

Lesson Plan

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Programme of Study: YSBR	Year Group: 7-10 KS3/KS4	Date:
Knowledge, Skills and Understanding: How to cope with stress, identifying and understanding stressors and exploring different ways to reduce stress/positive outlets i.e. breathing exercises, mindfulness, less expectation	Grouping: 7-26	Duration: 1 hr
	Activity: A Healthy You	
Learning Intentions: To develop an understanding of stress in everyday life and link this to demanding roles in the workplace, ability to identify the symptoms of stress and how to manage stressful situations for a healthy mind and future		
Progression of Learning and Teaching: Key Teaching Points	Points to Remember: Key Learning & Teaching Strategies	
Introduction: <ul style="list-style-type: none"> • Introduce the importance of having a healthy mind and body and define well-being • Explain the emotional, mental and physical symptoms of stress and the affects they might have on an individual's behaviour • Discuss the body's response to stress using fight or flight as an example. Incorporate descriptive videos and allow students to discuss personal experiences • Explore a range of mitigating activities that might be more effective than current coping strategies 	Resources: 'What is worry', 'Positive characteristics', and mandala colouring sheets, YouTube (relevant footage), internet searches Key Vocabulary: Stress management, mindfulness, healthy future Key Questions: What is worry? How do you cope with/manage stress?	
Activities and Experiences: <ul style="list-style-type: none"> • Discuss the top ten most stressful professions and why • Discuss the different stressors, the links to these, and what it means to cope with stress • Allow students to share their personal experiences of stressful situations and how they coped • Introduce the concept of mindfulness and meditation, incorporating videos that engage the group to participate in a breathing exercise designed to reduce stress • Ensure students understand the stresses involved with specific job roles i.e. lifeguarding, the risks of stress to health (emotional, mental, physical) and behavior, and the consequences of not managing stress effectively • Ensure link between stress, job roles/work environment and health 	Differentiation: Group discussion, video footage, work-sheets/writing/colouring, reading and experiencing (group breathing exercise) Assessment Methods: Student led journal entry	

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Conclusion/Plenary:

At the end of the session students should be given a personal folder for which they will use as their journal and be explicitly for them to put their YSBR paperwork into, which can then be checked by the teacher. The end of the session should be used to allow the students to re-cap the session using some form of written quiz or self-reflection sheet, allowing time for creativity should however be prioritised, as long as it directly relates to the topic i.e. 'what is worry' sheet/positive characteristics sheet/mandala colouring as a method for stress management – Time management is key to ensuring there is enough time at the end of each session to re-cap and engage in creative learning, which crucially informs future learning

Cross Curricular Links:

(KS3) Group discussion / debate, Literacy, Art and Design, Science, Personal, Social, Health and Economic (PSHE), Employability Skills

Success Criteria:

- Students are able identify stress indicators and have a deeper understanding of stress management
- Students are able to recognise their personality strengths and apply them to a work situation
- Participants will be able to identify potential stressors and positive actions to prevent or allievite their impact

Extra Notes:

Evaluation/Next Steps: