ISSAQ 101: Calmness & Coping

## General Information

## Purpose

A general resistance to stress, whereby students who score low on this factor are more likely to become stressed and those who score high are less likely to do so. Discuss stressors and challenges of college life. Participate in guided meditation. Review coping strategies.

## Learning Outcomes

1. Students will identify the stressors in their life.
2. Students will understand strategies for coping and stress reduction.
3. Students will know what resources are available on campus for stress management and coping strategies.

# Course Materials

## Required Materials

* Device (laptop/tablet/phone)

## Optional Materials

* <https://www.forbes.com/sites/nickbennett1/2018/11/18/the-secret-of-success-is-it-happiness/?sh=fdfa5e16aa99>

## References/Resources

* Your institutions on-campus resources

# Agenda

## Introduction

* 1. Begin by explaining that all people have stress in their lives. Stress is a normal part of life, but it can have negative effects. The goal of todays lesson is to identify coping strategies to daily stressors and implement preventative measures to reduce the feeling of stress in your daily life.
	2. Have students identify stressors in their lives but writing a few things down
	3. See how they handle stress via poll: <https://www.mentimeter.com/app/presentation/alce4nsyjabvxwf2sq51y36ayvye7z8h/yv66pm3suobx>
		1. Based on their answers, you can highlight the effective ways of managing stress and coping (meditation, exercise, mindfulness, etc.)

## Activity

* 1. Watch this short video with the class: [5-Minute Meditation You Can Do Anywhere](https://www.youtube.com/watch?v=inpok4MKVLM)
	2. Show students the resources available to them at your institution and how to find them on the website, for example: Counseling Center, Recreation Center, Health/Wellness Promotions, and/or De-Stressing Activities, etc.
		1. If possible, invite one of these offices in to share their offerings/activities with the class.

## Discussion & Reflection

* 1. Discussion and reflection are built within the introduction and activity.

## Assignment(s)

* 1. Students participate in one stress-reduction activity for 5 minutes every day for a week. Students report via short reflection or discussion board on how this made them feel.