

# MODULE A

## Handout 1

<b>Title</b>	<b>Understanding Stress</b>
<b>Aims</b>	<ul style="list-style-type: none"><li>● To understand the link between thoughts, feelings, and behavior.</li><li>● To discuss individual stress sources and symptoms.</li><li>● To explore and share stress management techniques.</li></ul>
<b>Core Lesson</b>	<p>Exercise 1 Name: Switching Names</p> <p>Description: Group members share personal information and learning expectations through nametag switching. Each participant must talk about the person they have just met. As the activity goes on, the shared information gets lost... At the end all participants have the chance to present themselves.</p> <p>Exercise 2 Name: Listening Our Bodies</p> <p>Description: A short mindfulness exercise to recognize our thoughts, feelings, and body sensations when we are stressed and to train our mind to be more open and aware of sensory experiences. At the end of the exercise the participants would write down their experience.</p> <p>Exercise 3 Name: Head – Heart – Hand!</p> <p>Description: This is the chance for them to use painting, collage, and creative writing to depict the results of the previous activity on a body outline. Working in groups they could answer questions like:</p> <ul style="list-style-type: none"><li>● What stress us?</li><li>● How do we feel when we are stressed?</li><li>● How our body reacts when we are stressed?</li></ul> <p>It is important to recognize the link among the above, explore their stress management techniques and focus on the situations they have control on.</p>

	<p>Exercise 4 Name: Outlines Presentation</p> <p>Description: Providing trainees with the opportunity to group discuss and share their outlines, on the learning that has taken place. This is the time for providing trainees with theoretical input on how stress works and suggest stress management techniques.</p>
<p><b>Takeaway Points</b> <i>List key point of lesson. Use bullet points.</i></p>	<ul style="list-style-type: none"> <li>● Key point 1: Stress is a normal human reaction that happens to everyone. In fact, the human body is designed to experience stress and react to it. When you experience changes or challenges (stressors), your body produces physical and mental responses. That's stress.</li> <li>● Key Point 2: Stress responses help your body adjust to new situations. Stress can be positive, keeping us alert, motivated and ready to avoid danger. For example, if you have an important test coming up, a stress response might help your body work harder and stay awake longer. But stress becomes a problem when stressors continue without relief or periods of relaxation.</li> <li>● Key point 3: You can't avoid stress, but you can stop it from becoming overwhelming by practicing some daily strategies. Accept that you can't control everything. Find ways to let go of worry about situations you cannot change (e.g., meditation) and take initiatives to change the situations you cannot accept (e.g., assertive communication).</li> </ul>
<p><b>Resources</b> <i>List any resources or organisations that may be related to the lesson topic.</i></p>	<ul style="list-style-type: none"> <li>● Helping Adolescents Thrive Toolkit <a href="https://www.who.int/publications/i/item/9789240025554">https://www.who.int/publications/i/item/9789240025554</a></li> <li>● Guidelines on mental health promotive and preventive interventions for adolescents <a href="https://www.who.int/publications/i/item/9789240011854">https://www.who.int/publications/i/item/9789240011854</a></li> </ul>
<p><b>References</b> <i>List any references of information used in the lesson. Use bullet points. Harvard Style</i></p>	<ul style="list-style-type: none"> <li>● Johnson D, Dupuis G, Piche J, Clayborne Z, Colman I. Adult mental health outcomes of adolescent depression: a systematic review. <i>Depression and Anxiety</i>. 2018;35(8):700-16.</li> <li>● Sheffield JK, Spence SH, Rapee RM, Kowalenko N, Wignall A, Davis A, et al. Evaluation of universal, indicated, and combined cognitive-behavioral approaches to the prevention of depression among</li> </ul>



adolescents. *Journal of Consulting and Clinical Psychology*. 2006;74(1):66-79.

## Handout 2

<b>Title</b>	<b>Writing a tool to control stress</b>
<b>Aims</b>	<ul style="list-style-type: none"> <li>● Improves self-awareness by putting feelings down in paper</li> <li>● Increases the creativity of the participants as they practise writing as a tool to combat stress for some time</li> <li>● Decreases stressors by providing a self-defence mechanism against them.</li> </ul>
<b>Core Lesson</b>	<p>Introduction:</p> <p>The facilitator will introduce the outline and objectives of the activity, offering a series of questions to the participants that they would like to write about voluntarily.</p> <p>Warm-up exercise:</p> <p>Breathe in- Breahte out - All the group will perform a series of 10 deep breaths with eyes closed and concentrating on their interior</p> <p>Exercise 1 Name: Modulate the mind</p> <p>Description: The objective of this exercise is to reflect on how we feel, our life project or what we would like to achieve and write about it in the present tense, as if we were already living and feeling it. And part of the exercise is to repeat the writing of this ideal life many times, to anchor it in one's mind.</p> <p>Exercise 2 Name: Letter to the child</p> <p>Description: It is an introspective activity with which to realize how we evolve throughout life. Reflecting on the fears or concerns that we had as children we can get to know ourselves better and see how we have overcome them and know that our present fears may also disappear soon.</p> <p>Exercise 3 Name: Underline</p>

