

"Me" Time

Integration: Health (Mental/Emotional Health, Personal Health)

Grade Level: 4-6

Time: 1-2 class periods

Materials:

- *My Unique Feelings* handout

Objectives:

Students will:

1. Articulate the importance of spending time alone.
2. Describe how Ann Bancroft and Liv Arnesen spend their "alone time" on the Expedition.

Lesson:

1. Ask students if they have ever felt like they wanted to run away or hide. Encourage them to name some reasons why they felt the need to be alone.
 - a. Angry with someone
 - b. Need to enjoy a personal hobby or project
 - c. Feelings of failure
 - d. Stressful situation
 - e. Excited about something
 - f. Embarrassment
 - g. Nervous about something
 - h. Confused about a situation
2. Provide an opportunity for students to express reasons why they believe being alone sometimes is important.
3. Explain to students that everyone needs to spend "alone time", in order to relax, daydream, and plan. Ask students to name some ways to solve a problem without running from it. Suggest that they should think about ways to solve their problem and ask someone they trust, like a teacher or parent for help.
4. Instruct students to "close their eyes and take a deep breath, then breathe out slowly." Ask, "How do you feel when you close your eyes and take a deep breath?"

5. Explain to students that when they take time to relax and clear their head it is much easier to deal with problems and other situations. One way to confront daily stresses is to spend some “alone time” every day.
6. Tell students that they will think about some ways and some places to spend time alone to think about the world they live in, and the people, places, and things around them. Let them know that there may be times when they wish to be alone. Have students close their eyes and think privately as you suggest the following situations (students may also write in their journals):
 - a. Identify some times that you can set aside to be alone.
 - b. Think of a private place where you can go to be quiet.
 - c. Recall what you think about when you are alone
7. Explain to the students that spending some time alone every day allows them to reflect on how they feel about themselves and what is happening in their lives. Remind them that everyone responds differently to situations and that their feelings and emotions are unique.
8. Distribute the *My Unique Feelings* handout. Using the “feelings” statements, have students complete each one to describe their personal emotions.
 - a. As they prepare to complete the *My Unique Feelings* handout, make it clear that they are not required to share their responses with the full group unless they feel comfortable doing so.
9. Once the worksheet is completed, ask for students to share their responses, reminding them that it is voluntarily.
10. Tell students that Ann Bancroft and Liv Arnesen will also spend “alone time” during their Expedition in Antarctica.
 - a. They spend 8-14 hours a day skiing. They are working so hard that they cannot speak to one another.
 - b. Some of the things they think about and use their hours of “alone time” for are:
 - Thinking about the rest of the Expedition and planning
 - Writing letters in their heads to family and friends
 - Thinking of books they once read or movies they have seen in detail
 - Thinking of new trips and adventures.
 - c. There are always things to think of.
11. Ask students what they would think of for 8-14 hours a day for 100 days. Have them write about it in their journals.
12. Explain to students that they need to take time each day to relax in order to reduce the stresses that they feel.
13. Guide students through a relaxation exercise by telling them to sit quietly in their chairs as you read the following script. Dim the lights and tell students to loosen any

tight clothing so that they can breathe deeply and relax completely. Optional: Play soft music.

Script:

Relax...Close your eyes...Let your worries and thoughts drift away. Breathe slowly in and out...Relax...Imagine yourself someplace that you love...or where you'd like to be...somewhere outdoors that feels quiet and personal...a calm place, a quiet beach, or a wood, or a valley...take a deep breath, imagine the beautiful, clear air...and warmth of sunlight...and a cool breeze...

Imagine yourself sitting down...and breathing deeply in and out...so calm... and so peaceful...Perhaps you can hear birds...or waves lapping on the sand...or a river running nearby...perhaps you can smell the flowers. Take another deep breath and relax.

Listen to the sounds around you...feel the sun on your skin, warming you...soothing away all your worries...feel the breeze on your skin...Hear the water in the distance...Let your worries float away in the calm, blue, sky.

Picture the beautiful place...trees moving gently and a flight of geese flying overhead...the deep blue of the sky...the rich brown earth.

This place is so restful. Take one more deep breath in...and relax...You feel refreshed. You are ready to open your eyes gently and stretch. Take a deep breath.

14. Tell students that the important part about “alone time” is that it allows you to relax, reflect, and plan.

Assessment:

Teachers will assess:

1. Student's ability to articulate feelings
2. Student's ability to describe reasons for spending time alone.

