Respectful Relationships:

Stress Management

Levels 7–8

# Topic: Stress management

# Levels 7-8

# Victorian Curriculum F–10

## Personal and Social Capability

### Content descriptions

Describe how and why emotional responses may change in different contexts [(VCPSCSE034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE034)

Discuss the range of strategies that could be used to cope with difficult tasks or changing situations [(VCPSCSE036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE036)

### Achievement Standards (excerpt only)

By the end of level 8, students will… reflect on the influence of emotions on behaviour, learning and relationships. They reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability.

## Health and Physical Education

### Content descriptions

Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity [(VCHPEP128)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP128)

Evaluate strategies to manage personal, physical and social changes that occur as they grow older [(VCHPEP124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP124)

Investigate and select strategies to promote health, safety and wellbeing [(VCHPEP126)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP126)

Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities [(VCHPEP130)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP130)

### Achievement Standards (excerpt only)

By the end of level 8, students will… investigate strategies and resources to manage changes and transitions and their impact on identities. They analyse factors that influence emotional responses and investigate strategies that enhance their own and others’ health, safety and wellbeing. Students justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community.

# Teaching and learning activities

The Department of Education and Training have developed [***Level 7-8 Resilience, Rights and Respectful Relationships***](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=2cb0472f-c903-4c2d-a053-a330df31eefe&SearchScope=All) teaching and learning materials. The following teaching and learning activities are designed to teach the knowledge, skills and understandings relating to stress management for Level 7-8. The following activities are located on pages 48-52 of the online resource.

Activity 1: What is stress?

Activity 2: Sources of stress

Activity 3: Coping strategies

Activity 4: Relaxation techniques

# Assessment Ideas

### Pre-assessment

Ask students to complete the chart on the impact that different stressors have on them as an individual, and the strategies they use to manage stress.

Extension: Students can share feedback with the class, to support the development and understanding of empathy for other people and their response to and management of stressors.

|  |  |  |  |
| --- | --- | --- | --- |
| **Stressor** | **Emotions**  I feel…  I felt… | **Action**  I do/I say…  I did/I said… | **Management**  I manage it by…  I managed it by… |
| When I moved from primary to secondary school, I…. |  |  |  |
| When I have a lot of homework to complete, I …. |  |  |  |
| When I have an important test to prepare for, I…. |  |  |  |
| When I have an argument with a friend or family member, I… |  |  |  |
| When I think about my future, I… |  |  |  |
| *Students identify another stressor*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |  |  |  |

Refer to the Assessment Rubric on page 6 to identify where students are located on the Victorian Curriculum F–10 continuum

### Ongoing formative assessment

To assess students’ understanding of stress management strategies, students create a video, voice recorded or written journal over two weeks, which includes the following information:

* The various emotions they experienced throughout each day (at home and school), and how it impacts their behaviour, learning and relationships
* Describe two different coping strategies that were identified during class in Activity 3. Explain how to do/use the strategy, and describe the impact it can have in managing stress
* Choose one of the stress management strategies, and describe how managing stress can enhance the health, safety and wellbeing of their communities

### Summative Assessment

Students complete the table below to demonstrate understanding of how different situations can contribute to emotional responses, and how individuals may respond to stressors in different situations. Students will identify and evaluate strategies to manage stress in different contexts. This task can be completed in a small group or individually.

Complete the table for the two situations listed below (school and home):

School: Three assessment tasks are due on one day

Home: Your mother is really worried about money since she lost her job OR not being selected for a sports team.

|  |  |  |
| --- | --- | --- |
|  | **Person A (Brodie)**  *Has an optimistic (positive) mindset, seeks help when needed, has a supportive family and group of friends, and is resilient in times of challenge (resilience)* | **Person B (Ashley)**  *Has a pessimistic (negative) mindset. Rarely seeks help when needed, feels like they don’t have a supportive family or group of friends, and tends to give up when challenged (little to no resilience)* |
| How might this person feel? |  |  |
| What might this person tell themselves? (self-talk) |  |  |
| What might this person say to others? |  |  |
| How might this person behave/act? |  |  |
| What impact might this have on their relationships with other people (friends, parents and teachers)? |  |  |
| What impact might this have on their learning? |  |  |
| Choose three stress management strategies this person can use, and explain how to do them. |  |  |
| Choose the most suitable strategy, and justify why the selection. Describe how the strategy selected may enhance health, safety and wellbeing. |  |  |
| Explain what may happen if this stressor is not managed well. Consider how it may affect their relationships, learning and overall health and wellbeing. |  |  |
| Explain how your chosen stress management strategy can support this person to be more resilient and adaptable during challenging times in their future. |  |  |
| Explain how stress management strategies can support groups of people within a community. |  |  |

Refer to the Assessment Rubric on page 6 to identify where students are located on the Victorian Curriculum F–10 continuum.

Teachers may wish to change the assessment rubric to be a self-assessment tool. To do this, change where it says ‘Student ’ to say ‘I’

# Stress Management assessment rubric – Level 7-8

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Level 6** |  | **Level 8** |  | **Level 10** |
|  | **Personal and Social Capability** | | | | |
|  | **By the end of Level 6**,  students … describe different ways to express emotions and the relationship between emotions and behaviour. They identify and describe personal attributes important in developing resilience. |  | **By the end of Level 8,** students … reflect on the influence of emotions on behaviour, learning and relationships. They reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability. |  | **By the end of Level 10,** students … reflect critically on their emotional responses to challenging situations in a wide range of contexts. They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges. |
|  | **Health and Physical Education** | | | | |
|  | **By the end of Level 6,** students … recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community |  | **By the end of Level 8,** students … students analyse factors that influence emotional responses. They investigate strategies that enhance their own and others’ health, safety and wellbeing and justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. |  | **By the end of Level 10,** students … evaluate the outcomes of emotional responses to different situations and compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | | |
| **Category** | **At Level 6 students can:** | **When progressing towards Level 8 students can:** | **At Level 8 students can**: | **When progressing towards Level 10 students can:** | **At Level 10 students can:** |
| Emotional responses | * identify their own emotional responses to specific situations, and how it impacts their behaviour | * identify the emotional responses others may experience in specific situations | * analyse emotional responses that they and others may experience in specific situations, and explain how it may impact behaviour, relationships, learning, and overall health and wellbeing | * evaluate the outcome of emotional responses in different situations | * critically analyse the impact emotional responses have on behaviour, relationships, and overall health and wellbeing |
| Stress management strategies | * explain strategies that can be used for managing stress within a range of contexts, to enhance their own and others’ health, safety and wellbeing | * explain how stress management strategies can contribute to a person’s health, safety and wellbeing | * investigate, explain and use a range of stress management techniques that can be used in various contexts, and justify how it can enhance their own, and other’s health, safety and wellbeing | * evaluate the suitability of a range of stress management strategies that could be used in various contexts | * compare and contrast a range of stress management strategies to enhance their own and others’ health, safety and wellbeing |