

**Curriculum on Health and Wellness of
School Going Adolescents**

Under the Aegis of School Health Programme of
Ayushman Bharat

Theme 2: Emotional Well-Being and Mental Health
(SECONDARY & SENIOR SECONDARY)

Module 2- Emotional Well-being and Mental Health

Scheme of Content: Secondary (Grade 9-12)

Learning Outcomes	Activity No.	Title of the Activity	Learning Outcomes - Activity	Time (in minute)	Transaction Method
The Learner <ul style="list-style-type: none"> Identifies stressors and their impact Demonstrates healthy expression of needs, thoughts and emotions in different situations Practices positive coping strategies to deal with challenging situations Identifies personal strengths and resources 	1	Understanding Mental Health	The learner <ul style="list-style-type: none"> Recognizes that ‘mental health and well-being’ exists along a continuum Identifies signs of distress in self and others Accesses and provides timely support to maintain or restore well-being 	45	Group activity
	2	Managing difficult situations	The learner <ul style="list-style-type: none"> Identifies emotions experienced in difficult situations Demonstrates skills to deal with difficult situations 	60	Class discussion, Role play
	3	SWOT – Identifying Strengths	The learner <ul style="list-style-type: none"> Identifies and describes own strengths. Demonstrates an understanding of how one can use own strengths to overcome challenging situations. Identifies and describes weaknesses/areas for improvement Identifies people who can support them in developing their strengths further. 	60	Personal reflection, group sharing, large group discussion
	4	Mindfulness: Mindful being Mindful living	The Learner demonstrates strategies to overcome challenging emotions	45	Experiential exercise

Activity 1

Title: Understanding Mental Health

Learning Outcomes

The learner

- Recognizes that 'mental Health and well-being' exists along a continuum
- Identifies signs of distress in self and others
- Accesses and provides timely support to maintain or restore well-being

Time Required

45 minutes

Life Skills Enhanced

Self-Awareness, Managing Emotions, Decision-Making, Problem Solving

Resources

Black Board and chalk, Copies of statements

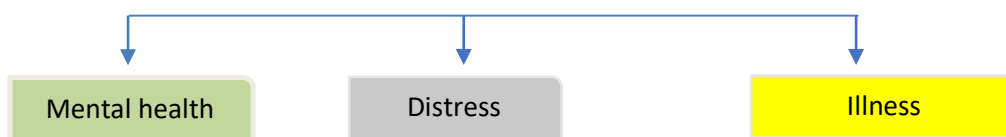
Guidance for Facilitators

- The purpose of this activity is to facilitate an understanding of the concept of 'mental health and well-being'. It is important for the facilitator to recognize that the categories of well-being and distress are not fixed. An individual in a state of well-being at one point of time may be pushed into distress by an event or situation and may be able to bounce back to a state of well-being. For example, after being isolated from a peer group, an adolescent may experience distress, might initially feel low, not be able to concentrate on his studies, and not interact with others, but over a period of time s/he may bounce back and find ways to deal with the problem and get back to doing things s/he enjoys. However, if an individual is not able to function for a prolonged period of time and continues feeling distressed most of the time, it may be important to seek professional help to rule out an illness and seek timely help.
- The facilitator will need to prepare by drawing the 'Mental Health Continuum' on the black board.
- If there are any disclosures of mental health concerns/ distress during or after the session, the facilitator would need to provide support and suggest seeking help from trusted family members and/or counsellors/ mental health professionals.
- If there are any disclosures of self-harm or abuse, then the facilitator would need to break confidentiality and inform a trusted adult related to the learner about the same and ensure that the child receives adequate professional help if necessary.

Transacting the Activity

- Recap - Ask the learners to share some reflections, experiences about the 'Emotional Well-being and Mental Health' module conducted in upper primary. Allow 5-6 learners to share.

