Respectful Relationships:

Stress Management

Levels 5–6

# Topic: Stress management

# Levels 5-6

# Victorian Curriculum F–10

## Personal and Social Capability

### Content description

Explore the links between their emotions and their behaviour [(VCPSCSE025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE025)

### Achievement Standards (excerpt only)

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.

## Health and Physical Education

### Content descriptions

Examine the influence of emotional responses on behaviour, relationships and health and wellbeing [(VCHPEP110)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP110)

Plan and practise strategies to promote health, safety and wellbeing [(VCHPEP108)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP108)

### Achievement Standards (excerpt only)

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.

# Teaching and learning activities

The Department of Education and Training have developed [***Level 5-6 Resilience, Rights and Respectful Relationships***](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=b74ae78a-995a-4a73-8361-3a200d448bd7&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 5-6. See pages 46 – 51 of the online resource.

Activity 1: Stressors

Activity 2: Lifting the mood

Activity 3: A guided relaxation

# Assessment ideas

## Pre-assessment

### What do you already know?

Ask students to complete a look, sound, feel and behave chart (as seen below). Students complete the chart on the impact that stress has on them as an individual. As an extension, students could work in small groups to demonstrate the body language and facial expressions they might observe in a person who is stressed.

|  |  |  |  |
| --- | --- | --- | --- |
| Look  *How do I look when I am stressed?* | Sound  *What do I say when I am stressed?* | Feel  *How do I feel when I am stressed?* | Behave  *How do I behave when I am stressed?* |
|  |  |  |  |

Refer to the Assessment Rubric on pages 4-5 to identify where students are located on the Victorian Curriculum F–10 continuum.

## Ongoing formative assessment

### Reflection

To assess students’ understanding of stress management strategies, ask students to write journal entries after each session, reflecting on difficult situations they have encountered at home, at school or in the community. Students can then complete a table (as seen below), to identify the stress management strategy used, and how it helped manage stress.

|  |  |  |  |
| --- | --- | --- | --- |
| *Explain the situation.*  *How did it make you feel and behave?* | *Which stress management strategy did you use?* | *Briefly explain the stress management strategy that you used* | *What effect did the stress management strategy have on you and your experience?* |
|  |  |  |  |

Students reflect on the following questions in their journal response:

* Was your stress management strategy helpful/useful? Why/why not?
* Would you use this stress management strategy again? Why/why not?
* In hindsight, do you think the stress management strategy used was the most useful? Why? If not, what would you use instead?

## Summative Assessment

### Stress management solutions

After completing Activities 1-3, students refer to the stress management strategies identified in the reflection task and identify their most useful and successful stress management strategy. Students can develop a class or group [Padlet](https://padlet.com) (or similar collaborative and interactive format), to explain a stressful situation and its impact, the stress management strategy used, and the benefit of using the strategy.

When adding to their Padlet, students respond to the following:

* Explain the stressful situation, and how it affected your emotions and behaviour
* Explain how relationships may be affected if someone cannot successfully manage stress
* Identify your most useful stress management strategy to manage the situation, your emotions and behaviour
* Explain how to use/do the strategy
* Explain the benefits of using this strategy in successfully managing stress at school or in the home
* Explain why managing stress is important for developing resilience

Extension task: Students can share their stress management strategies with their family, and add any feedback from their family members, to inform the group/class how their family responded to the strategy used.

Refer to the Assessment Rubric on pages 4-5 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 – Levels 5-6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Level 4** |  | **Level 6** |  | **Level 8** |
|  | **Personal and Social Capability** | | | | |
|  | **By the end of Level 4,** students … explain the consequences of emotional responses in a range of social situations. |  | **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 by demonstrating knowledge of resilience and adaptability. |
|  | **Health and Physical Education** | | | | |
|  | **By the end of Level 4,** students … they 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 |  | **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 … 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. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | | |
| **Category** | **At Level 4 students can:** | **When progressing towards Level 6 students can:** | **At Level 6 students can**: | **When progressing towards Level 8 students can:** | **At Level 8 students can:** |
| **Emotional responses** | * describe a range of emotional responses | * describe how emotional responses impact on behaviour | * identify their own emotional responses to specific situations, and how it impacts their behaviour | * analyse the impact of emotional responses on behaviour, learning and relationships | * identify and analyse emotional responses that they and others may experience in specific situations, and explain how it may impact behaviour, and overall health and wellbeing |
| **Strategies to manage stress** | * suggest strategies that can be used for managing difficult or challenging situations | * identify stress management strategies that can be used in a given context. | * explain strategies that can be used for managing stress in a range of contexts, to enhance their own and others’ health, safety and wellbeing | * apply strategies to manage stress in a range of contexts. | * plan and practice stress management strategies in various contexts, to enhance their own, and other’s health, safety and wellbeing |