



**Develop Your
Creativity**

HOW TO DEAL WITH STRESS?

SCENARIO III



Co-funded by
the European Union

LEADER:



PARTNERS:



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I GENERAL INFORMATION



Duration of workshop

6 hrs

Recipients of workshop

The recipients of the workshops are adults. In particular, elderly people who are members of the Universities of the Third Age, Senior Clubs, libraries, community centers, thematic clubs or other places associating elderly people. The scenario can be used by the elderly, who often have barriers to showing emotions and creative behavior, and all people related to adult education.

Number of participants

10 of both genders. You can also conduct a workshop in a smaller group of at least 6 people depending on the premises conditions, but not more than 14 people.

Working methods:

- mini lecture
- work with text,
- body awareness,
- individual work,
- developing awareness,
- relaxation techniques,
- thematic group talks (discussions).

GENERAL INFORMATION

Materials needed for workshops:

- Materials needed for workshops
- work cards,
- pens,
- markers,
- scissors,
- sticky notes,
- Flipchart paper,
- bristol,
- A3, A4 sheets,
- pens,
- certificates,
- evaluation questionnaire.



Purpose of workshops

Information for the trainer

How to deal with stress?



The main goal is to strengthen self-regulatory competences related to the reduction of stress and the reduction of the level of anxiety during contacts in the group and communication in the group forum. Self-regulation allows individuals to manage emotions, behaviors, and body movements when dealing with difficult situations. This skill develops with age. The method refers to the process in which the participant engages and takes responsibility for his own learning and applies it in order to achieve the success of self-regulation (recognizing one's own states that hinder daily functioning and using tools to work on self-improvement).

Stress is an integral part of everyday life. It is caused by all changes resulting from adaptation - to extremely negative ones, such as physical danger to exceptionally joyful ones, such as falling in love or achieving long-awaited success. Between these extremes, everyday life, however orderly it may be, constantly provides us with potentially stressful experiences. Stress isn't always bad. In fact, it is not only desirable, but necessary for life. Whether you experience stress as a result of major life changes or the accumulation of small everyday things, its impact on your life will depend on how you respond to these events.

During the COVID-19 pandemic, the feeling of anxiety and stress has become more intense. Managing anxiety and stress has become a necessary and indispensable skill in various spheres of life. With limited mobility, having to stay at home, remotely studying or losing our job, our feelings have changed. The reality around us has also changed, which is why it is more and more difficult to modify our behavior in a new situation. Even if the people around us are close people. Many months of isolation made our vigilance deteriorate and the elderly forgot about the lurking threat.

It is important to develop methods of effective and efficient coping with stressful situations that require protective mechanisms, remedial tools and relaxation techniques from the recipient.

Results for workshop participants

- Understanding what stress is,
- Distinguishing between stress factors,
- Raising awareness about anxiety
- Eliminating the effects of stress,
- Strengthening competences in dealing with situational stress,
- Strengthening competences in dealing with situational anxiety,
- Understanding emotions about stress
- Ability to solve problems and stressful situations
- The ability to relax and calm down
- Elimination of somatic symptoms of stress,
- Ability to use relaxation techniques,
- Acquisition of competence in the field of conducting group discussions,
- Increasing the skills related to speaking, speaking, participating in discussions, contacts with the group.



II INTRODUCTION

1. Introducing the teacher / teachers. Greeting (5 min.)

- first name Last Name,
- education,
- experience
- interested

2. Introductions of the training participants (10 minutes)

Writing the name on a sticky note and sticking it on the visible part of the clothes. Then each participant presents himself and his expectations towards the workshop.

2. Rules in the group (10 min)

The facilitator distributes two post-it notes to the participants and asks the participants to write down on one of them what we do and what we do not do during the workshop in order to ensure a nice and safe atmosphere. It gives participants about 5 minutes. He sticks them in a visible place or asks one of the participants to do so. Then she suggests that you write your name on a second piece of paper and stick it in a prominent place on the chest.



III. MERITORITY

Introduction to the subject (15 min)



The educator tells about the assumptions of the workshop program using the text below.

We all experience losses, conflicts, uncertainty, loneliness, health problems, competition, deadlines, and financial difficulties. However, the programmed stress response in our brains is designed to protect us from immediate physical danger. Most elements of our stress response have developed over thousands of years of evolution. Such a response helped our ancestors to take immediate physical action, preventing them from being eaten by lions or winning the fight for food. There is no doubt, therefore, that under those conditions

she was appropriate. Unfortunately, the same stress response is not very useful in dealing with modern stresses such as paying bills, interacting with an unpleasant boss or sick family member, or arguing with your partner. All of these situations generally require no physical action, but require skills such as understanding people's intentions, dealing with failure, loss or uncertainty, solving logistical problems, or prolonged mental effort. It is necessary with them as well processing tons of information in a short space of time, juggling competing priorities and dealing with a rapidly changing world.

If you feel stressed, it could be because your brain is oversensitive to danger.



The ability to cope with difficult situations when someone exceeds our limits is one of the most important competences in social life. The workshop program is aimed at adults who have barriers and problems with overcoming the fear of setting boundaries, communicating their needs: at work, in everyday life, in front of a group, in individual relationships. Communicating your needs is often quite a challenge. Skills related to emotional management and self-regulation in difficult, anxious situations are extremely important in everyday life, in particular in the COVID-19 phase and its consequences. The emotions that tell the body about danger are fear and fear. Anxiety reactions occur when we expect an unpleasant event. We feel fear in a situation where we really find ourselves in a highly stressful situation, i.e. someone criticizes us and we do not know how to deal with this situation. During the workshop, emphasis will be placed on the skills of self-control, awareness and control of body language as well as coping with stress and anxiety during relationships in a group or with an individual. Program participants will be able to exercise an assertive attitude, work on communicating their needs, overcome anxiety and control stress in order to feel confident in relationships with others, make choices, give up toxic relationships, find and react in situations of experiencing in difficult moments, where anxiety causes stress and its consequences.

