

# The Character Curriculum

Flourishing for Life



<p><b>Y6: Stress</b> L1 – What is stress?</p>	<p><b>Learning objective:</b></p> <ul style="list-style-type: none"> <li>- Identify causes of stress and its physical signs.</li> </ul>	<p><b>Key vocabulary:</b> Stress, anxiety, worry, anxious <b>Key virtues:</b> Compassion, resilience, courage</p>
<p><b>Resources:</b></p> <p>PowerPoint</p> <p>Brain outline picture (can be printed from PowerPoint)</p> <p>Thoughts, body, behavior table (can be printed from PowerPoint)</p>	<p><b>Statutory links:</b> Health Education (2020) Pupils should know:</p> <ul style="list-style-type: none"> <li>- That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	

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Key questions:	Learning activities:
What is stress?	<b>Starter:</b> What is stress?
What issues cause stress and worry?	You might want to ask children to use their imaginations to go beyond a simple definition e.g. what does it feel like? What does it look like? What does it sound like? What does it smell like?
What things worry you?	What sort of issues could cause stress? Create a class mind map on the board.
What effect does stress have on our bodies and behaviour?	<b>Activity 1:</b> What makes you stressed?  Give students the template image of an empty brain. Ask them to draw a picture of things that makes them feel stressed or worried.
Is stress always a bad thing? What are the positives to stress?	Explain that, by naming and identifying our causes of worries, it helps to keep them in proportion. What does 'in proportion' mean? You may want to share the Fred Rogers quotation, "If it is mentionable, it is manageable".
	<b>Activity 2:</b> What effect does stress have?
	What effect does stress have on our bodies and behaviour?
	You want to watch the video 'Dealing with stress and anxiety' available here: <a href="https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/managing-your-anxiety/">https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/managing-your-anxiety/</a> [accessed 29.05.2020].
	Complete a table thinking about thoughts, body reaction and behaviour in relation to stress and worry.
	Emphasise that, although they can be uncomfortable and very unpleasant, none of the physical signs of stress are dangerous.
	<b>Plenary:</b> Can stress be positive?
	Is stress always a bad thing? What are the positives to stress? Is there an opportunity for stress to develop our virtues? How? Which ones?