



Topics to teach: Am I Worried? Use Your Senses to Manage Your Worry

Lesson: Activity Book, Pages 8,9

Length of lesson: 30 min

Goal: Teach students to recognize when they feel worried and manage those feelings in a healthy way.

Objectives:

- Recognize feelings of worry (which can lead to anxiety) through familiar senses.
- Understand when to use senses to manage worry.
- Practice using senses to manage worry.

Vocabulary:

Discuss these terms prior to the lesson:

Senses

Worry

Materials:

1. "I Can" statement printed and cut out
2. Finding Feelings Activity book - Pages 8 & 9
3. Pencils and crayons
4. (Optional) Projection of lesson

"I Can" statement:

Display and read the "I Can" statements before and after lesson delivery.

I can sense when I am worried.

I can use my senses to manage my worry.

Attention Grabber

Tell the students to listen very carefully to the story about Rocket.

Rocket was at the park with some friends when he noticed a boy from school sitting by himself on a park bench with his head down. Rocket walked over to him. "Hey, do you want to play ball with us?" The boy sighed. "Yes. But my tummy feels weird and I can't stop thinking about how my family is moving next week. I don't think I would be very much fun." Rocket sat down beside him to listen. "Are you worried about moving?" Asked Rocket. "I thought only adults worry." Wondered his friend. "How do I know if I'm worried?" Rocket explained the signs of worry: butterflies in your stomach, not wanting to talk, breathing fast, shaky or sweaty hands, brain not being able to focus, and maybe even heart beating fast. "Wow, I think I felt all of those things this week. I guess I AM worried!" Admitted Rocket's friend. Rocket's showed his friend how to use his senses to refocus on where he is NOW instead of feeling overwhelmed with worry. Rocket and his friend sat on the park bench focusing on one thing they could taste... one thing they could hear... one thing they could see... one thing they could smell... and one thing they could feel. Rocket's friend was so happy to have a new tool he could use when he started to feel worried!

What did Rocket do when the boy shared his feelings with Rocket? (He listened to him no asked questions)

-2nd grade: How do you think the story would have been different if Rocket just said "ok you don't have to play" and did not talk to the boy? Why do you think Rocket stayed and continued to ask questions and listen?



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Lesson

Today we're going to talk about our feelings, how to know if you are worried, and how to manage that worry. Worry is something everyone FEELS sometimes! There are signs that your body gives you to let you know that you are worried.

You may not want to talk (point to mouth) You might start to breathe very fast (put hand on chest) Your brain might have trouble focusing (put hands on head) You might have a fast heartbeat (put hand on heart and pat up and down quickly) You could have shaky, sweaty hands (hold hands out and shake them) You could even feel like you have butterflies in your stomach!

When our brains are afraid of something that is going to happen or might happen, and you can't stop thinking about it, that might be worry! These could be real things or imaginary things.

Some kids might worry about things like sleeping in a different place, getting made fun of, or not getting good grades. It is ok to feel worried. Everyone feels worried sometimes. I feel worried sometimes, Rocket feels worried sometimes.

When you notice you are beginning to feel a little worried, you can use your senses to "get back to calm and happy."

Remember, Your senses are: sight, hearing, smell, taste, and touch. It helps to refocus your mind when you think about one thing you can taste, 1 thing you can see, 1 thing you can feel or touch, 1 thing you can hear, and 1 thing you can smell. (Give examples for each and have students practice where they are by closing their eyes and thinking about each sense)

When we focus on things around us, it helps show remind us to be right here in our minds instead of thinking about what may or may not happen in the future.

Remember, all of these tools can help you. But, if you still can't stop worrying, make sure you talk to an adult you trust who can help.

Extended Thinking

- Name one way your body can sense worry (not wanting to talk or eat, butterflies in stomach, sweaty or shaky hands, trouble focusing)

-Name one way to use your senses to get back to happy and calm. (Focus on something you can see, feel, smell, taste, and hear.)

Standards

CASEL Competency: Self Management

K. L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful)

1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

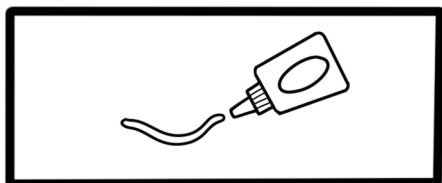
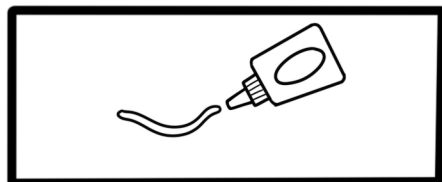
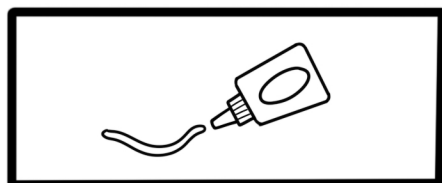
2.L.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).



