Respectful Relationships:

Stress Management

Foundation Level

# Topic: Stress management

# Level: Foundation

# Victorian Curriculum F–10

## Personal and Social Capability

### Content descriptions

Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations [(VCPSCSE001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE001)

Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems [(VCPSCSE003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE003)

### Achievement Standards (excerpt only)

By the end of Foundation Level, students identify and express a range of emotions in their interactions with others. They recognise that attempting new and challenging tasks is an important part of their development.

## Health and Physical Education

### Content descriptions

Identify personal strengths [(VCHPEP057)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP057)

Identify and describe emotional responses people may experience in different situations [(VCHPEP061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP061)

Identify actions that promote health, safety and wellbeing [(VCHPEP062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP062)

### Achievement Standards (excerpt only)

By the end of Foundation Level, students… identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. Students demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities.

# Teaching and learning activities

The Department of Education and Training have developed [***Foundation Resilience, Rights and Respectful Relationships***](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=893b7ed8-1f0a-4b6b-a2d0-c4a037ea0216) teaching and learning materials. The following teaching and learning activities are designed to teach the knowledge, skills and understandings relating to stress management for Foundation Level. The following activities are located on pages 28 to 30.

Activity 1: The melting tiger game

Activity 2: How stressful?

Activity 3: Positive Play

# Assessment ideas

## Pre-assessment

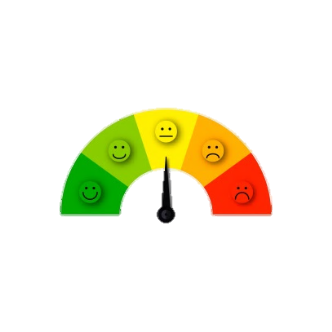
Ask students to identify how they are feeling (calm, happy, angry, sad etc) before and after the ‘Melting Tiger’ game (Activity 1). Students could use a picture T chart to show their pre and post-game feelings.

|  |  |
| --- | --- |
| Before | After |
|  |  |

## Refer to the Assessment Rubric on page 3 to identify where students are located on the Victorian Curriculum F–10 continuum.

## Ongoing formative assessment

As a class, students list a range of situations or activities that may make them feel stressed. The stressful situations listed in Activity 2 may provide some examples for students to thinks about. Ask students to place each of the stresses on a stress-o-meter and discuss how people respond differently to different things.



Students could then role play strategies they could use to calm themselves after a stressful event and/or strategies they can use to cheer themselves up at school or home.

## Summative Assessment

Ask students to describe strategies they could use to calm down and cheer up at home or at school. Assist students to name the strategy they have described and complete the sentences from Activity 3, ‘Positive Play’. Students responses could be displayed around the room.

*I like to \_\_\_\_\_\_\_\_\_\_ to cheer me up*

*I like to \_\_\_\_\_\_\_\_ calm myself down*

Refer to the Assessment Rubric on page 3 to identify where students are located on the Victorian Curriculum F–10 continuum.

# Stress management assessment rubric – Foundation level

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Level D** |  | **Level Foundation** |  | **Level 2** |
|  | **Personal and Social Capability** | | | | |
|  | **By the end of Level D,** students… name emotional responses and identify the cause of emotions. |  | **By the end of Foundation Level**, students… identify and express a range of emotions in their interactions with others. They recognise that attempting new and challenging tasks is an important part of their development. |  | **By the end of Level 2,**  students… show an awareness of the feelings and needs of others. They recognise the importance of persisting when faced with new and challenging tasks. |
|  |
|  |
|  | **Health and Physical Education** | | | | |
|  | **By the end of Level D,** students… identify and describe the different emotions people experience. |  | **By the end of Foundation Level**, students… identify and describe the different emotions people experience. They identify actions that keep them safe and physically active. |  | **By the end of Level 2,** students… understand how emotional responses impact on others’ feelings. They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | | |
| **Category** | **At Level D students can:** | **When progressing towards Foundation students can:** | **At Foundation Level students can**: | **When progressing towards Level 2 students can:** | **At Level 2 students can:** |
| Understanding emotions | * name an emotional response | * use alternative words to describe common emotions | * describe how they feel when experiencing new or challenging situations | * identify how emotional responses can affect interactions with other people | * recognise the impact of their own emotional responses on others’ feelings |
| Understanding causes of stress | * identify causes of stress | * identify examples of situations that may cause themselves and others stress | * show how different events can cause different levels of stress in different people | * describe new and/or challenging situations that make them feel stress | * investigate causes of stress and the impact stress has on others |
| Calming and cheering strategies | * identify situations where they may require a calming or cheering strategy | * name a calming and cheering strategy that they may use | * describe and practice calming and cheering strategies or actions | * apply calming and cheering strategies when in stressful situations | * explore strategies to manage emotional change |