (i.e. sleeping 10 hours a week and living on caffeine and grease are considered unhealthy coping strategies).*

Activity #3:
Healthy vs. Unhealthy Coping Strategies (PS, CT)

25 minutes

Part I

Instructions:

- Write the words Healthy, In moderation or Unhealthy on the board or use the signage provided (attached to the front pocket of the Can You Feel It? Coping Strategies Prop Bag).

Teacher Prompt:

“Are all of Alex’s strategies healthy? How about the list that we have compiled as a group? Let’s look at the strategies a little more closely to try to determine what makes a coping strategy healthy vs. unhealthy.”

- Have students pull out a prop from the *Can You Feel It?* Coping Strategies Prop Bag and guess what strategy it represents (**depending on the grade level, you may want to remove some items from the bag**). If prop bag is unavailable, refer to Props List in appendix III and the pictures provided in Appendix IV.
- Ask students to identify if the strategy chosen is healthy or unhealthy and write it on the board. You may want to also refer back to the four topic area posters in Multimedia Tools.
- As answers are written on the board, ask students to write the answers in their *Can You Feel It?* My Life Design Student Workbook (p.7).

Note: *Some strategies may be healthy or unhealthy depending on how they are used (for example, sleeping may be a healthy activity; however, sleeping too much may be used as an escape or may be a sign of depression. Watching TV or playing video games may be a healthy diversion but too much screen time may become unhealthy. Screaming and letting it out into your pillow may be healthy but screaming at someone else may not be healthy . . .)*

Student:

Healthy strategies for coping with stress

FUEL — Healthy balanced eating, use positive self talk, be kind to yourself

PLAY — Go for a walk, play sports, exercise

CHILL — Listen to music, read, hang-out with friends, play with your pet, sleep, breathing and relaxation exercises, yoga, unplug, laugh

CHAT — Talk to friends, talk to someone you trust, journal, build supportive relationships, be positive, be assertive, call someone and get help if necessary (e.g. Kids Help Phone)

Unhealthy strategies to cope with stress

Smoking, sleeping too much or not enough, drinking or using drugs to escape, unhealthy eating (unhealthy “comfort” food, overeating or undereating), skipping school or work, getting angry, getting even, acting impulsively or recklessly, ignoring/or not dealing with the problem, pretending that nothing is wrong, negative self talk, negative attitude, wasting time, withdrawal from friends and family, cutting/self harm, engaging in unhealthy sexual behavior, risky behavior, turning to gangs or cults for support.

Activity #3: **Healthy vs. Unhealthy Coping Strategies (PS, CT)** **Part II**

Instructions:

- Have students complete the “Who Can I Talk to?” section (p. 8) in their *Can You Feel It? My Life Design Student Workbook*.

Teacher Prompt:

“One of the healthy strategies mentioned was talking to someone. Let’s spend a little more time thinking about who in your life you can talk to. Is there anyone in your family, a friend, someone in your neighborhood, in your school, someone you look up to and trust (for example, a coach) that you would feel comfortable talking to?”

Teacher Prompt:

“If, for whatever reason, you cannot talk to one of these people (for example, person is unavailable, the problem is too big or you feel you can’t talk to anyone, or if you want to talk to someone anonymously), there is Kids Help Phone. It is an anonymous and confidential phone and online professional counselling service for youth. Big or small concerns, 24/7, 365 days a year. I encourage you to check out “Self Quest” on the website. It helps you create a map and figure out what to do when the going gets rough”.

- Hand out the Kids Help Phone wallet cards to students.

Note: Refer your students to the list on the *Local Community Resources* poster that you will have posted in your classroom prior to the session.

Alternate activity: If time permits you may also want to browse the Kids Help Phone website with your students or alternatively you may wish to have students explore the site individually as a class assignment. The website includes many interactive features found under the following tabs:

- **Your Space Tab:** includes games and tools such as Self Quest (***)This interactive self evaluation tool can also be used as instead of the *Can You Feel It? My Life Design Student Workbook*)
- **Info Booth Tab:** includes information on various topics such as bullying, emotional health, family, friends, dating...
- **Ask Us Online Tab:** has forums where students can post questions anonymously or read answers to questions that were posted by other students.
- **Phone Us Tab:** walks students through what would happen when they call the Help Line.