- Tell the learners that we will continue to work on 'Emotional Well-being and Mental Health'.
- Write the word 'Mental Health' on the board and ask the learners what it means. (Learners might say being mental, mad, depressed, etc.)
- Explain mental Health:
 - 'Mental Health' is not 'Mental problem' or 'being Mental'. It is instead a state of well-being or happiness.
 - Being mentally healthy or mental well-being means being aware of our strengths and limitations, being able to use our strengths to deal with challenging emotions and situations, lead a healthy lifestyle, be productive so we can reach our goals and have meaningful relationships.
- Draw a line on the black board and write Mental health on one side, distress in the middle and Mental illness at the end as given in the figure below:



6. Explain Distress and Illness:

- Tell learners that we all face challenging situations in our lives. We experience feelings of fear, guilt, shame, anger, sadness.
- Most often we are able to cope with difficult situations using our strengths or from support of friends and/or family.
- However, sometimes the situation may be so difficult or we may feel so sad or fearful that for some time we may stop interacting with people, or cry a lot or get irritated with our family and friends. This is a state of distress.
- Often as the situation changes or with support from friends we are able to get over our distress and move to a state of well-being.
- Tell them that at times, however, a person is not able to cope with the situation. Some examples are given below:
 - One feels low or nervous all the time, is not able to function,
 - Has difficulty with falling asleep, concentrating on studies and making decisions. Person does not talk to anyone,
 - Loses interest in having fun and,
 - At times feels life is not worth it.

When this happens for a prolonged time (more than two weeks) the person needs help for it. One could be experiencing 'depression' or 'anxiety' (illness).

- Now divide the learners into groups and give the following instructions after writing the following statements on the board. (if possible give copies of the statements to each group). Do not reveal what is in the brackets.

Statements:

- I did badly in my exam and recently have been feeling I am a failure (distress)
- I keep thinking that life is not worth living (illness)
- I know my strengths and limitations (well-being)
- For the last month, I find that I have lost interest in everything (illness)
- I can adjust to any new situation (well-being)
- I sometimes feel very confused about what to do (distress)
- I hurt myself when I feel sad (illness)
- I am able to face challenges (well-being)
- I have been feeling sad for the last two days as I am missing my sister who has gone to a different city to study (distress)
- I feel so nervous that I have stopped going to school (illness)

- Ask learners to discuss in their groups and identify which of these expressions indicate a state of **well-being**, which indicate **distress**, and which indicate a possible **illness**.
- Ask each group to choose a spokesperson and give each group a chance to give the answer to one or two statements, depending on the number of learners.
- Correct the group if they have got a different answer and explain it.
- At the end of the activity summarize the difference between a state of well-being, distress and illness.
- Discuss that in the next few activities we will look at how to cope with distress and thrive to be in a state of well-being.
- Explain that seeking support is very important when one cannot deal with the situation that is causing one distress.
- Explain that counselling services are available in the Adolescent Friendly Health Clinics.

Reflection questions:

- How can we move from a state of distress to a state of wellbeing?
- What could I do to help someone experiencing distress or mental illness?

Take home messages

- The state of mental health and well-being can keep changing along a continuum. It is important to recognize where one is on this continuum.
- When faced with everyday challenges, a person could move along the continuum from the state of well-being to distress. However, if s/he has the skills or with the right support s/he can move out of this state and this may not affect his/her ability to work productively over a long period of time.
- Some people in the state of distress might require timely help and support to return to the state of well-being while others might require professional help.
- One can support people who are experiencing distress and mental illness by encouraging them to seek support and professional help if needed.
- At a personal level, one should not hesitate in seeking professional help and should not make fun of someone who is seeking help for a mental health concern.

Suggested activities:

- Learners can list out strategies they use to manage distress and promote their well-being and practice them regularly.

