



# Stress Management

## SOCIAL EMOTIONAL LEARNING COMPETENCIES

The course will incorporate the school values, Social Emotional Learning Competencies and Habits of Mind through our activities:

## 5 Core Competencies of Social Emotional Learning

Make responsible decisions so as not to create unnecessary problems for your loved ones, teachers and friends



**MINDPOWER**  
Innovations



## Stress Management

### HABITS OF MIND



#### **Persistence**

Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.



#### **Managing Impulsivity**

Think before you act! Decrease the need for trial and error by gathering information, taking time to reflect before giving the answer.



#### **Listening with Empathy and Understanding**

Understand Others! Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions



#### **Thinking about your Thinking : Metacognition**

Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.



#### **Gathering Data Through All Senses**

Use your natural pathways! Pay attention to the world around you Gather data through all the senses. taste, touch, smell, hearing and sight



#### **Creating, Imagining and Innovating**

Conceive Solutions Differently! Think of solutions to the problems from different angles. Examine alternative possibilities and take risk when working on the problem.



## **Stress Management**



### **Thinking Flexibly**

Think in a new angle! Approaching a problem from a new angle, considering alternative ways and different source of information to solve the problem



### **Thinking About Your Thinking (Metacognition)**

Think And Talk To Yourself! Plan to produce what is needed and to be aware of your own steps and strategies when solving the problem. To reflect and evaluate the productiveness of you own thinking

## **Stress Management**

**Step 1: Welcome participants and introduce yourself**

**Step 2: Introduce the Participants**

**Step 3: Introduce the Seminar (Tell them what you're going to tell them)**

**Step 4: Who are they?**

**Step 5: Administer the personality system profile**

**Step 6: Take a Break**

**Step 7: Discuss the basic characteristics of the DISC SYLES**

**Step 8: Defining Stress What it is and How it affects us**

**Step 9: Beak for lunch**

**Step 10: Introduce the four stages of the success cycle**

**Step 11: The Stress Evaluation profile**

**Step 12: Administer The stress Evaluation Profile**



## **Stress Management**

**Step 13: Introduce the Forbes continuum of stress related underload and overload**

**Step 14: Identifying potential daily stressors**

**Step 15: Take a Break (10 minutes)**

**Step 16: Understanding your stress signals**

**Step 17: Complete stress management exercise**

**Step 18: Complete stress management exercise**

**Step 19: Preview the eight point stress management checklist**

**Step 20: Detailing the eight point stress management checklist**

**Step 21: Summarize what has been covered so far**

**Step 22: Explain and summarize how the factors of the DISC will affect their ability to manage stress**

**Step 23: (Optional) The “Stress Survival Kit”**

### **WHAT IS STRESS?**

- Stress is the body's automatic response to any physical or mental demand placed on it.
- Adrenaline is a chemical naturally produced in our body as a response to stress.
- Fight or Flight response is elicited

### **IS ALL STRESS BAD?**

- Moderate levels of stress may actually improve performance and Efficiency
- Too little stress may result in boredom
- Too much stress may cause an unproductive anxiety level

# Stress Management

## **LEVEL OF STRESS**

- **Eustress**

Eustress or positive stress occurs when your level of stress is high enough to motivate you to move into action to get things accomplished.

- **Distress**

Distress or negative stress occurs when your level of stress is either too high or too low and your body and/or mind begin to respond negatively to the stressors.



## ***Identifying Stressors***

**Situations, activities, and relationships that cause ‘trauma’ to one’s physical, emotional, or psychological self**

- School
- Work
- Family
- Relationships
- Legal
- Finances
- Health/illness
- Environment
- Living Situation





# Stress Management

## **Stages of stress**

### **• Alarm Stage**

As you begin to experience a stressful event or perceive something to be stressful psychological changes occur in your body. This experience or perception disrupts your body's normal balance and immediately your body begins to respond to the stressor(s) as effectively as possible.

Examples:

- Cardiac - increased heart rate
- Respiratory - increased respiration
- Skin - decreased temperature
- Hormonal - increased stimulation of adrenal glands, which produce an adrenal rush.

