



Guide to Thrive

Inspire students to leap into Year 7

Classroom Activity:

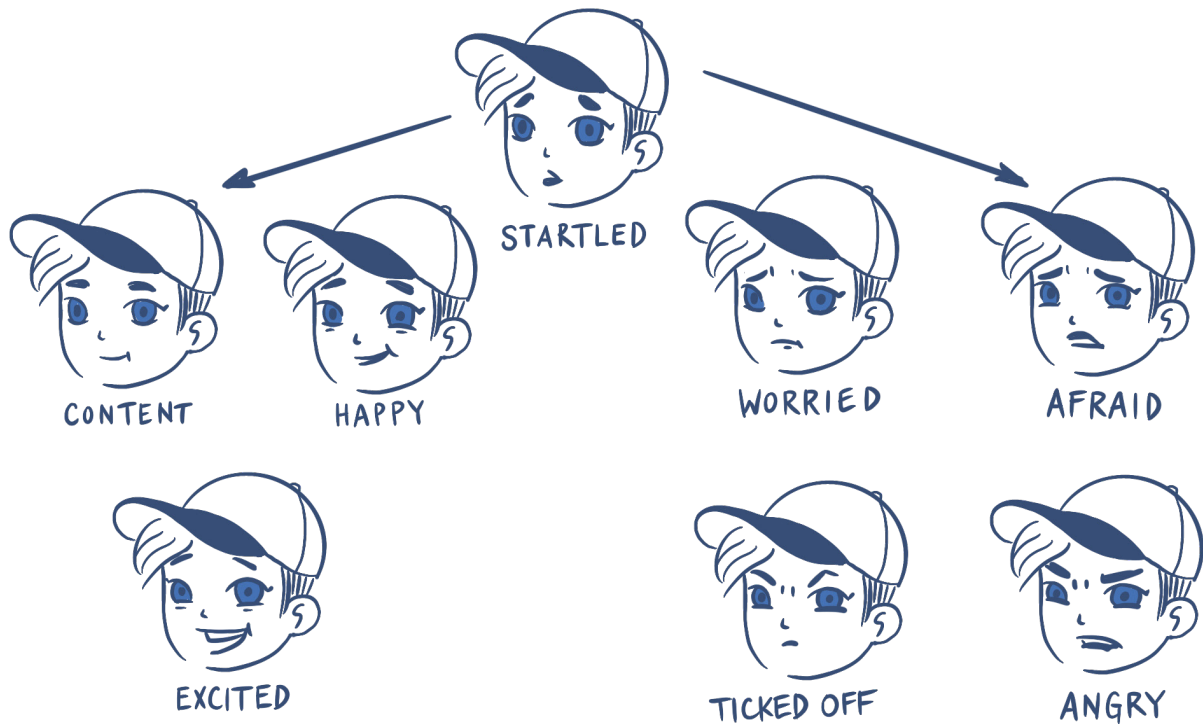
Whole Group Discussion:

What causes me distress?

Ask students: "Do you ever feel stressed?"

Ask students, can stress ever be good?

Tell students that stress can sometimes be good for us. This is called Eustress. You can write this on the board/use your interactive whiteboard, or using the image below to help you explain to students.



Tell students eustress is what happens to us when we do things that may make us feel bad in that moment, but ultimately make us feel good. This may be something like making a new friend, school tests (sometimes), going on a scary ride, etc.

Eustress usually makes you feel proud and happy after you have finished doing the thing that is challenging!

Tell students eustress is a form of good stress. Think about it as pushing yourself to a level of stress you can tolerate, and learn from.

Distress is different. Distress happens when we do things that make us feel bad in the moment, and bad later too. This may be things like doing a test, and finding out you didn't do as well as you wanted, making a new friend and finding out they said mean things about you, or seeing something you know is wrong, and also not doing anything about it.

Individual Reflection:

Have students work alone, to learn about and reflect on change.

Tell students to reflect on what stress can do to us, both to our body and brain.

Using the space below, consider activities you have participated in, or things you have done recently, that have led to good stress (Eustress) or bad stress (Distress). You can also adapt this task to be used online.

Remind students to focus on things that happen in school, rather than at home, to reduce any risks associated with this task.

Eustress (good stress)

Distress (bad stress)

Tell students they don't have to share this with anyone, but let them know they can talk to you if they need to.