1. Mini lecture (30 min)

Hans Selye distinguished three stages of the stress reaction: **STADIUM OF ALARM** - mobilization of the body's defense forces, two phases:

- a) shock phase - the initiation of initial influences, the initial ones will become factors in the factor and will become (e.g. introducing blood pressure, lowering the level),
- b) the phase of counteracting shock - the appearance of the progression of changes in organisms to changes in activities after potassium activities (eg increase in blood pressure, increase in health);

STADIUM OF IMMUNITY - relative adaptation, organisms tolerate the effects of harmful factors well for some time, and less current ones tolerate tolerances that are consistent with the status;

STADIUM OF EXHAUSTION - asthesia, when the harmful factor acted too much or for too long, the general stimulation of the organism, and the intensity of the maistniuor, but the nature of defense services, which is marked by dysregulation of auxiliary functions (e.g. learning while falling asleep); They can pathologically pathological changes in tissues (e.g. changes in tissues, prognostic changes, atherosclerosis, arterial hypertension, rheumatic changes, rheumatic changes, alopecia areata, etc.), and changes in permanent tissues are assumed if the future work time may continue with death.



STRESS STAGES

- 1) A single stressful situation causes the release of combat hormones in the body.
- 2) There is then a rapid increase in adrenaline and norepinephrine in the blood.
- 3) According to Cannon's theory ("fight or flight"), they cause symptoms that facilitate survival in a difficult situation, such as increased heart rate, increased blood flow to the brain and muscles (giving a chance for a better escape), increased sugar levels, accelerated breath.
- 4) Short-term stress is not a threat, but long-term exposure to it leads to permanent changes in health as a consequence of an increase in cortisol (stress hormone), the excess of which may lead to metabolic disorders and dysfunction of the immune system.



Effective techniques for dealing with stress include:

- **physical activity** - movement allows for the proper functioning of the circulatory system; constant alternating muscle tension and relaxation allows you to reduce the feeling of tension, what is more, serotonin (the happiness hormone) is produced, which improves the mood;
- **hobbies** - indulging in your hobbies allows you to isolate yourself from everyday worries;
- **mental techniques** - the use of techniques related to relaxation, visualization and meditation;
- **body relaxation** - by controlling the breath or body temperature, you can induce a state of relaxation and relaxation and learn to control in difficult situations;
- **conversation** - the simplest technique of dealing with stress, allows for constructive expression of difficult emotions; in a situation where we cannot count on the interlocutor, the experienced situations can be described on a piece of paper, which should facilitate the control of the situation and thus reduce the level of stress. The long-term way to deal with stress is self-control;
- **keeping distance and balance** - maintaining a state of balance between responsibility and tasks to be performed, private life and pleasures for oneself;



WORK CARD 1 (15 min)

Describe the most stressful situation in your professional or personal life. It's best if the situation regarding recent events.

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Try to characterize what happened and what effects did the situation have on you?

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Analyze your reactions to this situation.

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Could you have acted differently? What would you improve?

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SPEAKING UP AND SPEAKING IN FRONT OF A GROUP IS ONE OF THE COMMON STRESSFUL FACTORS. WHY ARE WE AFRAID OF APPEARING IN PUBLIC?

TYPES OF FEAR:

• BEFORE BEING RIDICULED • BEFORE YOUR THROAT GOES DRY • BEFORE MAKING A MISTAKE • IN FRONT OF THE AUDIENCE AND THEIR REACTIONS • LOSING YOUR POSITION WHILE SPEAKING • BEFORE A DISASTER OR OTHER CATASTROPHE

WORK CARD 2 (10 MIN)

Stress is related to everyday situations. In this activity, define your fears and anxieties related to the stress caused by everyday situations that you encounter quite often. This can be, for example, a public speaking, speaking in front of a group of colleagues, friends or in a forum in a new company. So that you can imagine that several people are looking at you.

When we are stressed, stress takes away our mental alertness and courage, making it impossible to present ourselves. One of the main sources of this stress is the conscious or unconscious fear of what others will think of us.

Suppressed emotions will surely "explode" one day. The "hydraulic theory" according to which unexpressed emotions increase tension, and the only way to achieve peace is to express them.

Listing / naming fears that are causing you excessive stress will help you reduce the tension and look at what is really bothering you.

MY WORRIES FOR SPEAKING BEFORE THE GROUP:



WORK CARD 3 (20 MIN)

Similar to worksheet 2 - imagine your public speaking. Record in the table both your thoughts / concerns, but also the actions that you can implement in a given situation.

WHAT YOU THINK	WHAT CAN YOU DO
How will I fall out?	What will I do?
Who am I going to go out for?	What will I not do?
What will others think of me?	What will I say?
Who will they think I am?	What will happen to my body?
Worst possible scenario	Best possible scenario



My choice (write which scenario do you choose: is it the best or the worst?
Write down why you decided on the scenario.

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The tools I need for my plan to succeed.

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Your thoughts on how I can deal with a public performance.