Activity 2

Title: **Managing difficult situations**

Learning Outcomes

The learner

- Identifies emotions experienced in difficult situations
- Demonstrates skills to deal with difficult situations

Life skills enhanced

Self-Awareness, Managing Emotions, Decision-Making, Problem Solving, Interpersonal Relationship

Time required

60 minutes

Resources

Situations and discussion questions written on separate slips of paper or cards

Guidance for the facilitators

- The purpose of this activity is for the learners to understand that challenges are universal, and we often have a choice in how we respond to them. The activity will enable learners to learn and practice helpful behaviors in challenging situations.
- Prepare for the activity by writing down each situation on a separate piece of paper/card for each group. Behind the paper/card note down the discussion questions.
- During the sharing in the large group, reinforce the importance of confidentiality as participants might share personal experiences.
- Ensure that other learners listen respectfully and do not interrupt, laugh at, make fun of, or ignore each other.
- During the role plays, ensure that rest of the groups are seated and the group performing the role play is in clear view and audible.

Transacting the activity

1. Recap – Ask the learners to share reflections from the previous activity. Ask them if they have any doubts about the state of wellbeing, distress and illness. If learners express doubts, clarify the same.
2. Then share with the learners about challenging situations: When we experience challenging/stressful situations in our lives we might experience distress and move to that end of the continuum. If we learn skills to cope and seek support we can bounce back to the ‘mental health and well-being’ end of the continuum.
3. Then, share “Manju’s story” with the learners:

Manju was studying in Class VIII. The teacher announced that three girls who top the class in the upcoming examination would receive a special award and scholarship in Class IX. Manju worked very hard and was confident that she would be one of the top three. When she got her results she was very surprised that she had just missed the third rank. She had already told her parents and grandmother about her expectation. What should she tell them? What should she do?

4. After reading the story, generate a discussion by asking the following questions:
 - What do you think Manju felt when she saw the results? (disappointed, sad, shocked)
 - What could Manju do in this situation?
5. As the learners start responding, draw a table with three columns on the board and label the columns as: **emotions, healthy responses** and **unhealthy responses**.
6. Record responses from the learners in these three categories.
7. Tell the learners that we all face such difficult situations in life. Situations that can make us feel sad, fearful, angry and so on. These are the emotions we experience in that situation.
8. Tell them that there are various ways of responding to difficult situations. Some of these ways can be helpful and others not so helpful.
9. Ask learners to think of difficult situations that they might have faced in the past. Think of the feelings that they experienced and how they responded to the situation and discuss with the person next to them (5 minutes).
10. Ask 3-4 learners to share how they dealt with the situation.
11. List the emotions (**Fear, anger, disappointment**) that learners share in the first column called emotions.
12. Tell the learners that some of them might have **avoided the situations** due to fear, or **shouted or hit** the other person when they got angry, or just **given up** when they got disappointed. These are unhealthy ways of responding.
13. Tell them sometimes we might try to **find a solution to the problem**, or **seek support** from a friend or adult, or **decide not to give up and try again**. These are healthy ways of responding.
14. Record their response under healthy and unhealthy responses.
15. Ask learners to share other feelings and responses that they might have discussed with their partner. Ask them where these responses should be marked in the table and add them on the board.
16. After the listing, tell learners that when they face a difficult situation they :
 - First need to be aware of the challenging feelings that they are experiencing and calm down.
 - Once they calm down they have to find ways to deal with the difficult situation or problem. If they cannot deal with the situation on their own, then to seek help from a trusted adult or a friend.
17. Ask learners what are some positive methods that they can use to deal with the challenging emotion/s when they are faced with a difficult situation?

18. Write the tips shared by learners on the board and add some tips from list below.

- Stay quiet for a little while after the unpleasant incident.
- Mentally do some counting to calm yourself down.
- Drink some water.
- Take 5-6 deep long breaths to calm yourself.
- Leave the place of the incident and go elsewhere.
- Listen to your favorite songs and sing along.
- Play Games or sports.
- Go for a walk.
- Talk to a friend or trusted adult.

