

# VWIS Lesson Plan

Online session with Employer

Theme 5  
1 hour

## STRESS, RESILIENCE AND CONFIDENCE

Activity Title	Notes for Facilitators
<b>Aims</b>	<ul style="list-style-type: none"> <li>To help students find ways to overcome new, challenging or stressful situations</li> <li>To give them the tools to prepare and practice for a job/college/Apprenticeship interview</li> <li>To experience a virtual mock interview and gain feedback</li> <li>To increase their confidence and self esteem</li> <li>By the end of this lesson students will have some tools to help them deal with stressful situations</li> </ul>
<b>Links to Gatsby Benchmark</b>	<ol style="list-style-type: none"> <li>A stable careers programme.</li> <li>Addressing the needs of each pupil.</li> <li>Encounters with employers and employees.</li> </ol>
<b>Links to Skills Builder</b>	Listening, Aiming High, Presenting, Staying Positive
<b>CDI Framework learning outcomes</b>	<ul style="list-style-type: none"> <li>Recognise how you are changing, what you have to offer and what's important to you.</li> <li>Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way.</li> <li>Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences.</li> <li>Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success</li> </ul>
<b>Resources / Equipment / worksheets needed</b>	<ol style="list-style-type: none"> <li>PowerPoint from Google Classrooms.</li> <li>Access to internet and SfS Google Classrooms</li> <li>Rough paper for groups to work out their responses.</li> <li>Access to the <i>Discover Your Future</i> Student Workbook</li> </ol>
<b>Preparation required from the teacher</b>	<ul style="list-style-type: none"> <li>Familiarize yourself with the activities, presentation and workbook</li> <li>Ensure access to workbooks for all students</li> <li>Know the name of the VWIS employer facilitators and the company/s they represent so you can introduce them to the class</li> </ul>

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	<ul style="list-style-type: none"> <li>• Please facilitate students asking questions when the VWIS ambassador has finished. If none are forthcoming, please ask some questions yourself</li> <li>• To be aware of and follow up any students who seem particularly vulnerable or stressed from discussing the subject of resilience</li> </ul>
<b>Teacher role: Introduction &amp; lesson objectives</b>  (5 mins)	<ul style="list-style-type: none"> <li>• Read 'Aims' of the lesson to the students/slides</li> <li>• Please introduce the class to the VWIS Employer Ambassador and say that they will be hearing from them shortly, about their experiences of dealing with stress and job interviews</li> </ul>
<b>The VWIS Employer Ambassador</b>  (5 mins)	<p>VWIS Ambassador/s to explain their job role, their company.</p> <ul style="list-style-type: none"> <li>• Hands up/vote/poll – how do the students feel about this job/company? Do they know anything/much about this sector? Is it something they have been interested in?</li> <li>• What did students feel about the keynote speaker - Laura's story? How did they score in the resilience quiz?</li> <li>• Student workbook can be used for students to make notes about this employer/organisation.</li> </ul>
<b>Starter / Icebreaker:</b>  (10 mins)	<ul style="list-style-type: none"> <li>• <b>Ground rules</b> – important to take everyone's ideas seriously, listening to people. People only need to share what they want to</li> <li>• <b>Do Well Being Bingo</b> - What things have they done this week that makes them feel good? Remind them that self-care of own well-being is really important. Being kind to yourself is really important - treat yourself as you would treat a friend – #BeKind</li> </ul>
<b>Activity 1</b>  (15-20 mins) Powerpoint	<b>Stress and Resilience</b> <ul style="list-style-type: none"> <li>• <b>What is stress?</b> Everyone has times when they feel they have too much to do or difficult things to do. It is a normal part of life. Stress can help you take action, feel more energised and get results. But if you often become overwhelmed - or have too much stress, these feelings could start to be a problem for you.</li> <li>• <b>What is Resilience?</b> It's about staying strong when things are getting hard. Resilience means learning how to cope with uncertainty or stress, how to make the most of the people you have around you, or things you can do to make you feel better or adapt to the situation.</li> <li>• Employer talks about what makes them stressed and positive techniques they use for overcoming stress. <i>NB: Be careful not to use alcohol or other harmful substances as means of coping with stress</i> <ul style="list-style-type: none"> <li>▶ <b>5 -7 mins - Students to work in small groups or pairs</b> - ask them to think about times when they have been stressed - could be family, school, exams, school lockdown. Ask if anyone wants to share with rest of the class.</li> <li>▶ <b>5 – 7 mins – back in their small groups</b> - what techniques did they use to overcome this? Share with class – write up their three best ideas and try to pinpoint what was it about that helped.</li> </ul> </li> </ul>

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	<b>Remind them of the importance of talking to people or asking for help – additional activity - Students could create own circle of support</b>
<b>Differentiation</b>	Explain terms – stress and resilience – or staying strong. Get them to link with ideas in Well Being Bingo.
<b>Activity 2</b>  (10 mins)	<b>Interviews</b> <ul style="list-style-type: none"> <li>• Interviews for college, apprenticeships, university or employment are often a stressful experience as people are nervous but keen to make a good impression.</li> <li>• VWIS Employer Ambassador talks about an interview they remember – how did they cope?</li> <li>• Do any of the techniques identified above work for an interview situation?</li> <li>• If not - what would work better?</li> </ul>
<b>Activity 3 (if time)</b> 10 –15 mins	<a href="https://vimeo.com/393837020">https://vimeo.com/393837020</a> <b>Video about Hope</b> Show video and ask students for feedback. Does this reflect their own feelings? Link this back to the previous exercise. Are there any new techniques in the video they hadn't thought of? Does it help to know they are not alone in feeling anxious about the future?
<b>Plenary</b>  (5 mins)	<ul style="list-style-type: none"> <li>• Summarise resilience techniques from PPT</li> <li>• Revisit the aims of the session and ask the students to highlight one thing they would tell people at home about today/ record in their diary</li> <li>• Employer to say something they would tell their work colleagues about today – were they stressed/nervous themselves about today?</li> <li>• Give students details of where they can find out more about their company, role or sector.</li> <li>• Wish them luck with the interviews.</li> </ul>
<b>Key messages</b>	<ul style="list-style-type: none"> <li>▶ <b>Everyone has to deal with stressful situations</b> - at home, work or at school. We all need to find ways of dealing with these situations that work for us and also not be afraid to ask for help when it all gets too overwhelming.</li> <li>▶ In your next session you are going to practice these techniques as you prepare and go through a mock job interview with some employers.</li> </ul>
<b>Extra Activities</b>	30 Day Challenge - details in student workbook.
<b>Useful resources</b>	<ul style="list-style-type: none"> <li>• <a href="#">Red Cross</a></li> <li>• <a href="https://youngminds.org.uk/resources/school-resources/">https://youngminds.org.uk/resources/school-resources/</a></li> <li>• <a href="https://youngminds.org.uk/media/3554/how-many-positives-360-activity.pdf">https://youngminds.org.uk/media/3554/how-many-positives-360-activity.pdf</a></li> <li>• <a href="https://youngminds.org.uk/media/3237/who-supports-me-activity.pdf">https://youngminds.org.uk/media/3237/who-supports-me-activity.pdf</a></li> <li>• <a href="https://media.samaritans.org/documents/DEAL_Managing_stress.pdf">https://media.samaritans.org/documents/DEAL_Managing_stress.pdf</a></li> </ul>

