Respectful Relationships:

Stress Management

Levels 9–10

# Topic: Stress Management

# Levels 9-10

# Victorian Curriculum F–10

## Personal and Social Capability

### Content Descriptors

Evaluate emotional responses and the management of emotions in a range of contexts [(VCPSCSE043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE043)

Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection [(VCPSCSE046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE046)

### Achievement Standards (extract only)

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

### Content descriptions

Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing [(VCHPEP147)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP147)

Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities [(VCHPEP149)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP149)

### Achievement Standards (extract only)

By the end of Level 10, students evaluate the outcomes of emotional responses to different situations. They compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing.

# Teaching and learning activities

The Department of Education and Training have developed [***Level 9-10 Resilience, Rights and Respectful Relationships***](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=e4137fa2-f7fc-4f67-bdb0-80fb2624c64c&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 9-10. See pages 46 to 56.

Activity 1: Understanding Stress

Activity 2: Self-reflection on coping

Activity 3: Positive coping

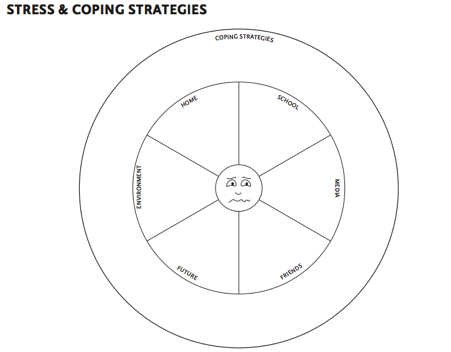
Activity 4: Relaxation for self-calming

# Assessment ideas

## Pre-assessment

Ask students to write their definition of stress and then reflect critically on their emotional responses in stressful situations. Following this, ask students to complete the Stress & Coping Strategies wheel (Activity 1) reflecting on their own personal experiences and the coping strategies they have used for those stressors in the past. Ask students to justify the coping strategies identified.

As an extension, students identify how coping strategies used at different points in adolescence can change. Students outline the advantages and disadvantages of each strategy within the justification.

****

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

## Ongoing formative assessment

Ask students to select one of the challenges from the Coping Challenges sheet (Activity 3) and working in small groups, brainstorm a coping strategy to manage this challenge. Once students have identified the challenge and coping strategy, they can create a comic strip to show the character’s journey through coping with the stressor, noting the emotions involved in the process. This can be done using [Comic Life](http://comiclife.com/).

As an extension, students could demonstrate through role playing, multiple coping strategies for the one challenge and evaluate which one was most effective dealing with the emotions involved and why.

## Summative Assessment

Ask students to complete a ‘coping strategy’ diary where they identify a time each day where they used a coping strategy in response to a stressful situation. Students can evaluate the effectiveness of the strategy with a score out of 10 and a brief reflection. Allocate time weekly to complete/revisit these diaries and create a list of effective strategies to support the class.

A sample format for the diary is:

* Situation/Challenge
* Emotional response
* Coping Strategy
* Score out of 10 for effectiveness
* Reflection

As an extension, ask the students to commit to 3-5 minutes of mindfulness meditation (Activity 4) every day and note any effects or benefits from this mindfulness practice in their ‘coping strategy’ diary.

Students evaluate their diary to critique the effectiveness of the strategies used.

Ask students to reflect back through their diary after a week and then a month to identify:

• when they are most stressed,

• what causes their stresses and

• which coping strategy was most effective

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

# Stress management assessment rubric – Levels 9-10

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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. 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. |  | 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 … analyse factors that influence emotional responses. They investigate strategies that enhance their own and others’ health, safety and wellbeing. |  | By the end of Level 10, students … evaluate the outcomes of emotional responses to different situations. They 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:** | **Beyond Level 10 students can:** |
| Emotional responses in stress | * describe the relationship between emotions and behaviour | * identify emotions linked to stress | * explain the influence of emotions on their behaviour | * describe how their emotions impact their responses in situations | * critically reflect on their emotional responses in stressful situations | * evaluate the effectiveness of their emotional responses in stressful situations |
| Coping strategies | * Explain strategies for coping with stress | * Apply strategies for coping with stress | * Justify their choice of strategy to cope with difficult situations | * Compare and contrast different coping strategies in stressful situations | * Evaluate strategies used to cope with stressful situations | * Critically reflect on why some coping strategies are more effective in some situations |