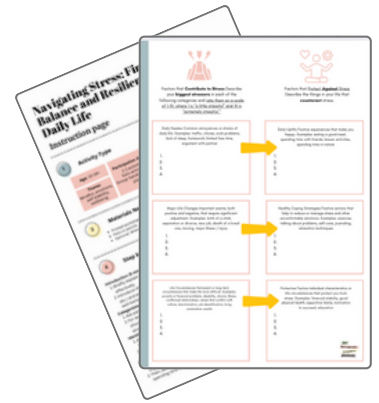


Navigating Stress: Finding Balance and Resilience in Daily Life

Instruction page



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Activity Type

Age: 13-18+

Participation Style:

Theme:
Mindful, emotions, self
stability, wellbeing.

1-1 activity
Solo activity
Group handout - solo play

Challenge Level
EASY

Resource Format
Interactive worksheet
conversation cues
PDF worksheet

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General Activity Info

This activity is designed to help individuals identify and evaluate their personal stressors and protective factors in order to better understand how they cope with daily pressures. By categorizing stress into Daily Hassles, Major Life Changes, Life Circumstances, and Protective Factors, participants can gain insights into the sources of their stress and what contributes to their well-being. The activity also focuses on recognizing Healthy Coping Strategies and Daily Uplifts that can promote emotional resilience and reduce stress.

3

Materials Needed

- Printed worksheets for Factors that Contribute to Stress and Factors that Protect Against Stress
- Pens or pencils
- Optional: Whiteboard for group discussion

4

Step by Step Instructions

Introduction (5 minutes):

1. Briefly explain the importance of understanding stress and how it can be managed effectively.
2. Introduce the categories of stress (Daily Hassles, Major Life Changes, Life Circumstances, etc.) and explain how recognizing these factors can help reduce the impact of stress on well-being.

Categorizing Stressors (15 minutes):

1. Ask participants to think about their own stressors and fill in the provided worksheet.
2. For each category (Daily Hassles, Major Life Changes, Life Circumstances), participants should write down their biggest stressors and rate them on a scale of 1-10 (1 being not stressful at all, 10 being extremely stressful).

Identifying Protective Factors (10 minutes):

1. Ask participants to identify and list their personal protective factors (what in their life helps them cope with stress).
2. Encourage participants to think about both external factors (e.g., supportive relationships, financial stability) and internal factors (e.g., motivation, resilience).

Coping Strategies and Uplifts (10 minutes):

1. Ask participants to list Healthy Coping Strategies that they already use to manage stress (e.g., exercise, journaling, talking with friends).
2. Then, ask them to list Daily Uplifts (small positive experiences) that bring joy or relief (e.g., spending time in nature, or having a good meal).

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Factors that **Contribute to Stress** Describe your **biggest stressors** in each of the following categories and rate them on a scale of 1-10, where 1 is "a little stressful" and 10 is "extremely stressful."

Factors that Protect Against Stress Describe the things in your life that **counteract** stress.

Daily Hassles Common annoyances or strains of daily life. Examples: traffic, chores, work problems, lack of sleep, homework, limited free time, argument with partner

- 1.
- 2.
- 3.
- 4.

Daily Uplifts Positive experiences that make you happy. Examples: eating a good meal, spending time with friends, leisure activities, spending time in nature

- 1.
- 2.
- 3.
- 4.

Major Life Changes Important events, both positive and negative, that require significant adjustment. Examples: birth of a child, separation or divorce, new job, death of a loved one, moving, major illness / injury

- 1.
- 2.
- 3.
- 4.

Healthy Coping Strategies Positive actions that help to reduce or manage stress and other uncomfortable emotions. Examples: exercise, talking about problems, self-care, journaling, relaxation techniques

- 1.
- 2.
- 3.
- 4.

Life Circumstances Permanent or long-term circumstances that make life more difficult. Examples: poverty or financial problems, disability, chronic illness, conflictual relationships, values that conflict with culture, discrimination, job dissatisfaction, living somewhere unsafe

- 1.
- 2.
- 3.
- 4.

Protective Factors Individual characteristics or life circumstances that protect you from stress. Examples: financial stability, good physical health, supportive family, motivation to succeed, education

- 1.
- 2.
- 3.
- 4.