Activity #4

Checkpoint: How am I Doing? (PS, CT)

5 minutes

Instructions:

- Have students complete the Checkpoint: How am I Doing? Section (p.9) of their *Can You Feel It?* My Life Design Student Workbook.
- Let students know that you will be following up on the activity in the next couple of weeks.
- Ask students to challenge themselves by trying to put into practice the new strategy they have identified.

Activity #5:
Beach Ball Resiliency Simulation Conclusion (PS, CT)

5 minutes

Instructions:

- Show class the partially deflated beach ball from Part 1 of the simulation. Tell students that the beach ball represents someone who is not very resilient (i.e. has poor self-esteem, is unable to cope with their stress, has a negative attitude, etc.) In other words, someone who is not able to “bounce back”.
- Ask students to name healthy coping strategies that would work best for them. With each example given, re-inflate the ball slightly until it is fully inflated.
- Have a student bounce the ball.

Teacher Prompt:

“What have we just demonstrated with this simulation?”

Student:

“...by learning and using healthy coping strategies, you will be able to better detangle/manage your stress and thus improve your resiliency, your ability to “bounce back.”

Note: *You may wish to have the students write some of the healthy coping strategies on the beach ball and hang it in the classroom as a visual reminder.*

Wrap Up Activity: **Let's Chill Relaxation Exercise (PS)**

10 minutes

Note: *Evaluations from the pilot sites showed that students, both male and female, rated the relaxation exercise as one of their favorite activities of the workshop. We encourage you to continue to practice relaxation techniques with your students on a regular basis with the relaxation CD provided or with relaxation activities of your choice.*

A good relaxation technique is something that calms your mind and clears your thoughts. It is a tool that you carry with you to help you deal with a stressful situation when they arise. Breathing is something that you can do whenever you need to. It is like "taking a time out". Deep breathing provides extra oxygen to the blood and causes the body to release endorphins, which are naturally occurring hormones that reenergize and promote relaxation. There are many different types of relaxation exercises. They include:

- Breathing exercises
- Centering or focusing
- Progressive relaxation
- Guided imagery
- Meditation

The technique that we will focus on is called deep breathing. (You may choose from various other exercises in the supporting resources provided in the kit).

Please refer to the *Deep Breathing Script on page 148 in Every BODY Is A Somebody Facilitator's Guide that is included in the kit.*

Instructions:

- If possible, ensure that the temperature of the room is comfortable.
- Have students place themselves in a comfortable position (in their chairs or on the floor if you are in a larger room such as the gym).
- Tell students that you will be turning off the lights and ask that no one move around during the exercise (for safety reasons).
- Make sure that all electronic devices are turned off.
- Ask students to close their eyes and to focus on your voice.
- Tell the students that the relaxation exercise that you will be doing will take approximately 10 –15 minutes.

Teacher Prompt:

"We will now be doing a relaxation exercise together. Doing relaxation is a learned skill. If this is the first time that you try this, it may not be easy. It requires practice and will become easier to do over time. Relaxation is something that calms your mind and clears your thoughts. It is like "taking a time out". The relaxation exercise that we will do today is called deep breathing."

Note for teacher: *You may want to practice reading the exercise ahead of time. Read it aloud to yourself slowly and clearly using a calm, quiet voice, pausing at the end of each sentence. You may also choose to have a student volunteer who has a relaxing voice lead the breathing exercise.*

Follow-Up Discussion

15 – 30 minutes

- In a few weeks, have students revisit their Can You Feel It? My Life Design Student Workbook.

Teacher Prompt:

What did you put down in your workbook as the “one thing you could do better to cope with your stress”?

- Have students turn to the Personal Reflection section (p. 10), and answer the questions. Students do not need to share their answers.

Teacher Prompt:

“For those of you who would like to share...”

“Did you try your strategy?”

“How often did you try it?”

“Did it work for you?”

“If it worked well, will you continue to use it?”

“If it didn’t work well, what could you do instead?”

- Encourage students to continue to reflect on a regular basis. They can use the Journal section (p. 11 –12) to help them do this.