Respectful Relationships:

Stress Management

Levels 3–4

# Topic: Stress Management

# Levels 3 and 4

# Victorian Curriculum F–10

## Personal and Social Capability

### Content Description

Identify and explore the expression of emotions in social situations and the impact on self and others [(VCPSCSE016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE016)

Identify how persistence and adaptability can be used when faced with challenging situations and change [(VCPSCSE018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE018)

### Achievement Standards (extract only)

By the end of Level 4, students explain the consequences of emotional responses in a range of social situations. They suggest strategies for coping with difficult situations.

## Health and Physical Education

### Content Description

Explore strategies to manage physical, social and emotional change [(VCHPEP089)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP089)

Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe [(VCHPEP090)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP090)

Identify and practise strategies to promote health, safety and wellbeing [(VCHPEP091)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP091)

### Achievement Standards (extract only)

By the end of Level 4, students…investigate how emotional responses vary and understand how to interact positively with others in different situations ... they select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community.

# Teaching and learning activities

The Department of Education and Training have developed [***Level 3-4 Resilience, Rights and Respectful Relationships***](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=7327c6bf-696a-41c4-8fc3-3c45dccdc8bd&SearchScope=All) teaching and learning materials. The following teaching and learning activities are designed to teach the knowledge, skills and understandings relating to problem-solving for Level 3-4. The following activities are located on pages 39 to 45.

Activity 1: What is stress?

Activity 2: Slow motion mirror game

Activity 3: Calming and coping

Activity 4: Relaxation techniques

**Assessment ideas**

## Pre-assessment

### What is stress and where it occurs

Ask students to write a definition of stress and then give a personal example of each type of stress (Activity 1) that they have experienced or seen others experience under each of the headings below.

* Something is hard
* Something is new
* Something is scary
* We have too much to do – we are busy

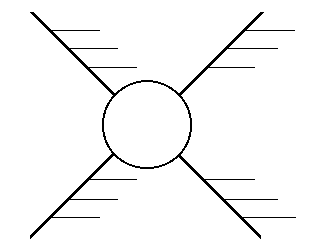
Students can use a Spider Map Graphic Organiser to support their examples for each of the above.

Hard

New

Scary

Busy



## Refer to the Assessment Rubric on page 4 to identify where students are located on the Victorian Curriculum F–10 continuum.

## Ongoing formative assessment

### Reflective Journal

Ask students to write a journal to reflect on a calming or coping strategy they have used when they have felt sad, angry, lonely, frightened or worried (Activity 3). Whilst students are explicitly focusing on these concepts, set aside time weekly or every second day for student reflection.

## Summative Assessment

After completing activities on self-calming and coping strategies (Activities 3 and 4), ask students to use the examples provided in the pre-assessment task to create a table of different strategies to address each example.

|  |  |  |
| --- | --- | --- |
| Type of Stress | Example | Calming or Coping Strategy |
| Something is hard |  |  |
| Something is new |  |  |
| Something is scary |  |  |
| We have too much to do |  |  |

As an extension, students can identify the different emotions linked to these types of stress (e.g. overwhelmed, worry, sadness etc.).

Students can justify why that strategy is the most appropriate for the example given using a table.

|  |
| --- |
| **Justify your answer** |
| I would use this strategy to cope and calm down… |
| Then I would… |
| Because… |

Refer to the Assessment Rubric on page 4 to identify where students are located on the Victorian Curriculum F–10 continuum.

# Stress management rubric – Levels 3-4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Level 2** |  | **Level 4** |  | **Level 6** |
|  | **Personal and Social Capability** | | | | |
|  | **By the end of Level 2,** students show an awareness of the feelings and needs of others. |  | **By the end of Level 4**, students explain the consequences of emotional responses in a range of social situations. They suggest strategies for coping with difficult situations. |  | **By the end of Level 6**, students describe different ways to express emotions and the relationship between emotions and behaviour. |
|  | **Health and Physical Education** | | | | |
|  | **By the end of Level 2,** students understand how emotional responses impact on others’ feelings. |  | **By the end of Level 4**, students ... investigate how emotional responses vary and understand how to interact positively with others in different situations ... |  | **By the end of Level 6,** students ... recognise the influence of emotions on behaviour and discuss factors that influence how people interact. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | | |
| **Category** | **At level 2 students can:** | **When progressing towards level 4 students can:** | **At level 4 students can**: | **When progressing towards level 6 students can:** | **At level 6 students can:** |
| Calming and coping strategies | Demonstrate calming and coping strategies when interacting with and caring for others | Explain ways to interact and care for others | Suggest different calming and coping strategies in varying situations | Connect different calming and coping strategies to emotions triggered | Describe calming and coping strategy used to express emotions |
| Managing stress | Describe stresses in daily life | Recognise a suitable strategy to use in stressful situations | Identify a range of stress situations and strategies they can use to manage their stress. | Explain different strategies to manage stressful situations. | Justify strategies to manage stress in different situations. |