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WORK CARD 4 (15 MIN)

In the last exercise, fears and predictions were made concrete. It is important to remember that none of us are seers and are not responsible for what other people do. It is important to be aware that everyone is responsible for their own feelings and emotions.

Even if we have a plan, stress can come unawares. Even if we have a plan, even if we are well prepared. You then? We must also prepare for this possibility. Focus on facts and make a time estimate if possible.

How am I feeling stressed?

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What is happening with me?

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How do I know when stress is coming, that stress is attacking my body?

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How much sooner am I able to recognize an impending stress wave?

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How much time do I have to stop the wave of stress from coming?

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What exactly will I do?

1.
2.
3.
4.

WORK CARD 5 (10 MIN)

" I did well 'in line with' 'the best possible scenario' "

You are satisfied with yourself, you went as planned, it was not so terrible! indeed, it was even fun. You are satisfied with yourself.

What went right?

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However, is there anything you would like to improve?

If so, what is it?

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What kind of reward do you give yourself for a well-done TASK (speech in front of the class, at the roll-call, etc.)

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Tips for yourself for the future

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" I did not go too well " in line with " The worst possible scenario "

You have a speech in front of the class already behind you. What went wrong?

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What would you like to improve?

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How exactly do you want to do it?

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What kind of reward do you give yourself for trying to perform a TASK (speaking in front of the class, at a roll call, etc.)

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Tips for yourself for the future:



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Stress in life (10 min)

Everyone is under stress. Maybe it is the result of unexpected life events or in the face of new requirements. Or a new life situation, e.g. caring for another person, home renovation, end of a relationship, divorce or loss of a loved one, starting a business, changing jobs or dismissal from work.

It is also possible that you are experiencing chronic stress due to a relationship unhappy, loneliness, overweight, chronic illness, financial problems or hopeless work. Your brain can still be influenced by the emotional effects of childhood trauma or neglect. Plus, you may struggle with the daily frustrations of traffic jams, piling up bills, house maintenance, demanding family members, bosses, clients, or an aging body. Whatever the source of your stress is after a while it makes you feel tired, flustered or exhausted. However, if you understand what the stress response is programmed in your brain, you can switch it to a calmer, more focused, and more positive functioning.

When you are stressed, you feel unnerved. Visions of negative consequences or possible solutions fly through your head at dizzying speed. Your heart is pounding, your breathing shallow, and your body is overwhelmed by waves of fear from your breasts and stomach. Muscles tighten. You get the feeling that you can't sit still or think straight. You may start to criticize yourself and regret putting yourself in such a stressful situation. After all, you find it difficult to endure the excess of these unpleasant feelings and you feel numb or you console yourself with food, alcohol or mindless watching TV. Another scenario is that you overwork yourself until you are completely exhausted, so that you become unbearable to those around you and lead an unhealthy life that is out of balance.

TASK 1 (5 min)

For each item, circle the response scale that best describes your feelings,
with 0 =never,
1 = rarely or almost never,
2 = sometimes,
3 = quite often,
and 4 = very often.

How often in the past month.

were you upset because of an unexpected event or disappointment?

0 1 2 3 4

have you found that you cannot control important life outcomes?

0 1 2 3 4

did you feel frustrated or stressed? 0 1 2 3 4

were you convinced that things were not going your way? 0 1 2 3 4

were you convinced that you have far more responsibilities than you can
handle? 0 1 2 3 4

have you felt irritated and impatient with little things? 0 1 2 3 4

did you feel your heart beating like crazy or your stomach twisting?

0 1 2 3 4

you couldn't sleep with nervousness? 0 1 2 3 4

did you feel anxious after waking up in the morning? 0 1 2 3 4

had difficulty concentrating because of your problems? 0 1 2 3 4

If you ticked at least two 2s, 3s or 4s, then you probably are at least
moderately stressed. If you have a lot of threes or fours, you are likely
experiencing a lot of stress and are not coping well with it on your own.
Maybe aside from using tools to help you deal with stress.

TASK 2 (10 min)

Assessment of chronic stressors in your life

Tick all the stressors you deal with on a regular basis.

- _____ arguing with your partner, housemates or neighbors
 - _____ financial problems; too much debt
 - _____ has a serious physical or mental illness of a partner, child or parent
 - _____ Partner or partner, child or substance-abusing parent
 - _____ caring for a child, adult or seriously ill animal or with a disability
 - _____ high levels of stress or job demands
 - _____ learning difficulties or lack of achievement
 - _____ loneliness
 - _____ difficulties in meeting responsibilities due to lack of time or money or health problems
 - _____ lack of support or cooperation from others
 - _____ unpleasant contacts with friends, family members or colleagues
 - _____ living in a noisy, crowded or uncomfortable place
 - _____ chronic pain, illness or disability
 - _____ monotonous work or feeling that your input is underestimated
 - _____ too much travel (e.g. daily long commute or weekly trips business)
 - _____ constant dissatisfaction with your own body weight
 - _____ eating disorders
 - _____ contacts with a difficult ex-partner or patchwork family
 - _____ other chronic stressor (describe): _____
- TOGETHER: _____

WORK CARD 6 (25 MIN)

Understanding what is stressing you out.

Think about a developmental change, an important life event, chronic stress, everyday life any troubles or traumas you are experiencing. Describe the situation
Think about what aspects of it stress you the most, and explain why.