19. Tell learners that now we will learn more about healthy and unhealthy ways of responding to challenging situations.

20. Divide the class into 4 or 5 groups and give the following instructions:

- Each group will get a paper/card with a situation and some discussion questions behind it.
- Each group will have to read the situation and discuss the answers to the questions listed behind the paper/card within their groups. They would then need to come up with a role play to demonstrate a helpful way of dealing with that situation.
- Each group will have 10 minutes to prepare the role-play and 3 minutes to present it in front of the class.
- Each group will choose a reader who will read the situation and the discussion questions aloud for the larger group, followed by the role-play where the group will display a healthy strategy to deal with the situation.
- After each role play generate discussion by asking the learners if there could be other healthy ways of dealing with that situation.
- Cover each case study / role play one at a time.

Situations:

(Note the situations provided in the front of the paper/card and the discussion questions at the back of the paper/card. The emotions in bracket are for the reference of the facilitator only and do not need to be noted on the paper/card.)

1. Malavika is an excellent Kabaddi player. However, her name did not appear this time in the Kabaddi tournament that is going to take place in the village. When Malavika heard about this, she went to the Village Headman and fought with him.

Discussion questions:

- What was Malavika feeling? (Disappointed, angry)
- What did Malavika want from the situation?
- Would you consider her response healthy/unhealthy?
- Would she be able to achieve what she wanted with her response?
- What could be a healthy response in this situation?

2. Gurpreet was getting ready to go for the fair in the evening when her mother came and told her that she should not go to the fair. There was some urgent work at home that Gurpreet needed to do. Gurpreet thought her mother could

have asked her to finish the work before. She yelled at her mom and said she is not going to change her plans now. She slammed the door and left the house.

Discussion questions:

What was Gurpreet feeling? (Disappointed, angry)

What did Gurpreet want from the situation?

Would you consider Gurpreet's response healthy/unhealthy?

What could be a healthy response in this situation?

3. Arthur is an excellent Cricket player. However, his parents always tell him to focus on studies and not waste time in playing. Arthur got to know that he has been selected for an inter-school match. When he shared this news with his parents, they scolded him and told him he cannot go for practice since his exams are starting in two months. He locked himself up in his room and stopped eating and drinking. He did not talk to anybody. He became completely quiet and withdrawn.

Discussion questions:

What was Arthur feeling? (Disappointed, sad, angry)

What did Arthur want from the situation?

Would you consider his response healthy/unhealthy?

Would he be able to achieve what he wanted with his response?

What could be a healthy response in this situation?

4. Amina has just cleared the Class 8 examination yesterday. Suddenly her parents informed her that she will not go to school from tomorrow, instead she will go to work. Amina was very upset but she did not utter a word. She regretted all the time she dreamt of going to college and blamed her parents for not understanding her desires. She decided she will never again tell them her wishes.

Discussion questions:

What was Amina feeling? (Disappointed, sad, angry)

What did Amina want from the situation?

Would you consider her response healthy/unhealthy?

Would she be able to achieve what she wanted with her response?

What could be a healthy response in this situation?

5. Tomtsa is very fond of music and loves to sing. Yesterday when the class teacher announced an inter-class singing competition, Tomtsa's eyes were gleaming with excitement but his expressions changed today. Just before the performance, Tomtsa started feeling his hands becoming sweaty, his heart beat going up, and he started feeling confused. He kept going to the washroom as he was very uncomfortable. As he stood waiting for his turn he started thinking he would forget the lyrics of the song he had prepared. He decided to withdraw his name from the performance list and did not sing in the competition.

Discussion questions:

What was Tomtsa feeling? (nervous, anxious)

What did Tomtsa want from the situation?

Would you consider his response healthy/unhealthy?

Would he be able to achieve what he wanted with his response?

What could be a healthy response in this situation?

- Summarize by reinstating some of the strategies that came up during the role plays to deal with difficult situations.
- Tell students that sometimes they may find the situation too difficult to tackle on their own and may want to seek help. That they can approach counsellors in the adolescent friendly youth clinics.

