

Grade 4

Health Objective 1.04

Identify family, school, and community resources as sources of social support to reduce or prevent stress.

Language Arts 4.04

Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations)

Materials Needed:

Disposable camera, one for each student
Appendix 1 – Samples of Dear Abby letters or other advice columns
Poster board
Markers

Focus:

Several days before beginning the lesson divide students into three groups. Instruct students that they will be taking photographs for one day. Group 1 is to take pictures of family resources to which they would turn to prevent or reduce stress. Group 2 should take pictures of school resources to which they would turn to prevent or reduce stress. Group 3 will take pictures of community resources they would use to help reduce or prevent stress. Have student put their names on their individual camera and take them all to be developed (local stores often provide services for educational purposes). Once students have copies of the pictures they took ask each group to create a collage of the resources they decided upon. Each group will present their collage to the class with a description of the resources they were able to identify. [For this lesson to be completed more quickly, a digital camera could be used or students could draw pictures.]

Teacher Input:

Discuss with students the importance of social support and the various resources available to each of them to use during stressful situations. It is very important to ask for help from friends, family members, teachers and other trusted adults and from individuals and agencies in the community. Remind students that often times we could reduce or prevent stress if we would just take advantage of all of the resources around us. As students will see from their collages there are many different avenues that a person can take to find social support when faced with a stressful situation.

Discuss what an advice columnist does. Give each student a copy of a sample advice column and ask students to look for words, phrases or patterns in the columns. Explain that each of them is to write a letter to Resource Rita describing a stressful time that they may have experienced and ask where they might go for help.

Practice & Assessment:

Place students into pairs. Give each pair a sample of a Dear Abby column or other advice column. [Note: Be selective about the letters selected. Make certain they are appropriate and understandable by fourth graders.] Review some of the commonalities in the columns. Hand out a letter to each written by another student to each pair. The students should write a

response that describes family, school and/or community resources for reducing or preventing stress.

WIDOW MAKES UP HER MIND THAT AGE DOESN'T MATTER

DEAR ABBY: Two years ago, after 56 years of marriage, I became a widow. I am only 82. I miss the companionship, but what I miss the most is ballroom dancing. All my friends are widows, or their husbands are too feeble to dance.

I keep house for my divorced son and teenage grandson. I drive my grandson to school in a carpool, take him to the doctor, the dentist, etc. I am blessed with good health and can travel across the country to visit my daughters and other relatives. I play bridge three or four times a week. I am active in my religious community and have many friends of all ages. I love to read, and I'm never bored or lonely.

Abby, what I'm trying to say is: Age is all in the mind. -- YOUNG AT HEART IN ARIZONA

DEAR YOUNG AT HEART: I agree with you. With your attitude you will never be "old" or lonely.

As to missing ballroom dancing, check your Yellow Pages for dancing schools and sign up for some classes. I knew a lady who went dancing well into her 90s. When she attended events, she would take one (or two!) dancing instructors with her. Where there's a will, there's a way.