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Then read the following questions and write down your answers:

- How do you feel about this situation? For example, you may experience one or more of these emotions such as anger, sadness, confusion, surprise, fear, shame, guilt, happiness.
- Try to name a specific emotion you are feeling. Are some emotions with each other conflict?

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What are the actual or potential losses associated with this situation? It can be about relationships, status, security, material things, hopes, dreams or other kinds of loss. What negative are you afraid of the consequences? How likely are they? Which of them do you have control over?

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To what extent did you decide on this situation yourself? Is there any way you can get her accept, even if it is not the result of your decision? Can you work on accepting those aspects of the situation that are beyond your control? What can you do, to deal with the things you have influence on?

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To what extent do you meet the requirements of a stressful situation? Do you do your job and the tasks you have to finish? Do you manage your emotions effectively and make sound choices?

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Do you communicate well and manage your relationships with others effectively? What skills (e.g. assertiveness or time management skills) can help you cope with the situation?

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Are you affected by other stressors that drain your energy, increase anxiety, or? complicate the situation? How could you improve your concentration on one thing at a time?

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What personal meaning or positive challenge can you find in this situation? Does it include it is a chance for you to develop as a human being, to act in accordance with yours values or achieve important personal goals?

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Answering these questions will help you figure out how you feel about a particular stressor, why the situation is stressful for you, and what skills, support and resources will help you cope with it. When you analyze the stressor logically and isolate its aspects and ways of dealing with it, you use the prefrontal cortex to control your stress response, rather than succumbing to anxiety and emotional overload.



Mindfulness in coping with stress (10 min)

Mindfulness is both an approach to life and a stress-tolerant brain ability to reduce the responsiveness of the amygdala. Jon Kabat-Zinn defines mindfulness as deliberately paying attention to the experiences of a given moment without judging and accepting (1994). When you are taking an attitude of mindfulness in relation to any given experience, whatever it is, you create for yourself space to be able to sit still and analyze your thoughts, feelings or body sensations, instead of obeying the amygdala commands you are instructed to do run away, freeze or react impulsively. Accompanying fear you replace your inner experience with a curious, gentle one and a kind attitude, free from making judgments or reproaching yourself and dislike. With mindfulness, you remain rooted in the present even when faced with really difficult situations, and then you feel less overwhelmed and more able to cope with stress.

A mindful state of mind is a deliberate focus on the present experience. Then you don't react to stress or anxiety as if it were driving you auto pilot, you are just watching the feelings triggered by the stressor from the observer's point of view. You are aware of the stress that flows through your body and mind, but you don't feel completely connected to it. You do realize that stress is a dynamic state that is admittedly caused by you it flows, but it is not you. You are much more than what happens in yoursbody and mind at any given moment.



TASK 3 (20 min)

A simple meditation to become aware of your breath

Below you will find instructions on how to perform the Basic Breath Awareness Meditation.

Practice it once or twice a day for two weeks and watch what happens. There is no right or wrong way to do this training. Try to accept it in the form it will take in your case. The goal is not to achieve perfect focus on the breath, but rather to know how your mind works. It's natural for our thoughts to wander, the thing is, when you catch them and deliberately pull them back, you learn to carefully control what you're focusing on.

1. Choose a comfortable, quiet place where you will not be disturbed.
2. Sit upright on a cushion on the floor or in a chair. If you are using a chair, it must be of such height that your feet are touching the floor. Close your eyes or keep an absent, unfocused gaze.
3. Start noticing your breathing. Try to keep an open and curious attitude. Notice where your breath goes when the air enters and leaves your body.
4. Do not try to force or change your breath in any way. He himself can change as you watch him.
5. If your mind starts wandering, take note of it and then gently redirect it back to your breath.
6. Continue watching your breath for eight to ten minutes. At the end of this exercise, notice how your mind and body are feeling, and then slowly come back to the room with your thoughts.



TASK 4 (20 min)

Mindfulness of the breath



This method can be used very often because it allows you to really feel and connect with your breath, and to feel rooted and strong in your own body. It is a form of meditation. This version is for sitting upright on the couch. If you are lying on the floor or in bed, adjust the directions accordingly.

1. Sit comfortably on the couch in an upright but relaxed position. Close your eyes or focus your gaze on nothing. Give your mind and body time to prepare for exercise, paying attention to how your body is feeling.

2. Focus your attention on your feet. Notice all the parts that are in contact with the floor. See your toes, the places where they connect to the rest of the foot, the midfoot, heel, ankle, the entire sole, the inside of the foot, and the outside.

3. Let your feet sink to the floor, noticing the support that the ground gives you and feeling it letting you anchor.

4. Start noticing all the parts of the body that touch the couch - back thighs, bottom, possibly back, arms and hands. Let your hands and feet rest on the supports they provide

couch and floor. Notice how your body feels, propped up by the couch and the floor.

5. Start noticing the breath. Just take a few breaths freely, paying attention to where the air is going, when you breathe it in, and when you exhale. Note the pause between inhaling and exhaling. If your thoughts are wandering - and it probably is, because your thoughts do - take a moment to look at where they are going, and then slowly and gently bring your attention back to your breath. Continue this observation as you begin to notice breathing in your nose, chest, and abdomen.

6. Slowly direct your attention to the breath as it flows into your nostrils. Notice whether it's hot or

cold or light or heavy, slow or fast. What kind of feeling is it? Notice where the air touches your nostrils as you breathe in and out. Continue with your attention on the nostril breathing for a few minutes.

