



Stress Management

Relax Recharge Rise Repeat



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EXECUTIVE SUMMARY

The Student Social Responsibility Project focused on promoting stress management and mental well-being among students at a local school. Recognizing the challenges students face due to academic pressure and social expectations, our team aimed to create awareness about managing stress effectively through practical techniques and engaging activities.

We conducted an interactive 2-hour session that included discussions on the types of stress (eustress and distress), stress management techniques, and the importance of a healthy lifestyle. The session featured a quiz to identify stress triggers, a time management puzzle, and mindfulness exercises to help students relax and refocus. Additionally, we emphasized the role of social support and shared inspiring stories of famous personalities who overcame stress.

Students actively participated, shared their concerns, and expressed enthusiasm for applying the techniques discussed. As facilitators, this project enhanced our communication, problem-solving, and organizational skills. The positive feedback from students and teachers highlighted the value of initiatives like these in equipping young learners with tools to handle stress and maintain emotional well-being.

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SSR AT AMRITA: OVERVIEW

The Student Social Responsibility (SSR) program at Amrita Vishwa Vidyapeetham goes beyond academics, inspiring students to actively address societal challenges and make meaningful contributions to their communities. It provides a platform for students to step out of the classroom and engage with real-world issues, fostering a sense of accountability and critical thinking to develop impactful solutions.

SSR emphasizes that education is not just about personal growth but also about leveraging knowledge and skills to benefit society. Through various projects, students directly interact with communities, gaining insight into their needs and contributing to their well-being through empathy and service. Initiatives such as health awareness programs and skill development workshops offer hands-on experiences that demonstrate the transformative potential of social engagement.

Participating in SSR not only enhances students' learning but also nurtures them into compassionate individuals who value the importance of giving back to society. The program cultivates a sense of service as a path to self-realization, empowering students to grow as empathetic and proactive members of their communities. Ultimately, SSR prepares students to become catalysts for positive change, enriching both their personal and professional journeys while building a better future.

PROBLEM STATEMENT

In today's fast-paced and competitive world, stress has become a common issue affecting individuals of all age groups, including school students. The pressure to excel academically, maintain social relationships, and meet personal expectations often leads to overwhelming stress. Prolonged exposure to stress without proper management can have detrimental effects on students' mental and physical health, including anxiety, reduced academic performance, and burnout.

Despite the increasing prevalence of stress, there is limited awareness among young students about how to identify and cope with it effectively. Many lack access to the tools and techniques necessary to manage stress, such as mindfulness, relaxation methods, and healthy lifestyle practices. The absence of a structured approach to stress management in schools exacerbates the issue, leaving students unprepared to handle their emotional and mental challenges.

This project was conceived to address these gaps by equipping students with the knowledge and skills to manage stress proactively. By fostering awareness and providing practical strategies, the initiative aimed to create a supportive environment that empowers students to build resilience and prioritize their well-being. Through interactive sessions, relatable examples, and hands-on activities, the project sought to make stress management accessible, engaging, and impactful for young learners.

PROJECT OBJECTIVES

Awareness Creation: To educate students about stress, its types (eustress and distress), and its impact on overall well-being.

Skill Development: To teach students effective stress management strategies like mindfulness, relaxation techniques, and time management.

Interactive Engagement: To involve students in quizzes and activities to help them identify their stressors and explore coping mechanisms.

Encouraging Support Systems: To highlight the importance of social and emotional support in stress management.

Healthy Lifestyle Promotion: To advocate for lifestyle changes such as regular exercise, adequate sleep, and avoiding harmful habits as stress relief methods.

ACTIVITIES UNDERTAKEN^{-2hr}

1. Presentation Delivery:

- We began with an interactive presentation titled "*Stress Management: Managing Stress for a Good Life*". The presentation covered:
 - The definition of stress and its physiological effects.
 - Types of stress:
 - *Eustress* (positive stress, e.g., preparing for competitions or learning new skills).
 - *Distress* (negative stress, e.g., cramming for exams or facing conflicts).
 - Stress management techniques such as mindfulness, relaxation exercises, and effective time management.
 - Real-life examples of how notable personalities overcame stressful situations.