### **Resistance Stage**

During this stage your body tries to cope or adapt to the stressors by beginning a process of repairing any damage the stressor has caused. Your friends, family or co-workers may notice changes in you before you do so it is important to examine their feedback to make sure you do not reach overload.

Examples:

Emotional indicators include:

- Tearfulness
- Fear
- Anxiety
- Panic
- Guilt
- Agitation
- Depression
- Overwhelmed



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## Exhaustion Stage

During this stage the stressor is not being managed effectively and the body and mind are not able to repair the damage.

Examples:

- Digestive disorders, withdrawal, headaches, tension, insomnia, loss of temper.

## Negative Effects on Stress

### 1. Physical

- Weight gain/loss
- Unexpected hair loss
- Heart palpitations
- High blood pressure

### 2. Emotional

- Mood swings
- Anxiety
- Can lead to depression
- Can also lead to unhealthy coping strategies (i.e. alcohol, drugs, etc)

## Managing Stress

### Stress Relief Strategies

1. Body relaxation exercises
  - Breathing techniques
  - Guided imagery
2. Physical exercise
  - Yoga
  - Work out routine
3. Meditation
4. Counseling
  - Talk therapy
  - Life coaching



# Stress Management

## **Other Helpful Tips**

- Changing perceptions and expectations
- Break jobs/tasks into manageable parts
- Set reasonable/realistic goals
- Avoid procrastination
- Set boundaries
- Don't compromise your values/beliefs
- Schedule "me" time

## **Benefits of stress management**

- Physical health gets better
  - More energy and stamina
- Emotions stabilized
  - Positive attitude
  - Hopeful/happier
- Ability to focus improved
  - Able to learn and achieve

## **Relax**

- Our brain fires electrical waves at 14 or more cycles a second.
- These are *beta* waves and are great for getting tasks done, but not for learning new things.
- Taking a few minutes to relax deeply slows your brain waves down.
- These slower waves are *alpha* waves.
- They occur at between 7 and 14 cycles a second
- Studies show *alpha* waves improve learning.





# Stress Management

## INITIATIVE GAMES

### What are initiative Games?

Basically, we wish to achieve a day of fun for all the students to understand the co-operative and challenging games they play are not unlike the normal games.

They differ in that most initiative games do not conclude with winners and losers as found in most traditional games, where the object is playing not to lose. Rather, the focus is on making a win for everyone, where effort counts at any level.

In the context of encouragement and learning, Initiative games provide experience for groups and individuals to solve problems, get to know each other, come into physical contact with each other, Communicate, test and confront imagined limitations, build teams, and face up to a variety of other challenges.

### WE USE INITIATIVE GAMES FOR TWO REASONS:

- (1) The games demonstrate and teach leadership skills, which helps to promote the growth of the students. The games demonstrate a process of thinking about experiences that help students learn and become **responsible citizens**.
- (2) Reflect on the activity; spend a few minutes afterward talking about what the participants learned. Talk about how effectively and efficiently they accomplished the task and how well they got along with each other. Ask open-ended questions to help the group talk about the issues. Finally, ask them to **set some goals** for the future.
- (3) The best impact that initiative games can have is, while initiative games are fun and meaningful, lessons can be learned, a lasting impact will be achieved only using the principles behind the games in the complete post program.



# Stress Management

## **INITIATIVE GAMES TEAMBUILDING GAMES USING THE “TEAMBUILDING MODEL”:**

- THE HUMAN KNOT
- THE CIRCLE OF KINDNESS
- THE TROLLEY
- PASS THE POLO
- CATERPILLAR GAME
- SPIDER WEB
- COMMANDO CRAWL
- THE GREAT EGG DROP
- ALL BOARD
- ALL ENCOMPASSING
- TAKE THE CHALLENGE
- AMOEBA RACE
- OCTOPUS PEN
- HULA HOOP GAMES
- TRAFFIC JAM
- HELIUM STICK
- MINE FIELD

## **CHALLENGING OUTDOOR ACTIVITIES:**

**1.TEAM-BUILDING STATIONS**

**2.TEAM-BUILDING GAMES**