7. Start noticing your chest breathing. Notice how your chest rises and falls like a wave, moving upward as you inhale and downward as you exhale. Just notice your chest expanding and contracting as you breathe. Watch the rhythmic waving of your chest as you inhale and exhale. Continue watching your chest for several minutes.
8. Direct your attention down to your stomach. You can put your hand on it to help you connect communication with the area just below the navel. This is the center of your body. Please note how yours your abdomen expands when you inhale and collapses when you exhale. There's no need force your breath or change it in any way. And if your mind becomes absent, gently and kindly bring its attention back to your stomach. As you watch the breath in your belly, notice if it changes or remains the same. Notice the rhythm of your breathing in your belly.
9. As you watch the breath in your abdomen, begin to expand your attention outward to your entire body. Get started notice your whole body breathing as one entity - breathing in and breathing out in a slow, steady rhythm. Pay attention to the breath waves flowing into and out of your body flowing out - filling your nose, back throat, chest, abdomen, and the whole body fresh, cleansing air. Notice how your breath flows throughout your body and watch if it feels like it opens up space in the areas it touches. Just note the rhythm of the whole breathing body as a whole: breathe in first, then pause, and then finally exhaust. Inhale and exhale.
10. Slowly start drawing your attention back to the couch, hands, and feet. Open your eyes and start notice the room around you. Take your time and notice how your body is feeling now. Is there any difference to how it felt when you started this exercise?



Incorporating mindfulness into your daily life

Feeling stressed out is often the result of having too much to do and too little time, or of being in an emotionally difficult situation. Stress takes your thoughts away from now, as the amygdala tries to focus your attention on what will happen if you don't solve the problem or complete the task. Your mind becomes tired and foggy. You are distracted or shut down altogether while focusing on what's most important. You let the automatic pilot guide you and with accelerated heart rate and shortened breathing you can operate in fight, flight or stand still mode.



WORK CARD 7 (10 MIN)

Incorporating mindfulness into your daily routine

When you wake up in the morning, don't jump out of bed immediately, just take some time for the STOP exercise below. It will help you start your day in an atmosphere of mindfulness. Throughout the day, whenever you feel stressed, repeat this exercise to help you anchor in the present moment.

1. **Stop.** Stop whatever you are doing and turn your mind back to the present moment.
2. **Breathe.** Take a few deep breaths to slow down your fight, flight, or freezing response motionless.
3. **Observe.** Start noticing what you feel, think, and do. What is happening in your body?

Describe any body sensations you have become aware of (for example, throat tightness or tension in the shoulders). Can you describe these sensations with an emotional word (eg, "angry" or "terrified")? Try to stay with these feelings in the moment and "breathe into them": imagine bringing your breath to places where you feel tense, oppressed or stimulation.

4. **Keep moving.** When you feel sufficiently present and aware, go about your business in a thoughtful way. Perhaps you will continue what you were doing but with a more careful approach.



Discussing (10 min)

- As you observe your usual morning activities, consider whether your mind is already at work or somewhere else worried or planning how to cope with today's tasks and problems.
- Whenever you notice the body the amygdala "captivates" your thoughts, direct your attention back to the moment current. In the shower, pay attention to the flow, temperature and sound water, foam and the smell of soap. When you drink your morning coffee, pay attention to hers the smell, the warmth of the cup and the taste of the first sip. When eating breakfast, slow down and give attention to the sight, smell and taste of the food, and your feelings accompanying chewing and swallowing.
- Greet other household members or pets carefully. Slow down and buy on what they say as well as on non-verbal signals. Concentrate on your love for them. Remember to say goodbye when you leave the house.
- On the way to work or school, pay attention to what your mind is doing.
- Try to leave the house a little earlier so that you can walk or drive slower.
- Let the things you normally see as obstacles (red lights, traffic jams) will remind you to practice mindfulness. So when you feel angry or impatient by standing on red for a long time traffic light or in a traffic jam, focus your attention on your breath, or focus on the things that are there you see all around you - in cars, pedestrians, trees, the sky and so on.
- Practice STOP before checking your phone and emails or logging in to a social networking site. Set yourself time limits for these tasks and don't get caught up in mindless responses that will distract you from what is most important.
- Use STOP exercise and breath awareness throughout the day. Return attention to whether your muscles are tense or your breathing has become shallow or yours thoughts wander somewhere. Notice if you feel prone to recklessness reactionary, dull, or focused and alert. Improve your concentration by moving or stretching for a few minutes, breathing carefully or stepping out fresh air.
- Learning mindfulness takes practice. It leads to a change of approach, so that we stop focusing constantly on what stresses us and we don't give up like that automatically to commands from the amygdala. Mindfulness enables the body and the mind to rest and enjoy the moment despite the stress.
- Even we have to deal with the stressor, it does not mean that stress has us completely absorb and prevent normal contacts with loved ones, carrying out tasks, caring for your own health and being present in your life.