○

2. Interactive Quiz:

- Conducted a quiz with questions designed to help students reflect on their stress triggers, such as:
 - Subjects they find most stressful.
 - Activities they prefer to relax (e.g., listening to music or playing sports).
 - Hypothetical scenarios like choosing a superhero to "fight stress."



3. Activities:

- **Puzzle:** Students participated in a time management puzzle where they prioritize tasks within a limited time.

- **Mindfulness Exercise:** A short guided breathing exercise was introduced to teach students how to relax during stressful moments.



4. Discussion on Healthy Choices:

- We discussed the benefits of maintaining a healthy lifestyle, such as regular physical activity, balanced nutrition, and the importance of sleep.

5. Role of Social Support:

- Highlighted the value of reaching out to trusted friends, family members, or teachers when feeling overwhelmed.





CHALLENGES AND ACCOMPLISHMENT

Challenges:

1. Engaging a Young Audience:

- One of the primary challenges was ensuring active participation from all students. Younger audiences often have shorter attention spans, and some students were shy or hesitant to engage in discussions or activities. This required us to continuously adapt our delivery style to maintain their interest and make the session interactive.

2. Simplifying Complex Concepts:

- Explaining the psychological and physiological aspects of stress in a way that was easily understood by school students was a challenge. We had to use relatable examples and interactive elements to break down these concepts into simpler terms.

3. Time Management:

- Balancing the content within the allotted two-hour session was challenging. We had to ensure that each segment—discussion, quiz, activities, and relaxation techniques—received adequate focus while staying on schedule.

4. Resource Limitations:

- Conducting interactive activities and games required preparation and coordination with limited resources. Ensuring that every student could participate without feeling left out required careful planning.

5. Diverse Perspectives:

- Students had varied stress triggers and coping mechanisms, making it essential to address their individual concerns while keeping the content relevant to all.

Accomplishments:

1. Positive Engagement:

- Despite initial hesitations, the students actively participated in the session. The quiz and activities, such as the time management puzzle and mindfulness exercises, were particularly well-received. Students shared their own experiences, asked thoughtful questions, and expressed genuine interest in learning stress management techniques.

2. Impactful Learning:

- By the end of the session, many students demonstrated a better understanding of stress and its management. They identified their stress triggers and expressed enthusiasm about incorporating the techniques discussed, such as deep breathing and relaxation, into their daily lives.

3. Skill Development:

- For our team, this project enhanced our skills in communication, teamwork, and leadership. Adapting the session for a younger audience improved our ability to convey complex ideas effectively and confidently handle group interactions.

4. Feedback and Recognition:

- The positive feedback from students, teachers, and school staff highlighted the effectiveness of the session. The teachers appreciated the practical and engaging approach, while students expressed their excitement about applying what they learned.

5. Creating a Supportive Environment:

- The initiative succeeded in fostering a safe space for students to discuss their concerns about stress. This openness was a significant accomplishment, as it encouraged students to view stress management as a necessary and achievable goal.

6. Long-Term Influence:

- The tools and techniques introduced during the session are expected to have a lasting impact on the students, equipping them with skills to handle stress throughout their academic and personal lives.

PROJECT LEARNING

1. N. Kireeti Sai Bharadwaj [22037]:

I gained knowledge on how to engage others and effectively express concepts through this endeavour. I learnt how to simplify difficult ideas and deliver them in a way that appeals to the audience, especially students during the session preparation. It also gave me more confidence to speak in front of groups and to patiently and clearly handle their questions. Teaching something practical and seeing how it affected the participants was a genuinely fulfilling experience that reaffirmed the need of information sharing for constructive change.