Reflection Questions

- Why is it important to be aware of and deal with our feelings/emotions when we face a difficult situation?
- How can we manage challenging feelings before dealing with the difficult situation?
- What healthy strategies can we use to deal with difficult situations?

Take Home Messages

- It is natural to feel very angry, sad or fearful and other challenging emotions when faced with a difficult situation.
- It is important to deal with the challenging emotion instead of letting them drive the response.
- It is important to find healthy strategies to respond to difficult situations.
- If an individual cannot deal with the situation on his own he should reach out to a trusted friend or adult.

Suggested Activities

- Next time you face a difficult situation make a note in your notebook of your feelings and how you feel like responding.
- Write strategies that you can use to deal with the situation effectively and try them out.
- Write down your experiences and share them with your friends.

Activity 3

Title: **SWOT – Identifying Strengths**

Learning Outcomes

The learner

- Identifies and describes their own strengths.
- Demonstrates an understanding of how s/he can use his strengths to overcome challenging situations.
- Identifies and describes her/his weaknesses/areas for improvement.
- Identifies people who can support him in developing his/ her strengths further.

Time Required

60 minutes

Life skills enhanced

Self-Awareness, Critical Thinking, Problem Solving, Emotional Awareness, Creative Thinking

Resources

Blackboard and chalk; OR Chart paper and colour pens

Guidance for the facilitators:

- The purpose of this activity is to facilitate an understanding of personal strengths, weaknesses, opportunities and threats amongst the learners so they can use their strengths to overcome challenging situations.
- Prepare for this session by getting familiar with the concepts of strengths, weaknesses, opportunities and threats (refer to the description added below within the activity).
- Prepare the following figure on a chart paper or on the black board.



- Write the list of questions relevant for each quadrant on the black board or on a chart for the learners to refer to.
- Encourage every learner to identify and share at least one strength.
- During the sharing in the large group, reinforce the importance of confidentiality as participants might share personal experiences.
- Ensure that other learners listen respectfully and do not interrupt, laugh at, make fun of or ignore each other.

Transacting the activity

- Recap – Ask learners to share reflections from the last activity on managing difficult situations. Ask if any of the learners tried strategies that they would like to share. Let two or three learners share.
- Introduce the session by saying that today they will be engaging in an activity through which they will get to know more about their own self.
- Ask learners to refer to the SWOT chart on the chart paper or the black board, while you explain the concepts of strengths, weaknesses, opportunities and threats. Use the explanation below for your reference.

- **Strengths** are internal resources that you have and things that you do very well. They can be a specific skills or abilities that you are born with or that you learn such as singing, playing music, swimming, drawing etc. It could also be a character trait that you have such as persistence, bravery, kindness to others, sense of humor, etc.
- **Weaknesses** are specific skills or abilities which you need to improve or are currently lacking.
- **Opportunities** are favorable external factors that are available for your support and growth. They could be people or situations that help you recognize your strengths, use them and learn new skills.
- **Threats** are obstacles that come in your way, or external factors, that have the potential to block your growth or harm you.

- Ask the learners to draw the four quadrants in their notebook/ paper and begin to fill each quadrant in as much detail as they can.
- Asks them to refer to the questions listed on the black board/ chart. These questions are related to each quadrant and the learners could use them to reflect about themselves.

