

GRADE 5 LEARNING PACK

Stress Signals, Safe Strategies & Adult Support

Recognise ordinary stress signals, use safe coping strategies and know when to seek trusted-adult support.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Recognise ordinary stress signals, use safe coping strategies and know when to seek trusted-adult support.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Learn the idea

1 Stress can show through thoughts, feelings and body signals.

2 Different safe strategies work in different situations.

3 Children should seek adult help when distress, safety or functioning feels hard to manage alone.

Talk about it

Explain one idea in your own words. Give an example from real life, a drawing or an object if that helps.

Build a clear model or organiser that shows: Stress can show through thoughts, feelings and body signals.

Use supplied evidence to test this idea: Different safe strategies work in different situations.

Compare two cases and explain where this principle matters: Children should seek adult help when distress, safety or functioning feels hard to manage alone.

Find one weak claim or assumption and revise it so it matches the evidence.

Write a short conclusion that states evidence, limitation and next question.

Try it beyond the page

Real-world / hands-on connection

Discuss family/school support options with a trusted adult without requiring personal disclosure.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Create a private “notice - choose - ask” plan with three safe strategies and trusted-adult roles.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. Does one body signal prove a specific emotion?

2. Should a child handle serious distress alone?

3. What is a safe next step when strategies are not enough?

Quick review

1. In one sentence, explain the big idea of “Stress Signals, Safe Strategies & Adult Support”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

No.

2. Suggested response

No.

3. Suggested response

Tell a trusted adult and seek appropriate support.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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