

Lesson Plans

Session 3: Coping with Our Own Stresses



Session Objectives

- Learn to understand what you can control, what you can't control, and how to manage different types of stress.
- Learn the difference between the two types of strategies for managing stress.

Materials List

- Sign-in sheet with the family ID and contact information
- Name tags and markers
- Objectives Posters for Sessions 3 & 4
- Ground Rules Poster
- Whiteboard
- Whiteboard marker
- Parent folders/pens
- Journey Map
- Emotions Poster
- The Three-Step Process for Coping with Stress Poster
- The Three-Step Process for Coping with Stress Handout
- Home Activity Cards
- Small paper plates and napkins
- Food handling gloves
- Selected snacks

Preparing for the Session

Create an **Objectives Poster** for use in this session and the next (see **Objectives Poster** on program website). Only include objectives from Session 4 on this poster.

Create a **Three-Step Process for Coping with Stress Poster** by copying the information from the corresponding handout on the program website.

Create an **Emotions Poster** by locating online an emotion faces chart with drawings of children's faces that include at least the following emotions: angry, sad, afraid, disgusted, happy, and surprised. Make sure that there are not more than 10 emotion faces in the chart.

Session Protocol

Start class no later than 10 minutes after official start time.

Any parents who have not completed the assessments must first finish their questionnaires before they are allowed to join the program.

At the end of this lesson, add the copies of all handouts and homework cards to the parent folders.

Journey Map

(3 Minutes)

Review on **Journey Map** what was covered in last week's session and review what will be covered this week.

Say (or paraphrase):

"This week we are still focusing on yourselves in learning how to deal with our stress so we can be ready for next week when we start talking about how we can help our children. Again, everything you learn today you can apply to yourself and your child."

Distribute folders to parents.

Objectives

(1 Minute)

Use **Objectives Poster** for Session 3 to go over the session objectives:

"Learn to understand what you can control, what you can't control, and how to manage different types of stress."

"Learn the difference between the two types of strategies for managing stress."

Ground Rules

(1 Minute)

No need to review the ground rules anymore. Simply point to the poster in the room and ask parents if they would like to add any rules.

Check-In

(20 Minutes)

Review the home activity from last week (S2) and invite parents to report on their activities or experiences from the past week.

Suggested questions for check-in activity:

- What are some examples of things you could and could not control?
- How could you tell the difference?
- Did you spend more time focusing on things you could control or those you couldn't?
- What did you learn?
- What worked well?
- What were some challenges you experienced?
- What would you change?

Total Session Length:

(90 Minutes)

Home Activity S2

OBSERVE—Observe yourself in a stressful situation. What about this situation is controllable and what could you not control?

What did you spend most of your time focusing on—what could be controlled or what couldn't be controlled?

Transition:

"Sometimes when we are stressed, we experience different emotions. We can be frustrated, scared, angry, or sad."

Anchor**(10 Minutes)***Large Group Discussion:*

Say (or paraphrase):

"Think about the situations you just mentioned for the home activity. How did you feel when you did not have control and when you did have control?"

After using some parent examples from the check-in, use the example scenarios below.

Examples to Use:

- Your parent is sick
- Your child asks for help with homework but you don't know how to help him or her
- You arrived late to work because you woke up late

Add**(25 Minutes)***Still in Large Group:*

Say (or paraphrase):

"When something bad happens, or when we are stressed, we experience emotions like what we just talked about. Emotions are helpful because they give us information on the impact of the situation."

"We are going to talk about steps of how to deal with stressful situations and managing our emotions."

*Introduction of **Emotions Poster**:*

Present the **Emotions Poster** to the parents and have them identify the emotions of the faces. When parents mention specific emotions, ask them what the emotions mean to them (see example on right).

Example:

If a parent says "mad," then ask the parent:

"What does *mad* mean to you?"

The Emotions Activity:

Give the parents the following examples and have parents find the face on the poster that they think best matches the emotions in that situation.

Examples to Use:

- Finding out that someone that you trust is spreading rumors about you.
- Finding out that you are about to lose your job.
- Losing your wallet.

The Three-Step Process for Coping with Stress:

Use the **Three-Step Process for Coping with Stress Poster** to introduce the process for coping with stress (illustrate each step for the wallet situation):

Three-Step Process for Coping with Stress

1. Dealing with your emotions. Recognize and manage your emotions (e.g., breathing, counting to 10, stop, walk away).
2. Identify what is controllable/uncontrollable.
3. Use the appropriate coping strategy:
 - a) For those aspects that are **not** controllable (seeking emotional support, letting go).
 - b) For those aspects that **are** controllable, (problem solving, getting help).

After going through the three-step process with the poster, pass out the **Three-Step Process for Coping with Stress Handout** that parents can take home.

Apply**(20 Minutes)**

Present the following scenarios, ask parents the questions to the right, and then record their responses on the poster board using the table below.

Questions

- Name the emotion and tell how you would manage your emotion.
- What can you control and not control about this situation?
- Which action(s) would you take?

Aspect of Situation/ Emotion	Can Control	Can't Control	Actions in Coping with Stress			
			Problem Solving	Seek Help	Let It Go	Seek Emotional Support
1.						
2.						
3.						

Facilitator Note:

Note: Each situation will have several rows, since most situations have several controllable and uncontrollable aspects. Guide parents through the situations in the following order. First, have them identify controllable and uncontrollable aspects of the situation and list them in the first column, putting an X in the appropriate control column. Then have them indicate which action they would take to cope with each aspect of the situation, having them be specific about what they would do. For example, if they mention problem solving, have them be specific about how they would solve the problem.

Situation 1: Conduct with Entire Large Group:

Your neighbor was supposed to pick you up and take you to the doctor. Your neighbor did not come and you missed your appointment. Now you will be charged for not showing up and you are upset.

Situations 2 & 3: Small Groups:

Divide the parents into two groups. Each group will answer the same questions again on the board on their own as a small group for their situation and then come

together to share with the large group.

Group A Situation: *Your car broke down.*

Group B Situation: *Your child is sick and you need to go to work.*

Facilitator Note

If you need to fill in more time for the apply task, then ask parents if they would like to use personal examples and do it together as a group. No need to put responses on the board.

Away

(5 Minutes)

Explain to parents that you will be asking them about this home activity next week.

Wrap-Up

(5 Minutes)

Remind parents of next week's session, time, and location. Provide a brief overview of the next lesson using the **Objectives Poster** for Session 4.

Invite parents to take snacks with them on the way out of the session.

Home Activity S3

For this next week identify a situation and follow the three steps:

1. identify and manage emotions,
2. identify the things that can be controlled and can't be controlled, and
3. use the appropriate coping strategy.