

Level 2 Unit WB1: Stress Management

These learning outcomes aim to help students understand what is meant by stress, know the effects of stress, and understand possible causes of stress.

To assess these learning outcomes, you can use a variety of methods, such as written or oral tests, presentations, demonstrations, or portfolios.

For each learning outcome, you can use the following guidance:

1.1 Describe what is meant by stress

This outcome helps students to describe what is meant by stress and to demonstrate their understanding of the definition and concept of stress. You can ask students to describe stress in their own words or to use a dictionary or an online resource to find a definition of stress. You can also ask students to explain the difference between stress and pressure or challenge and to give examples of situations or events that can cause stress.

1.2 Identify the purpose of stress on the body

This outcome helps students to identify the purpose of stress on the body and to demonstrate their understanding of the function and value of stress. You can ask students to identify the physiological or psychological responses that occur in the body when a person experiences stress (e.g., increased heart rate, blood pressure, breathing rate, muscle tension, adrenaline, cortisol, etc.) and to explain how they help the person to cope with or overcome the stressful situation (e.g., by preparing them for fight or flight, by enhancing their alertness or performance, by mobilizing their energy or resources, etc.).

1.3 Describe the different types of stress

This outcome helps students to describe the different types of stress and to demonstrate their understanding of the classification and characteristics of stress. You can ask students to describe the different types of stress according to different criteria or factors (e.g., duration, intensity, frequency, source, etc.) and to give examples of each type. For example, you can ask students to describe acute stress (short-term and intense), chronic stress (long-term and persistent), episodic stress (frequent and recurrent), eustress (positive and beneficial), distress (negative and harmful), internal stress (self-generated or self-imposed), external stress (environmental or situational), etc.

2.1 Identify the short-term and long-term effects of stress on a person

This outcome helps students to identify the short-term and long-term effects of stress on a person and to demonstrate their awareness and knowledge of the consequences and implications of stress. You can ask students to identify the effects of stress on different aspects or domains of a person's life (e.g., physical health, mental health, emotional well-being, social relationships, work performance, etc.) and to distinguish between the short-term and long-term effects. You can also ask students to give examples of how stress can affect a person in different ways or situations.

2.2 Describe why stress can be useful

This outcome helps students to describe why stress can be useful and to demonstrate their appreciation and recognition of the positive and beneficial aspects of stress. You can ask students to describe how stress can help a person in different ways or situations (e.g., by motivating them to achieve their goals or overcome their challenges; by enhancing their learning or creativity; by boosting their immune system or resilience; by increasing their confidence or self-esteem; etc.) and to give examples of when they have experienced or witnessed useful stress.

2.3 Describe why stress can be harmful

This outcome helps students to describe why stress can be harmful and to demonstrate their awareness and understanding of the negative and detrimental aspects of stress. You can ask students to describe how stress can harm a person in different ways or situations (e.g., by impairing their judgment or decision-making; by reducing their concentration or memory; by causing physical symptoms or illnesses; by triggering mental disorders or emotional problems; by damaging their relationships or social skills; etc.) and to give examples of when they have experienced or witnessed harmful stress.

2.4 Identify how prolonged stress can damage health and well-being

This outcome helps students to identify how prolonged stress can damage health and well-being and to demonstrate their knowledge and understanding of the impact and influence of chronic stress. You can ask students to identify how prolonged stress can affect different aspects or domains of a person's health and well-being (e.g., cardiovascular system, digestive system, nervous system, immune system).

3.1 Describe a range of possible causes of stress

This outcome helps students to describe a range of possible causes of stress and to demonstrate their understanding of the sources and factors that can trigger or contribute to stress. You can ask students to describe the different types or categories of causes of stress (e.g., personal or interpersonal; environmental or situational; internal or external; etc.) and to give examples of each type. You can also ask students to describe the common or major causes of stress that affect most people (e.g., work or school pressure; financial problems; health issues; family or relationship conflicts; etc.).

3.2 Identify how causes of stress can vary between different people

This outcome helps students to identify how causes of stress can vary between different people and to demonstrate their awareness and appreciation of the diversity and individuality of stress responses. You can ask students to identify the factors or variables that can influence how different people perceive or experience stress (e.g., personality traits; coping skills; support systems; beliefs or values; expectations or standards; etc.) and to explain how they can affect their stress levels or reactions. You can also ask students to compare and contrast how different people respond to the same or similar stressful situations or events.

3.3 Give examples of situations that trigger own stress

This outcome helps students to give examples of situations that trigger their own stress and to demonstrate their self-awareness and self-knowledge of their personal stressors. You can ask students to give examples of situations that cause them stress in different contexts or domains of their life (e.g., personal, academic, professional, social, etc.) and to explain why they find them stressful. You can also ask students to rate the intensity or severity of their stress for each situation and to describe how they feel or behave when they are stressed.