	<p>Description: It's all about jotting down the first random thoughts or ideas that come to mind over several days and analyzing them. Write a list highlighting the most important ones and writing a story answering what actions should you maintain or change. Your writings you will find a map to discover and order your thoughts and feelings, achieving wellbeing.</p> <p>Exercise 4 Name: My life story</p> <p>Description: Writing your own autobiography from another point of view will give you enough space to see what happened in the past from different angles. This will allow you to be more empathic with the people involved in these past actions and detoxify your memories.</p> <p>Cool down exercise:</p> <p>One word feedback – Each participant can tell the first word that comes to mind related with the writing activity. This can be made in a Word cloud way to take a previous picture of what will come next.</p> <p>Reflection and feedback:</p> <p>Description: The trainer will lead a guided discussion providing the chance to share the learning experience. The aim is to encourage learners to share their feeling and be aware of the common feelings we all have.</p>
<p><b>Takeaway Points</b> <i>List key point of lesson.</i> <i>Use bullet points.</i></p>	<ul style="list-style-type: none"> <li>● Key point 1: Writing allows you to enter that state in which everything flows, you are relaxed, and time passes without realizing it. Dedication to creative writing is very similar to moments of meditation or mindfulness. Stress and anxiety levels are lowered.</li> <li>● Key Point 2: The fact of writing what we are feeling makes us focus on our own symptoms and this causes anxiety levels to decrease considerably.</li> <li>● Key point 3: In times of stress and anxiety, we feel confused, unfocused, and out of place, unable to make decisions. Activities that include writing will help us capture our ideas, analyze them, establish knowledge, and prioritize. This translates into increased self-confidence, well-being, and calm.</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>● <a href="https://positivepsychology.com/anxiety-therapy-techniques-worksheets/">https://positivepsychology.com/anxiety-therapy-techniques-worksheets/</a></li> </ul>

<p><i>List any resources or organisations that may be related to the lesson topic.</i></p>	<ul style="list-style-type: none"> <li>• The Stress Management Society (NGO) <a href="https://www.stress.org.uk/">https://www.stress.org.uk/</a></li> </ul>
<p><b>References</b> <i>List any references of information used in the lesson. Use bullet points. Harvard Style</i></p>	<ul style="list-style-type: none"> <li>• “Lee, escribe, camina” by Helena Echeverría</li> <li>• “Más allá de las palabras: La escritura como terapia”, by Helena Echeverría</li> <li>• “El camino del artista”, by Julia Cameron</li> </ul>

### Handout 3

<b>Title</b>	<b>Unmasked</b>
<b>Aims</b>	<ul style="list-style-type: none"> <li>● To work with a creative, pressure-free medium to explore “hidden” thoughts and feelings</li> <li>● To enhance creative thinking and problem-solving skills</li> <li>● To explore and share anxiety management techniques</li> </ul>
<b>Core Lesson</b>	<p>Exercise 1 Name: Remember my name?</p> <p>Description: An introductory activity which helps participants remember each other’s name. The facilitator intervenes if somebody finds it difficult and is the last in line to say everyone's names.</p> <p>Exercise 2 Name: Getting inspired by our names!</p> <p>Description: This activity entails the use of creative processes to present our name / ourselves to the group and and be inspired to find the best expression of himself/herself. The activity ends up the rest of the group call him /her by his/ her name.</p> <p>Exercise 3 Name: Unmasked</p> <p>Description: This activity involves creating masks that help explore the participants’ symbolic masks. The activity can help participants discover suppressed parts of themselves, uncover new coping strategies, and explore a situation where they do not need their mask.</p> <p>Exercise 4 Name: The sage</p> <p>Description: This is a visualization exercise where a wise person answer one of their questions, which goals to connect with the mature part of themselves, enhance their creative thinking and problem-solving skills and close the workshop with a takeaway message.</p>
<b>Takeaway Points</b> <i>List key point of lesson.</i> <i>Use bullet points.</i>	<ul style="list-style-type: none"> <li>● Key point 1: Stress and anxiety are part of the same bodily reaction and have similar symptoms. That means it can be hard to tell them apart. Stress tends</li> </ul>

	<p>to be short term and in response to a recognized threat. Anxiety can linger and can sometimes seem as if nothing is triggering it.</p> <ul style="list-style-type: none"> <li>● Key Point 2: Masks are a creative and fun technique for self-reflection, expression, and sometimes allow participants to start difficult conversations. The activity can help participants discover suppressed parts of themselves, uncover new coping strategies, and explore a situation where they do not need their mask.</li> <li>● Key point 3: Guided imagery helps you use your imagination to take you to a calm, peaceful place. Because of the way the mind and body are connected, guided imagery can make you feel like you are experiencing something just by imagining it. Like most techniques requiring mental concentration, it is usually most successfully practiced without interruption in a setting that is free from distracting stimulation.</li> </ul>
<p><b>Resources</b>  <i>List any resources or organisations that may be related to the lesson topic.</i></p>	<ul style="list-style-type: none"> <li>● <a href="https://positivepsychology.com/anxiety-therapy-techniques-worksheets/">https://positivepsychology.com/anxiety-therapy-techniques-worksheets/</a></li> <li>● The Stress Management Society (NGO) <a href="https://www.stress.org.uk/">https://www.stress.org.uk/</a></li> </ul>
<p><b>References</b>  <i>List any references of information used in the lesson. Use bullet points. Harvard Style</i></p>	<ul style="list-style-type: none"> <li>● Publishing, H. (2018). Understanding the stress response – Harvard Health. <i>Harvard Health</i>. Retrieved from <a href="https://www.health.harvard.edu/staying-healthy/understanding-the-stress-response">https://www.health.harvard.edu/staying-healthy/understanding-the-stress-response</a></li> <li>● Abbott, K. A., Shanahan, M. J., &amp; Neufeld, R. W. J. (2013). Artistic tasks outperform non-artistic tasks for stress reduction. <i>Art Therapy, 30</i>, 71–78.</li> </ul>