

SOCIAL EMOTIONAL LEARNING

SOCIAL SKILLS LESSON PLAN

CASEL COMPETENCY: SELF-MANAGEMENT

SOCIAL SKILL: STRESS MANAGEMENT

Created by: Robyn Orr

BOOK INFORMATION

Book title: *Jabari Jumps*

Author: Gaia Cornwall

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Number of pages: 29

Reading level: 1-2

Interest level: K-3

BOOK SYNOPSIS

Jabari finished swimming lessons and passed his swim test. Now, Jabari was excited to jump off the diving board. But when he gets to the board, he lets other kids get in line in front of him. He eventually tells his dad that he is a little tired. Jabari tells his dad that maybe he should do it tomorrow, but his dad tells Jabari some coping strategies. When Dad is scared he takes a deep break and tells himself he is ready. He explains to Jabari that sometimes he stops feeling scared and feels more like it is a surprise. Jabari climbs up the ladder and then to the end of the diving board. He says, "I love surprises." Then he jumps in and his dad greets him as he comes up out of the deep water. Jabari explains that now he is a great jumper and that a surprise double backflip is next.

This story is a good example of stress management and goal setting because Jabari uses some coping skills to deal with his stress. These coping skills help him to be successful. He had to take a break in order to meet his goal and after he succeeded he set a new goal.

LESSON OBJECTIVE

The goal of this lesson is for students to recognize that everyone feels anxious and fearful, but that does not need to stop us from reaching our goals. Students can use coping strategies to help them face and manage their fears.

LESSON MATERIALS AND ADVANCE PREPARATION

Materials:

Paper

Colored pencils, crayons, and/or markers

Preparation:

In advance, consider scenarios that will best fit your students.

KEY VOCABULARY AND CONCEPTS

Fear: Strong feelings that cause our heart to beat faster. We might want to run, we might feel frozen in place, or we might want to scream or cling to someone. We are often afraid because our mind and body are telling us that we are not safe or that the situation is dangerous and might cause us harm. Sometimes this is good because fear helps us to avoid danger. Other times fear may cause us to avoid things that might actually help us grow stronger and better. We need to think about what we are afraid of and if we want to face a fear, we can use strategies to help us move forward. By facing fears, we can grow stronger.

Anxiety: An unsettling feeling of fear or dread. However, we might not be able to pinpoint exactly what we are feeling unsettled about. This might cause us to have a stomach ache or to feel jumpy and restless.

Anticipation: When we know something is going to happen in the future, we can either look forward to the event/situation or we can dread or feel anxious about what might happen.

PRE-READING ACTIVITY

(Show the students the cover) What do you think this may be about? How do you think Jabari is feeling about jumping off? Do you think he will do it?

READ THE BOOK

POST READING DISCUSSION

Jabari tells his dad that he is not scared. Do you think this is accurate? How do you know? Why do you think Jabari said this? Sometimes we feel afraid to do something, but we might also feel excited to do it at the same time. These are tough feelings to have all at one time!

Jabari's dad gives him some good advice. What was the advice his dad gave him? How does Jabari use that advice? What is something you could say to yourself when you are nervous to try something new?

How is Jabari going to be better prepared when he does the double back flip?

He will probably still be scared, but he will choose to act brave.

Can you think of a time when acting brave helped prepare you to face your fear?

POST READING ACTIVITY

K-2: Ask the students to gather in a circle. Read different scenarios that may make them feel nervous. Then have the students say out loud "I love surprises." Then have them jump into the middle. Have them do this a few times, and ask them what it feels like before they said "I love surprises" and how it felt after they said it. Explain that sometimes we feel uncomfortable (pounding heart, upset stomach, running thoughts) before we do something. However, when we change how we look at it—see it as an opportunity—we can face the fear with greater confidence.

Examples of scenarios:

- Playing a new game at recess

- Learning to ride a bike for the first time
- Walking into a dark room
- Seeing a snake on the lawn
- Seeing a neighbor's dog running loose and barking
- Crossing a busy cross walk
- Asking for help from a teacher
- Doing your math homework when it is hard for you to understand
- Playing a hard song on the piano for your recital
- Going to the dentist
- Making a new friend
- Taking a test
- Starting a new school year
- Flying on an airplane

Grades 3-6: Ask the students to either draw a picture or write about something they want to do, but that they are kind of nervous about doing. At the top of the page, have them title it with something they can tell themselves to help them feel better. Examples include: "Trying hard helps me do better next time." "I love surprises." "This will be fun." "I know how to do this." "Opportunities help me grow." "I am the master of my fear."

After the students have completed the task to "pair and share" having students form dyads and join with a neighboring student to talk individually about their drawing. If there is sufficient time, ask for volunteers to share their pictures and explanations with the class.

CLOSURE

Sometimes we feel scared when we are trying to reach a new goal, such as doing well in school, making new friends, and trying something new. But taking a deep breath and telling ourselves, "we can do it" or "this is an adventure" gives us the strength to face the fear. We can do much more than we initially think is possible.

I say, "Be brave."
Do it even if your ankles
shake, because they will.

- Rose McGowan