4.1 List the symptoms of stress

This outcome helps students to list the symptoms of stress and to demonstrate their knowledge and understanding of the signs and indicators of stress. You can ask students to list the symptoms of stress that can affect different aspects or domains of a person's life (e.g., physical health, mental health, emotional well-being, social relationships, work performance, etc.) and to distinguish between the short-term and long-term symptoms. You can also ask students to identify the symptoms of stress that they have experienced or witnessed in themselves or others.

4.2 Identify how people can respond to a stressful situation

This outcome helps students to identify how people can respond to a stressful situation and to demonstrate their understanding of the different types or categories of coping strategies or techniques. You can ask students to identify the different ways that people can respond to a

stressful situation (e.g., problem-focused coping; emotion-focused coping; avoidance coping; seeking support coping; etc.) and to explain how they work or what they involve. You can also ask students to give examples of each type of coping strategy or technique and to evaluate their effectiveness or suitability for different situations or people.

4.3 Give examples of how stress changes behaviour

This outcome helps students to give examples of how stress changes behaviour and to demonstrate their awareness and knowledge of the impact and influence of stress on behaviour. You can ask students to give examples of how stress changes behaviour in different ways or situations (e.g., by increasing aggression or irritability; by reducing concentration or memory; by causing withdrawal or isolation; by affecting eating or sleeping habits; etc.) and to explain why these changes occur. You can also ask students to give examples of how they have changed their behaviour due to stress in themselves or others.

5.1 Identify a range of healthy strategies for preventing and reducing the effects of stress

This outcome helps students to identify a range of healthy strategies for preventing and reducing the effects of stress and to demonstrate their knowledge and understanding of the different options or alternatives that they can use to cope with stress. You can ask students to identify a range of healthy strategies that can help them to prevent or reduce the effects of stress in different aspects or domains of their life (e.g., physical health, mental health, emotional well-being, social relationships, work performance, etc.) and to explain how they work or what they involve. For example, you can ask students to identify healthy strategies such as exercise, relaxation, meditation, breathing techniques, hobbies, music, humour, positive thinking, time management, goal setting, problem solving, assertiveness, communication skills, seeking support, etc.

5.2 Describe the benefits of using healthy strategies

This outcome helps students to describe the benefits of using healthy strategies and to demonstrate their appreciation and recognition of the positive and beneficial aspects of using healthy strategies. You can ask students to describe the benefits of using healthy strategies for preventing and reducing the effects of stress in different ways or situations (e.g., by improving their physical health and well-being; by enhancing their mental health and resilience; by boosting their emotional well-being and mood; by strengthening their social relationships and skills; by increasing their work performance and productivity; etc.) and to give examples of how they have experienced or witnessed these benefits in themselves or others.

5.3 Describe how using one healthy strategy has helped to prevent or reduce the effects of own stress

This outcome helps students to describe how using one healthy strategy has helped to prevent or reduce the effects of their own stress and to demonstrate their self-awareness and selfknowledge of their personal coping skills. You can ask students to describe how they have used one healthy strategy that they have identified for preventing or reducing the effects of stress in a specific situation or event that caused them stress and to explain how it helped them to cope with or overcome the stress. You can also ask students to evaluate the effectiveness or suitability of the strategy that they used and to reflect on what they have learned from the experience.

5.4 Give examples of harmful strategies people may use to cope with stress

This outcome helps students to give examples of harmful strategies people may use to cope with stress and to demonstrate their awareness and understanding of the negative and detrimental aspects of using harmful strategies. You can ask students to give examples of harmful strategies that people may use to cope with stress in different contexts or domains of their life (e.g., personal, academic).

5.5 Identify situations when people may need additional or professional support

This outcome helps students to identify situations when people may need additional or professional support and to demonstrate their awareness and knowledge of the signs and indicators of when stress becomes too much or too severe. You can ask students to identify the situations or circumstances that may require additional or professional support for people experiencing stress (e.g., when the stress is chronic or persistent; when the stress affects their daily functioning or well-being; when the stress causes serious physical or mental health problems; when the stress leads to harmful behaviours or actions; etc.) and to explain why these situations need additional or professional support. You can also ask students to identify the symptoms or signs that may indicate that a person needs additional or professional support (e.g., feeling overwhelmed or hopeless; having panic attacks or suicidal thoughts; experiencing chest pain or difficulty breathing; having trouble sleeping or eating; abusing drugs or alcohol; etc.).

5.6 Identify support available to people experiencing stress

This outcome helps students to identify support available to people experiencing stress and to demonstrate their knowledge and understanding of the different sources or types of support that they can access or offer. You can ask students to identify the support available to people experiencing stress in different contexts or domains of their life (e.g., personal, academic, professional, social, etc.) and to explain how they can access or offer them. For example, you can ask students to identify support such as counselling services, helplines, online resources, self-help groups, peer support networks, family and friends, teachers and mentors, etc.

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