Anchoring strategies (10 min)

- Anchoring strategies are actions you can take to make yourself feel strong, calm down and connected with the environment. These include deliberately directing your attention to these aspects of your current experience that you do not consider threatening. You can make deliberate movements or focus on the position of your body in space.
- You can focus on your sense of touch, taste, smell, or hearing, or keep busy something that requires logical thinking or helps you express yourself. Other methods involve imagining yourself anchored to the ground. Thanks to this strategy, exit from fight, flight or freeze mode and give time to calm down the amygdala. All of these strategies are helpful for people who find it difficult to maintain a state of mindfulness.
- Some anchoring methods bring additional benefits because they are too negative. Emotion corresponds mainly to the right hemisphere of the brain. When you move either you perform a verbal, logical or organizational TASK, you engage the left hemisphere.
- We think most efficiently using our entire brain. When we limit ourselves mainly to one part of it, we may not obtain important information about the situation or our own feelings.
- When you feel strong and anchored, the stressful situation and your feelings will no longer seem so overwhelming and chaotic to you.
- Perhaps you will realize yourself that there are still neutral or making things in the world around you. Pleasure that you can concentrate on to cope with emotions triggered by stress. Your ideas and sensations, which you use to calm yourself, can awaken in your body and the mind a sense of strength and relaxation.
- Anchoring exercises signal to the body's amygdala that you are safe at the moment so it can stop fight, flight or freezing reaction. Your sympathetic relationship, the nervous person limits his activity or the feeling of paralysis begins to subside.
- Your breathing lengthens and your heart rate lowers as you have the parasympathetic nervous system bring you back into a state of relaxation.



TASK 5 (15 min)

Anchoring when you are feeling stressed

The anchoring methods described here can help you to calm down when you feel overwhelmed by stress and break out of combat, flight or freezing modes. Try them out, then choose the strategies that work best for you. With longer practice, these exercises will become more effective and easier. Use feeling stressed and overwhelmed as clues to remind you to anchor yourself. Soon you will feel calmer and more present in the moment - able to handle difficult emotions.

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- Take off your shoes and walk barefoot slowly around the room, feeling your feet connect to the carpet or floor with each step. Feel your toes, soles, and heels meet the rug.
- Imagine yourself as a large tree. Stretch your arms up toward the sky and imagine branches and leaves. Place your feet firmly on the floor and imagine they are sprouting roots.
- Sway your weight from one foot to the other. As you swing, pay attention to the toes, cushion, center of the foot, sides of the foot, top of foot, heel, ankle, calf, lower leg, and thigh.
- Inhale mentally to four, hold breath to count to four, breathe out to count to four, then pause, also count to four. Try to slow down your breathing each time. With each inhalation, try to make the abdomen rise and expand, and with each exhalation, make it fall.
- Drink a cup of tea slowly. First, feel the warmth of the dish. Then, sniff the aroma of the brew into your nose. Pay attention to the color and texture of the drink. Take a small sip and keep the fluid in your mouth. Now swallow. Pay attention to the taste and the sensation of the tea flowing down the throat.
- Draw, paint or color a pattern (mandala, flowers, abstract painting, etc.). (Coloring books for adults can be purchased in many stores and online.)
- Take a hot bath or shower, or wrap yourself in a blanket and wear warm socks.
- Listen to calming music or read poetry.
- Put a cooling compress under your neck or place a cold towel on your forehead.
- Arrange the puzzle.
- Take a walk in the neighborhood or in a place where you can be close to nature.
- Walk barefoot on the beach or grass.



TASK 6 (10 min)

Relieving feelings in the body

Sit in a quiet place and wait for your breathing to calm down. Take a few breaths, tracking the flow of air in your body as you inhale and exhale. Now think about the stressful situation you are currently facing. In your imagination, create an image that represents the worst or most important aspect of the situation - for example, imagine a pile of unpaid bills or the angry face of your boss. Keep focusing on this image until it becomes really clear. Now pay attention to what sensations it causes in your body. Try to find out the type and location of this feeling and just notice it. Try to express it with the words: a throat lump, a hot flush to the head, etc. What emotion does it signal? Consider this emotion. How is she like?

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If it had a color, what would it be? Is it big, medium or small? Heavy or light? What is its shape? Whether it has edges? Are these edges smooth or jagged? Is it warm or cold? Rough or smooth in touch? Finally, whether the emotion is stationary or moving. If it is moving, it should be fast slowly?

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- Once you have answered these questions, visualize the emotion felt in the body according to the characteristics that you have you gave her. For example, it can be a heavy gray drop, a puddle of green goo, a broken heart or streaks lights. Thus, you used your imagination and intuitive senses to give your emotions form and characteristics sensory - which will allow you to work with her.
- Now find a way to ease that emotion. If the edges are jagged, can you make them smooth a little? If it is heavy, can you make it a bit lighter? If it's big, or can you reduce it a little? If it is dense, can you make it more permeable? You can also imagine rounding its shapes a little at the edges or wrapping it in a soft, cloud-like material. You can ask her what she needs and see if you get an answer. Continue looking for ways to ease your emotions and pay attention to how it changes. Once he has stopped weakening, stop exercising and slowly shift your attention to the room. You may find that the emotion in your body is less dense, less intense, and less threatening now than it was when you started.



Increasing self-confidence to deal with stress (10 min)

Research shows that if you are confident you can handle your stress, you will feel less stressed. A good way to build such confidence is to find a personal role model, someone who has struggled with the same difficulties and who have dealt with it. For example, if you want to recover from alcoholism, it is by attending Anonymous meetings.

Alcoholics may become convinced that you can stay sober for a long time. Longtime members of the association will help you in this, becoming positive role models for newcomers when they talk about their struggle to stay sober or to get back on track when they have strayed.

1. And you have a personal role model either do you know someone who has dealt well with a similar stressor? Contact this person and ask for advice, and your confidence and indispensable will increase skills.

2. Consider the difficult circumstances you are experiencing right now and your confidence that you can do something constructive to improve the situation, achieve goals or avoid negative consequences. It's worth asking yourself such questions as:

- What helped me get through other difficult times in my life?
- Have I dealt with such a situation before?
- What are my personal skills or qualities that could help me handle it?
- What external support or resources can I count on in terms of help in resolving this situation?



