

RESOURCES FOR SCHOOLS, TEACHERS AND ADVISERS

			
RESOURCE TITLE	STRESS MANAGEMENT		
RESOURCE SUMMARY	This session invites students to explore motivators and de-motivators and understand how setting effective goals can help with motivation.		
THEME	WELL	LAST UPDATED	April 2024
TARGET YEAR GROUP	Years 10 & 11		
MIN. NUMBER OF LEARNERS	5	MAX. NUMBER OF LEARNERS	30
LENGTH OF SESSION	20 minutes + 5-10 minute extension activity	VENUE LAYOUT	Cabaret
WORKSHOP/RESOURCE OBJECTIVES	Enable learners to: • identify what is meant by stress and how it links to wellbeing, mindset and resilience • develop their resilience • focus on their wellbeing		

RESOURCES INCLUDED	• PP Stress management - presentation • HD01 Stress management resilience activity – for activity 1 • HD02 Stress management Circles of control and influence activity – for activity 2
AV / OTHER RESOURCES REQUIRED?	• Access to a computer with presenting capabilities • Pens / pencils for activity handout

Timing	Notes
10 minutes	Introduction – go through slides Detailed presenter notes are on the PowerPoint slides. As an overview, this will cover: • What we mean by ‘stress’ • What we mean by resilience and how we can develop it • Importance of focusing on wellbeing to boost your resilience

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	• How to improve your wellbeing to improve your resilience • The importance of balance between effort and 'recovery' to avoid burnout and keep resilient • The importance of present focus and acknowledging what you can control to lower stress
10 minutes	Stress management & resilience activity The focus here is to explore a range of activities that can help them to be resilient especially when times are busy, for example when studying for exams. It's about re-energising themselves (but not as an excuse to do nothing and go and meet friends or relax! The balance is the emphasis.)
10 minutes	Circles of control activity Using the Circles of Control and Influence sheet, ask students to consider which things they can control things in their life, which things they can influence, and which things can neither be controlled nor influenced by them. Ask them to reflect on where they spend their time and energy and if they can shift this more to the inner circle rather than the outer one.

TIPS FOR SUCCESS	• Activity 1 works well if you give students a short amount of independent time to complete the activity then discussing ideas together – it can also be done all together if needed.
WAYS TO ADAPT THIS SESSION	• Include the extension activity if you have time.
FURTHER RESOURCES	See other resources on wellbeing and motivation, e.g. • Confidence • Strengths • Mindset • Female motivation