2. N. Rahul [22036]:

As an active team member, organizing the session helped me learn the value of time management and teamwork to make everything run smoothly. Interacting with students improved my communication skills and allowed me to create a friendly and engaging atmosphere. Teaching about stress, its types, and ways to manage it gave me a better understanding of the topic and its importance in daily life. Sharing stories of famous people who overcame stress taught me valuable lessons about resilience and perseverance. It was inspiring to see how practical tips and real-life examples could motivate and help others. This experience strengthened my ability to connect with people and highlighted the importance of promoting mental well-being and stress management.

3. P. Sri Ram [22040]:

Participating in this project was a valuable learning experience for me. I improved my communication skills by explaining stress management concepts in a simple and engaging way that students could easily understand. Organizing and leading activities enhanced my ability to plan and manage time effectively, while interacting with students helped me develop empathy by understanding their concerns and challenges. This project also taught me the importance of mental well-being and inspired me to adopt some of the techniques we discussed. Overall, I realized how important it is to take care of mental health and even started using some of the techniques we shared. Overall, it made me feel happy.

4. K. Sri Kaushik [22026]:

Through the session on stress management with my juniors, I learned that teaching others is a two-way process; it reinforced my understanding of stress-reduction techniques like meditation, time management, and mindfulness. Guiding them through the inhale and exhale exercise made me realize how simple practices can have an immediate calming effect, and observing their engagement taught me the importance of communication in connecting with the audience. This experience deepened my appreciation for these techniques and highlighted the value of sharing knowledge to foster mutual growth.

5. D. Vardhan Reddy [22018]:

We visited a school as part of our Student Social Responsibility project, teaching students about stress and ways to manage it. Sharing techniques like deep breathing and time management, we made the session interactive and memorable. To add a sweet touch, we distributed chocolates, which brought smiles to their faces. Watching their excitement took me back to my own school days, sparking sentimental memories of being a student. The session left me feeling fulfilled, knowing I had made a positive impact on their young lives

6. M. Santhosh Kumar [22033]:

As a team member, leading the discussion on the types of stress, including eustress and distress, helped me understand their impact on students' lives. Explaining these concepts in a simple and relatable way improved my ability to communicate complex ideas effectively. Conducting a quiz on students' daily activities gave me valuable insights into their perspectives on stress and how they handle it. It was rewarding to see the students actively participate and reflect on their experiences. This experience not only enhanced my public speaking and engagement skills but also deepened my understanding of how stress affects different individuals.

Conclusion and Future Work

We conducted an interactive stress management seminar for 9th, 10th, +1, and +2 students, incorporating engaging activities such as guessing games and rewarding correct answers with chocolates. Our approach created a fun and positive atmosphere, encouraging active participation while effectively teaching stress management techniques. This initiative demonstrated our commitment to addressing mental well-being in a creative and student-friendly manner.

Future Plans:

- 1. Awareness Campaigns:** Expand these seminars to other schools and colleges, including interactive stress management sessions to reach a larger audience and promote mental well-being among students.
- 2. Feedback and Improvement:** Collect feedback from participants to refine session content, enhance engagement, and make the activities more impactful and relatable.

3. **Community Engagement:** Collaborate with mental health organizations and local groups to create ongoing safe spaces for discussions on stress and mental health challenges.
4. **Empowerment Programs:** Develop advanced workshops focusing on stress management, mindfulness, and resilience-building, tailored for different age groups to foster mental strength and adaptability.
5. **Integration with Academics:** Embed mindfulness techniques and stress management practices into school curricula to help students cope with academic pressures effectively.

Appendix

Poster

AMRITA
VISHWA VIDYAPEETHAM

SR STUDENT SOCIAL
RESPONSIBILITY

GROUP - 2

N. Rahul, N. Kireeti, M. Santhosh, P. Sriram, D. Vardhan ,
K. Kaushik

FROM A.I.E (2022 - 2026)

PRESENTS

Relax Recharge Rise Repeat

**AN INTERACTIVE STRESS MANAGEMENT
AWARENESS SESSION**

Guiding Young Minds to
Stress-Free Success

OCTOBER 24, 2024



Result Analysis:

The stress management seminar proved to be highly impactful, with students displaying an active interest in the topics covered. Their enthusiastic participation in activities, such as guessing games and other interactive exercises, showcased their eagerness to engage with stress management concepts. The thoughtful questions raised by students, including those about sleep schedules, coping techniques, and healthy habits, demonstrated a genuine curiosity to understand and apply the ideas discussed.