WORK CARD 8 (15 min)

To increase the amount with a stressor.

1. You are now dealing with such a person?

2. On a scale of 0 (lack of self-confidence) to 10 (complete confidence), rate your own self-confidence the ability to deal with this card.

3. Explain why there is a rebirth. Why do you believe you can or cannot successfully
Myself?

4. Have you experienced severe stress, trauma or adversity in your life? If so, what skills, actions or personal qualities helped you get through them?

5. Can you use any of them in the current situation? How?



6. Do you know anyone who has faced and dealt with a similar situation?

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7. Have you dealt with a similar situation (eg a similar break-up or a similarly demanding one work) in the past? If so, how did you handle it?

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8. Have you learned anything from your previous experiences with stress that you can do now help? How your skills and knowledge have improved since something last happened to you such?

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9. What other resources, support or tools can you use to deal with this situation? (For example, can friends or family members help you? Can you find information you need on the internet? Can you rely on your courage?)

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10. After answering these questions, reassess your confidence in your ability to deal with the situation. Does it differ from the first assessment? Explain.

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TASK 7 (10 min)

Determining what you can and can't control.

Consider the stressful situation you are facing. List them. List those you have high influence under "Things I Can Control." Those which are predominantly beyond your control name under heading "Things I Can't Control." If you are unsure, put them underneath heading "I don't know."

Things I can control

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Things I can't control

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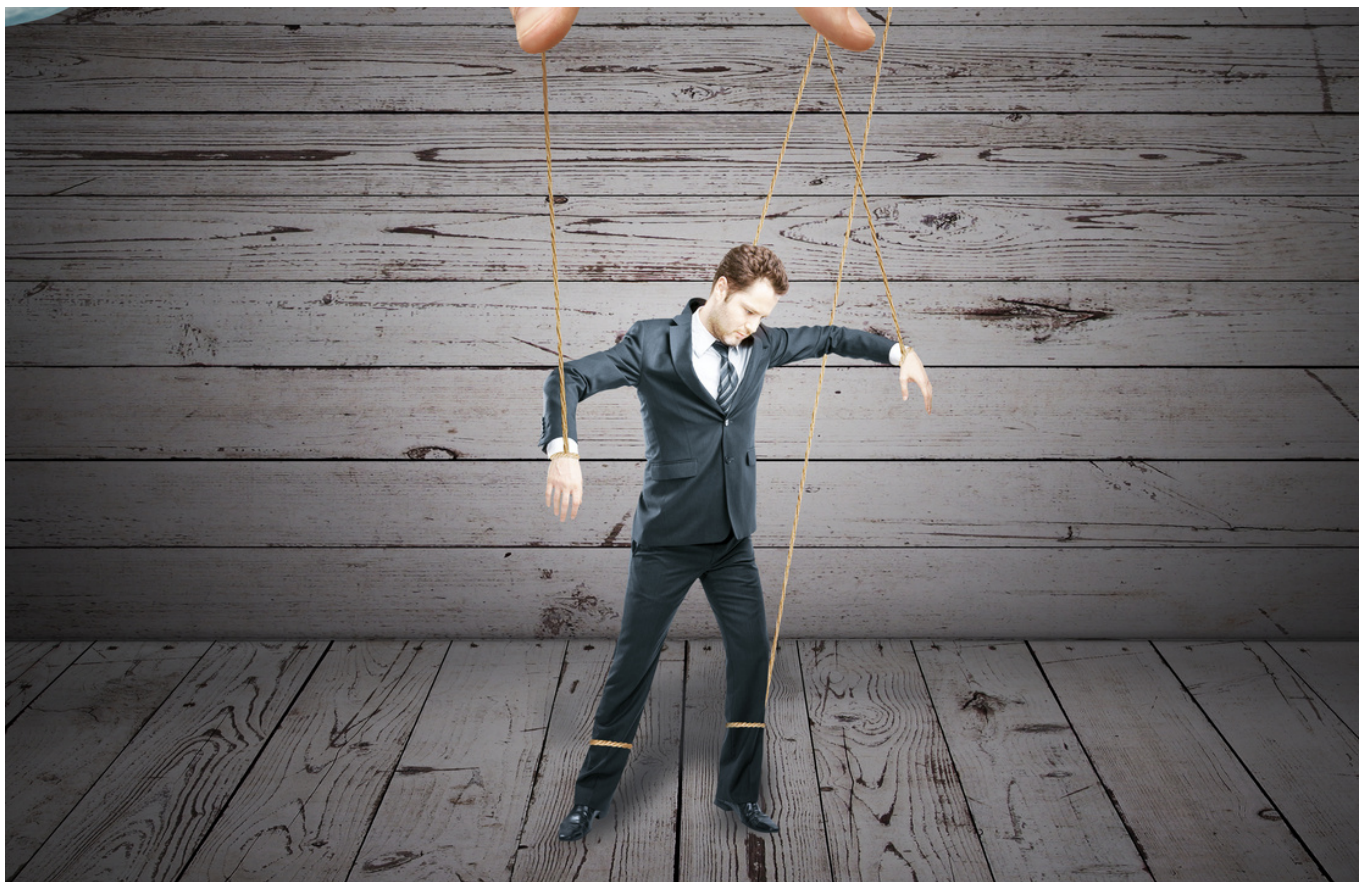
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I do not know

