

Lesson Eight: Navigating Frustration and Stress



Objectives/Goals:

1. The participants will be able to recognize when they are feeling frustrated or stressed.
2. The participants will understand how to navigate through frustration and stress.
3. The participants will realize that it is not necessary to get rid of their feelings.
4. The participants will see how situations can look different without frustration and stress.



Materials:

Kit:

- ♥ SPARK Activity Books p. 10
Frustration & Stress vs. Calm & Clear
- ♥ SPARK Icon

Other:

- ♥ Pencils/Crayons/Markers
- ♥ Globes
- ♥ Glitter/Confetti
- ♥ Participant Picture (optional)
- ♥ Large Plastic Beads
- ♥ Mini Cups
- ♥ Water



Activities:

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| 1. Frustration & Stress vs. Calm & Clear: | 15 minutes |
| 2. Globes of Frustration and Stress: | 10 minutes |
| 3. Your Globe of Thoughts: | 15 Minutes |
| 4. Circle Time: | 05 minutes |



Facilitator Preparation Notes:

Activity One: You will need 10-15 large plastic beads for each participant. Mini cups can be used to easily keep the beads together.

Activities Two and Three: You will need a globe, glitter/confetti and water to make your own snow globe for the demonstration in Activity 2. Activity 3 calls for enough globes, glitter/confetti and water for each participant to make their own snow globe. Alternatively, mason jars or ornaments can be used. If you are unable to provide a snow globe for each participant, skip Activity 3.

Activity Three: (Optional) Take a picture of each participant to use in the snow globe or create enough copies of the **SPARK** icon (found at the end of this lesson) for each participant. Then, laminate the picture/**SPARK** icons and cut them out. Hot glue the picture/**SPARK** icon to the globe lid so that it is standing upright. Make sure the glue is dry before adding water inside the globe.

Activity One: Frustration & Stress vs. Clear & Calm (15 minutes)

The facilitator will pass out the SPARK Activity Books and a cup of beads to each participant. The facilitator will then ask the participants to turn to the *Frustration & Stress vs. Calm & Clear* activity sheet on p. 10 in their activity books and instruct the participants to draw a picture of themselves doing something in each box (each box should have the same picture). For example: taking a test, playing soccer, painting, talking to friends, etc. The facilitator will allow 10 minutes for participants to complete their drawings. After their drawings are complete, the facilitator will instruct the participants to pour their cup of beads over one of the pictures, explaining that the beads represent them having a lot of frustrating and stressful thinking while carrying out the activity in the picture. When completed, the facilitator will ask for volunteers to share what they drew and lead a discussion.

Sample Questions:

1. Which picture is easier to see? *Example Answer: The one without the beads.*
2. Why is it harder to see the picture with the beads? *Example Answer: Because the beads are covering the picture.*
3. Is it easier to complete an activity when your head is clear or when it is full of frustrating or stressful thoughts? *Example Answers: It is easier when your head is clear, or when you're in the zone, when you're in the moment not thinking about how you are doing.*
4. Does being covered up with thinking mean there is something wrong with you? *Example Answer: No, it happens to everyone. It just means you have a lot of thinking at the moment.*
5. Can you still do your activity with a lot of thinking? *Example Answer: Yes, but it may be harder and take more time.*

Activity Two: Globes of Frustration and Stress (10 minutes)

The facilitator will begin the activity by asking for volunteers to think about the picture under the beads and relate it to a time they felt so frustrated or stressed that they couldn't think straight. Then, the facilitator will ask for a few volunteers to share their story.

After each volunteer shares a story, the facilitator will lead a discussion to help them see that when they were caught up in their thinking, it was harder for them to get what they needed to do, done. However, when they eventually calmed down and felt better, they had an easier time getting things done.

Sample Questions:

1. When you couldn't think straight, were you able to do what you needed to do? *Example Answer: Yes, but not as well. No, not at all.*
2. Did being frustrated or stressed make it harder on you? *Example Answer: Yes, I couldn't think straight.*
3. How did you finally calm down? *Example Answer: The frustrated or stressed feelings finally went away, and I was calm again.*

After a few volunteers have shared their stories, the facilitator will demonstrate why they had those feelings by holding up the globe to see the picture or **SPARK** icon. The facilitator will then shake it up and ask how well they can see the picture or **SPARK** icon. The facilitator will explain that the “snow” represents their thinking and that the picture represents their **SPARK**. When we have lots of thinking in our heads, adding more thinking (shaking up the snow globe) only creates more chaos—lots of frustration and stress! If we want to see our **SPARK**, we simply let everything settle in its own time, and before we know it, our **SPARK** will be uncovered, and we will see things clearly again. Let participants know that their **SPARK** never goes away. Although it may get covered up with our thinking at times, it is always available.

Sample Questions:

1. If I'm really frustrated or stressed out, what can I do to make it worse? *Example Answer: Keep shaking the globe/thinking about the problem.*
2. If I'm really frustrated or stressed out, what can I do to make it better? *Example Answers: Put the globe (my thinking) down, walk away, go play something else for a while, take a break.*

Activity Three: Your Globe of Thoughts (15 minutes)

The facilitator now will lead the participants in making their own snow globes. The facilitator will pass out one empty snow globe, one SPARK Icon or individual picture, and one lid to each participant. Next, the facilitator will pass out confetti and glitter (optional) to put inside of the globe. After the participants have put their confetti into their snow globes, they will fill them with water and close the lids tightly, so no water is able to get out.

The facilitator will end the lesson by pairing the participants up and having them share with their partners what they learned using their snow globes.

Activity Four: Circle Time (5 minutes)

To wrap up, the participants will sit on the floor in a circle. The facilitator will then see if they have any questions. If there are no questions, the facilitator will ask participants to share what they learned that day.

SPARK Icon