Additionally, many students expressed their willingness to adopt strategies shared during the session, such as establishing consistent sleep routines, practicing mindfulness, and maintaining a positive outlook during stressful situations. The overall

feedback indicated that the session effectively enhanced awareness and encouraged students to adopt healthier mental and emotional habits. The combination of education and interactive fun fostered a supportive and encouraging environment, leaving a lasting impression on the participants.

Feedback Received:

Feed Back - In my opinion, It was a fascinating class. It helps us to collect enormous information about stress management and also I would like to say a special thanks to you as you have helped ~~me~~ us to understand about time management. I am literally weak in my managing my precious time. One's more, Thank you so much!

Feed Back -

It was a nice class. There were variety of class games and fun activities. The class was interactive. It was not boring. I enjoyed the class so much. Keep taking such classes.

Feed Back -

First of all I like to thank all the brothers for taking such a class. It was very enjoying and fascinating and also for a particular time it created a competitive mind among the students to answer the most questions and also we became aware of our problems with tension & time management. Thx Continue This

Feed Back -

The class helps a lot in our studies and have got many knowledge. Also it was quite interesting than other sessions. We all enjoyed it a lot by heart. It was quite useful.

conducted on 24.10.24

Feed Back -

Your class was very interesting and so useful for us and the way of interacting to us was so nice and you give us lot of sweets. Now i know ~~get to~~ how to avoid stress. I think the time was gone fast and i wish many of the students want your classes. So keep going.

Thank you :-

Feed Back - conducted on 24/10/24.

The way they took the class was so ~~all~~full and the interacting section was really like talking with close friends. The topic that they choose was also nice because most of us thought stress was bad. I really like the class
Thankyou.

Feed Back - It was a very interesting class. This class make us aware about how to overcome stress and how many types of stresses are there. At this class make us very happy because by playing games we were very engaged and we got so many chocolates. So I hope you will again come to our school with other interesting topic. ♀

Image Gallery:











Student Queries and Responses

Question 1: Why do we feel stressed during exams?

Response: We explained that stress during exams often occurs due to fear of failure, pressure to perform, or inadequate preparation. To manage this, we encouraged students to create a study schedule, practice relaxation techniques like deep breathing, and take short breaks to recharge. We emphasized that consistent preparation reduces stress significantly.

Question 2: How can we stay focused while studying?

Response: We shared that staying focused requires a quiet, clutter-free environment, and avoiding distractions like mobile phones. Techniques like the Pomodoro method, where students study for 25 minutes and take a 5-minute break, can improve focus. We also suggested practicing mindfulness to train the brain for better concentration.

Question 3: Why is exercise important for mental health?

Response: We explained that regular exercise releases endorphins, which are natural mood boosters that help reduce stress and anxiety. Activities like walking, yoga, or sports can also improve sleep and focus. We encouraged students to incorporate at least 30 minutes of physical activity into their daily routine.

Question 4: How can we manage time better with so many activities?

Response: We suggested prioritizing tasks by creating a daily to-do list and setting achievable goals. Breaking big tasks into smaller steps and allocating specific time slots for studies, hobbies, and relaxation can improve time management. We also emphasized the importance of avoiding procrastination.

Question 5: How do we handle negative thoughts?

Response: We explained that negative thoughts are natural but can be managed by focusing on positive affirmations, talking to a trusted person, or writing down feelings in a journal. Practicing gratitude by listing things they are thankful for can also shift their mindset. We encouraged seeking help from teachers or counsellors when needed.

LinkedIn Post

https://www.linkedin.com/posts/nallagattu-rahul-1960ba250_studentsocialresponsibility-stressmanagement-activity-7256000654194728960-fCGT?utm_source=share&utm_medium=member_desktop

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