Now, using the table below, tell students to reflect on the things that cause them distress/bad stress, and consider the things they notice happens to their body and their brain during periods of stress.

Stressors:	Symptoms :	
	Physical:	Mental:
Having a fight with a friend	Feeling shaky, feeling sick, having a racing heart	Mind going blank, feeling confused, saying mean things to yourself (like I am so stupid, why did I do that etc)



Whole Group:

Learnings

Ask students what they have learnt about stress and eustress.

It is important to remind students that there is no right answer, and what causes one person stress may be fine for someone else.

Tell students that talking about stress can make it seem normal, and help you feel better about asking for help when things become too difficult.

Tell students it is important for us to understand our boundaries. When we push ourselves beyond the level of good stress, into a state where we feel overwhelmed, we not only feel distressed, but are more likely to get sick and not be able to concentrate or feel happy anymore.

You may wish to conclude the lesson that reminding students that stress is also very very normal, using this video: ANXIETY FOR KIDS | YOU *ARE* NORMAL! - YouTube. This video can also be a helpful homework resource.

Optional Task:

Talking about stress

By talking about stress, we can become aware that everyone has different needs, nobody is the same, and it is important that we talk about our needs, rather than guess what other people want and need.

This is particularly important when we are friends with people of different abilities, ages, genders, cultural backgrounds, languages, and interests.

Assemble students together and hand out a piece of paper to each person.

Have everyone write their names on top of their paper and then add these discussion questions.

When I'm stressed, I need my teacher/parent/caregiver/friends to do the following... {fill your answer in}

When I'm stressed, my parent/caregiver/friends should NOT do... {fill your answer in}

Discuss the responses.

What have you learnt about what we each need?

Is it the same, or very different?

What can we do to find out more about how to support each other during times of stress?

Homework:

Reflect

Ask students to reflect on the things that cause them stress. Encourage students to talk to their parent/caregiver, a sibling, or a friend, about eustress and distress. What do these emotions feel like?

Repeat

Ask students to repeat the activity on needs with their parents/caregivers, and ask their parents/caregivers what they need.

Report

Encourage students to talk about their emotions with others, and ask for help when they feel stressed. Emotions such as stress and anxiety are normal.



Classroom Activity 3:

Formal discussion and recording with my family

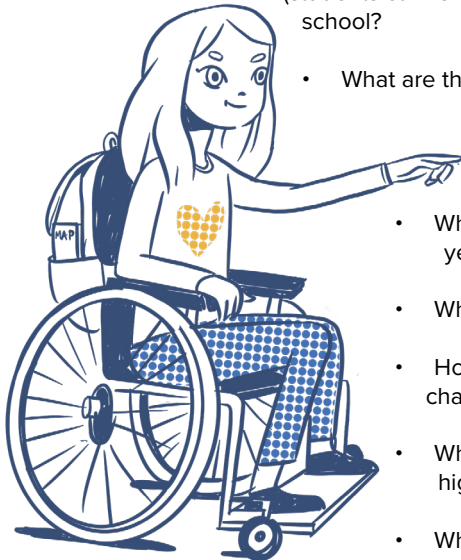
Sample interview: Mum and daughter

When students are comfortable with Activities 1 and 2 – they have experience creating interview questions, have practised interviewing a classmate, and practised recording – they are ready to try this at home.

Family perspective of my school transition

In class time, brainstorm and develop questions for students to ask a family member. You can use the sample questions in Activity 1 to help. Or, there are further examples here:

- Next year I am going to high school. What is the most exciting thing for you as my mum/dad/aunty (students can rename accordingly) about me leaving primary school and beginning high school?



- What are the most significant memories you have of me in primary school?
- What do you think was my best work and best efforts while I was in primary school?
- What are the things that worry you most about me starting high school next year?
- What was your first memory of me starting school?
- How did you feel about me starting school when I was 5, and how did things change for you?
- What has been the most challenging thing for you to organise with me going to high school?
- What was all of this like for you/your family when you were my age?

Students need to organise a time with their interviewee. This will likely be after school or on a weekend, so there may need to be a significant window of time for this homework to be completed.

Students will interview their family member, using the final list of questions they have collated, and audio record the interview.

Teachers can then decide how this interview data needs to be presented in class. There are multiple subject groups for which data analysis will be useful – English, Maths, HASS, Languages if the interview is conducted in a different language – so teachers need to choose which learning area will benefit most.