- Strengths:
 - What do I do very well?
 - What feedback have others given me about what are my strengths?
 - What achievements am I most proud of?
 - What are the things I do that help me achieve success in work and relationships?
 - What are the things I do that help me stay happy and deal with challenging situations?
- Weaknesses:
 - What learning or skills am I lacking or need to improve?
 - What do my teachers or classmates/friends or parents say are my weaknesses?
 - What are the things I need to do more of to achieve success in work and relationships?
 - What are the things I need to do more of to stay happy and deal with difficult situations?
- Opportunities:
 - What are the opportunities available to me to learn new skills?
 - Who are the people who can support me to achieve success in work and relationships?
 - Who are the people who can support me to stay happy and deal with difficult situations?
- Threats
 - What external resources do I lack (guidance/peer support/parental support etc.) which inhibit my progress?
 - What external factors (demands made by friends/ teachers/ parents, bullying, conflicts) block me from achieving success in work and relationships?
 - What external factors (demands made by friends/ teachers/ parents, bullying, conflicts) block me from staying happy and dealing with stress?

- Go through each quadrant and ask learners if they would like to (if they feel comfortable) share their strengths, weaknesses, opportunities and threats. Give opportunities to a few learners to share with the larger group.
- Ask each of the learners to share one strength that they can use during challenging situations or at times of stress.

Reflection questions

- What did I learn about my 'self'?
- What strengths did I realize about myself that I could use to deal with challenging situations?

Take home messages

- Identifying and using one's strengths can promote wellbeing.
- Strengths can also be applied to manage personal challenges as well as make good use of available opportunities.
- Identifying areas of improvement or weaknesses helps individuals grow and become better so that they are better prepared to deal with personal challenges.
- It is important that one identifies people who can support them to learn new skills and abilities, can help create opportunities for new learning and personal growth.

Suggested activities:

- Learners can go to people who they trust (other friends outside classroom, teacher, parent, sibling) to review the completed matrix and provide honest feedback.
- Learners could make efforts to use their strengths and opportunities and note them down in their note books and keep expanding the matrix. Similarly, they can note their weaknesses and set goals on how they will try to improve.
- They can work closely with a friend and review their notes after a month.

Activity 4

Title: Mindfulness – Mindful Being Mindful Living

Learning outcome

The learner demonstrates strategies to overcome challenging emotions

Life skills enhanced

Self-Awareness, Managing Emotions

Time Required

45 minutes

Resources

Calm and soothing instrumental music, music player, or recorded music on phone, a quiet room, yoga mats or durries (if available)

Guidance for the facilitators:

- Model Mindfulness – Facilitator cannot show benefits of a mindfulness practice without modelling it themselves. The facilitator should try to practice being mindful, control emotional reactions, managing stress and responding to setbacks effectively.
- Facilitators can choose to transact any one activity from the two formats of the activity given below, or transact both at a particular point of time. If you choose to transact one activity, the other activity can be introduced sometime later or can be part of morning ritual before the class begins.
- If the facility of music player is not available, the facilitator can still transact the activity by asking the learners to maintain silence in the room to avoid/control any distractions.
- Facilitators can refer to the factsheet in the end to refer to the concept of “Mindfulness”.

Transacting the activity

- Recap – Ask students if they remember the SWOT exercise they did in the last session. Ask if any one identified additional strengths or opportunities. Let a few learners share.

Instructions for: “My Three Senses” exercise

- Ask all the learners to sit quietly in the classroom on their seats or on the floor (as per the infrastructure available in the school).
- Request everyone to be quiet and close their eyes that they can hear their own breath.
- Ask everyone to start taking few deep and slow breaths for 30 seconds.
- After 30 seconds ask them to open their eyes but stay absolutely quiet and ask themselves three questions. Each of these questions is to be asked one after the other and in a slow pace. Give a minute to learners to concentrate and observe after each question and then move on to the next question.
- What are the three things I can hear? (Example: my own breath, my partner’s breath, clock on the wall, vehicle passing by, children in other classrooms in the school, music in the next rooms)
- What are the three things I can see? (Example: the table, the rich environment in the classroom, someone walking by outside, the facilitator, other learners in the classroom).
- What are three things I can feel? (Example: the chair under me, the floor under my feet, nail of the bench)