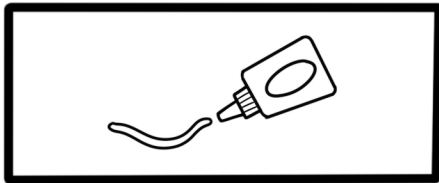
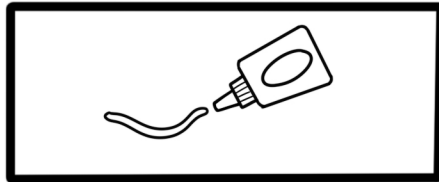
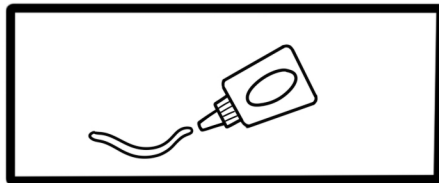
Finding Feelings

Cut, sort, and glue the pictures into items you may smell, hear, or taste.

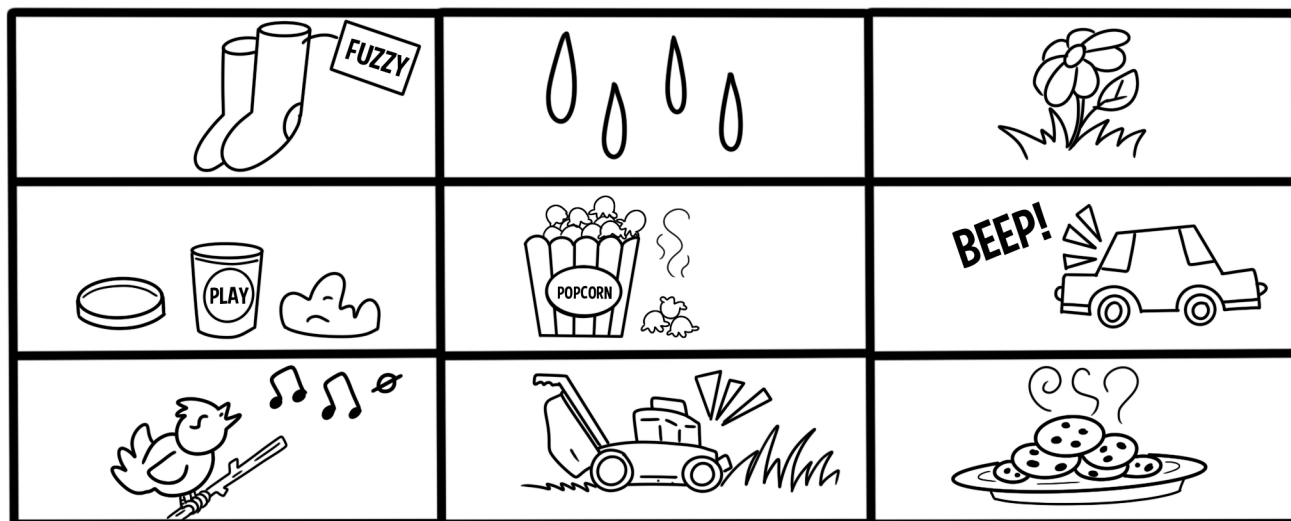
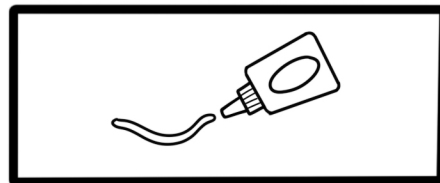
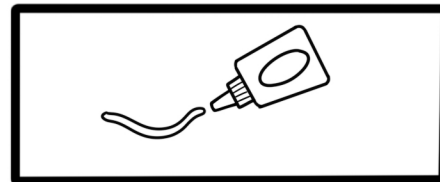
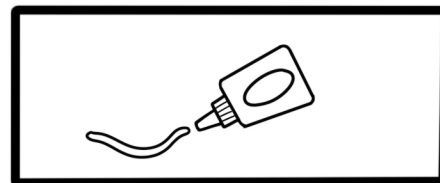
SMELL



HEAR



TASTE





Finding Feelings

Cut out and glue the pictures in the box that best completes the sentences.

At school I might hear

--

At a park I might see

--

In my kitchen I might smell

--

At outdoor recess I might feel

--

At lunch I might taste

--



Finding Feelings

Circle the adjective that best completes the sentences about using your senses. Then, write your own sentence using one of the unchosen words.

Maria could hear the (faint, loud, blaring) hum of the lawnmower down the street.

My sentence: _____

To Luis, the buildings in New York City seemed to look (big, tall, gigantic)! When you stood at the bottom, they seemed to go into the sky forever!

My sentence: _____

Emily couldn't wait to eat her mom's soup. It was always served warm and just a little bit (bitter, spicy, hot) just the way she liked it!

My sentence: _____

Jordan had not seen snow in a long time. He used his hands to make a snowball. It felt (chilly, cool, freezing cold) on his bare skin.

My sentence: _____

Jace loved campfires. He loved the (smoky, burning, charred) smell that seemed to make his body relax almost instantly.

My sentence: _____



I can sense when I
am worried.

VOCABULARY



Worry
Senses

Focusing

Congratulations!



**For Completing the lesson
Am I Worried? Use your Senses to
Manage Your Worry**

**You're a Rocket Finding Feelings
Super Star!**

Instructor signature _____

Signature Rocket  **Date** _____