5. After 30 seconds to one minute the facilitator then asks the learners to shift their focus back on their breathing.

Instructions for: Meditating / Body Scan Exercise

- As an alternative the facilitator can also introduce another similar activity of mindfulness known as “Meditating / Body Scan”.
- Ask all the learners to lie down on their yoga mats or alternatively on the common mat provided in the school or sit on the bench in the classroom.
- Explain that while learners may feel sleepy or their mind may drift while doing these exercises, the goal is to try and remain alert and aware of the present moment.
- Ask everyone to slowly close their eyes, let shoulders drop down and away from the ears and bring their attention to their own breathing.
- Say: Breathe in and out and just allow yourselves to continue to breathe naturally.
- In a deep calm voice share: “the aim of this exercise is to bring awareness to the physical sensations in different parts of the body. However, for this exercise see if you are able to just notice what you feel without any judgments”. Then ask them the question: “Do you notice any tingling, warmth, pulsation, tightness of any other sensation anywhere in the body, it is not about any sensation being good or bad, but it is just about noticing them.”
- Then instruct them: “Continue to breathe at your own pace allowing each breath to come as it may without any conscious effort to change your breathing, notice your lungs slowly fill with air and deflate when you exhale.”
- Ask them to bring their awareness to where their body makes contact with the floor or mat. Ask them to let go and sink more into the floor or mat each time they exhale. Ask them to notice sensations in the left foot, left calf, and thigh. Similarly asks them to notice sensations in the right foot, calf and thigh.

- Gently add that the mind will inevitably wander away from the breath and the body from time to time, but whenever that happens they need to acknowledge it and then shift their focus back to their breath.
- Ask them to now focus on the stomach, then chest, then shoulders, the hands, palms, the back, the neck, the mouth, the face.
- This exercise can be continued for as long as 15-20 minutes.
- Once the learners are relaxed, ask them to slowly open their eyes after taking a few deep breaths.
- Explain to the learners that these are techniques that they can use to calm down when they face challenging emotions like Anger or Fear. Tell them regular practice of mindfulness will also improve their concentration.

Reflection questions:

- How can mindfulness exercises help you to manage challenging emotions like anger or fear?
- How can we practice Mindfulness?

Take Home Messages:

- There are ways to deal with challenging emotions and distress.
- Regular practice of simple relaxation exercises and mindfulness helps us cope with distress.

Factsheet for Facilitators

Concept of Mindfulness

Mindfulness, which has its roots in Buddhist practice, has emerged as a useful and distinctive method of managing emotions. While various definitions and conceptualizations of Mindfulness exist, one of the more common definitions is that it is “paying attention in a particular way: on purpose, in the present moment and non-judgmentally” (Kabat-Zinn, 1994). Mindfulness approaches are based on the belief that by connecting with the present moment and calmly observing our thoughts, feelings and sensations we increase our self-awareness and improve our capacity to manage our thoughts and emotions. Mindfulness can be practiced through meditation and contemplation exercises but may also be cultivated through paying attention to one’s everyday activities such as eating, gardening, walking, listening and school-based activities such as class work.

Suggested activities:

Keep a log: Learners could be asked to keep a log while they practice these exercises and document how they feel before and after the exercise.

Stress Snap: Learners can be asked to identify and share the ways in which they deal with challenging situations and stressors. They can be asked to choose and colour any 5 squares below in the box, which are the strategies they use or they might use, when they face challenging situations or stressors. After they have coloured and identified the ways they deal with such situations, they are asked to discuss either with their parents or teachers to understand whether these strategies are helpful, and also take suggestions from them on what could be other helpful ways they could use in the future.

Stress Snap		
Shade Five Squares which apply to you in the way you deal with challenges or stressors		
Go for a walk	Call a good friend	Spend time in nature
Listen to music	Play games	Cycling
Eating	Sweat out tension with good workout	Praying or meditation
Play with a pet	Emailing/SMS/Chatting	Write in your life skills journals/diary
Work in your garden	Curl up with a good book	Savour a warm cup of coffee/tea