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- For example, if you are under severe stress at work because of a demanding boss, you could create the following lists:
- Things I can control
- How many hours do I work
- The quality of my work
- Completing tasks on time
- Delegating some tasks
- Asking for help if necessary
- Getting enough rest and physical activity to keep me focused
- Preparing for the presentation
- Things I can't control
- My boss's requirements and priorities
- Deadlines for the performance of works
- Tasks assigned to me
- Number of subordinate employees
- Client satisfaction
- I do not know
- My team's skills. I can work on them if I have enough time.
- Additional Resources. I can ask my boss for them, but I don't know if I'll get them

When you understand what you can and can't control, make a plan about these the first. Break down tasks into stages and set specific times for yourself when you will be on them work. Set a realistic schedule and make sure you follow it. Anticipate obstacles and things distractions and plan how to deal with them. If you find yourself thinking over and over about things you can't control, consciously turn your attention back to these aspects that are up to you, or get up and do something else.



TASK 8 (10 min)

Putting things you can't control into a container

After you have determined which aspects of the problem you cannot control, you should consciously turn away from attention so that you can fully focus on those you have influence. Of course you can't.

Take complete control of your nervousness, but you can make the amygdala realize that you are keeping the uncontrollable in check. This way, your brain will be less likely to remind you of anything that might go wrong!

Before you begin, consider what container you would like to store your worries and concerns about the uncontrollable components of your stressor. You can choose from: a large oak barrel, a strong trunk, a metal safe or a glass vase.

1. After selecting a container, create an image of it in your mind. Imagine its size, shape, color and texture very specifically. If you like, put it on it, for example, "Concerns about Divorce." You can also imagine that you write something on it or decorate it as you like.
2. Imagine putting into this container all your worries and fears about the uncontrollable aspects of a stressful situation. Visualize yourself placing them there, or imagine them as a stream of smoke, light, sand or water flowing into the container. Give them any form you see fit.
3. When all your fears and worries are in the container, imagine taking it you close. You can mentally use a lid, a lock, chains, a plastic cover, or else everything at once. Your choice. Once the container is sealed, imagine that you are storing it somewhere. You can bury it deep underground, put it in a cave, hide it in an attic, load it on a boat or send it into space with a rocket. Save it wherever you want.
4. Once the container is closed and stored, imagine yourself stepping away from it and returning to your life. You can return to it if needed, but it is now safely tucked away.
5. Now decide to direct all your efforts and energy to those elements of the stressor that you can control.



TASK 9 (10 min)

A sense of control over the situation in other areas of life.

This exercise will help you figure out what area of your life - which is not stressful - you can be into develop. Consider what type of sport or hobby, what activities or relationships they are for you really matter. Ideally, it should be something that you can spend from at a time twenty minutes to an hour or two. Think why you value this activity so much and what it is for you gives a sense of pride, control and fulfillment.

- This could be, for example, volunteering, art, writing, baking or cooking, making scrapbooks, jogging, hiking, yoga, meditation, spending time with your partner (or parent or child) or anything else for you personally is important.
- Now decide how much time you want to spend on this activity, or decide what you want to achieve next week, next month and so on.

We put a lot of pressure on ourselves when we are under stress.

- When you are faced with a stressful situation with serious consequences, the amygdala forces you to make sure you get the job done. Seemingly it beneficial, but actually asking too much of yourself can lead to undesirable effects. Most of the stresses on we are exposed, it is complex and long-lasting. Sometimes such situations they persist for years or even decades. Working and getting nervous
- for such a long time, we would have been exhausted if we didn't have the opportunity
- regenerate. If you constantly blame yourself for not doing enough, you'll only aggravate your stress.
- Perhaps you can actually run more errands, but at the cost of health and self-esteem. Most stressful life situations are more like a marathon than sprint. If you run at maximum speed the first two kilometers, like can you handle the other forty?
- New stresses these days superimpose on chronic difficult situations that we have not yet dealt with.
- For example, you are caring for a newborn baby and there is an urgent problem at work. or you get into an argument with your partner without knowing where to get the money for bills. Or you are just renovating your home when you find out that a loved one has cancer. That is why we should not put all our energy into doing it deal with one stressor, just keep a certain supply of it for the unforeseen the crises that will inevitably come.
- From the point of view of physiology when stressors overlap each other, leaving us no time to return to normal, the cortisol economy can be disrupted and then we become more prone to colds and flu, hypertension and inflammatory reactions. That's why it's better put things in perspective, give yourself a break, and do what you do the most important, and for the rest of the tasks, schedule time in the future - instead of trying to do everything at once

WORK CARD 9 (10 min)

Assessing your perfectionism and guilt

Use the scale provided to rate to what extent you agree with each of the statements:

- 1 = you agree disagree,
- 2 = disagree largely,
- 3 = disagree somewhat,
- 4 = don't agree sentences,
- 5 = agree to some extent,
- 6 = largely agree,
- 7 = completely agree

1. No matter how hard I work, I always feel like I could do more.
2. There is no excuse for errors.
3. I do my best in every task I undertake.
4. If something is not done perfectly, it is as if it was not done at all.
5. I always check my work many times.
6. If my home is not well organized and tidy, I cannot relax.
7. I don't feel good about putting myself first.
8. Fatigue is no excuse to take a break while work is waiting.
9. If I am not working or productive all the time, I feel lazy.
10. I never feel that I am doing enough for the important people in my life.
11. I have to take care of others before I allow myself to take care of my own needs.
12. If I eat in a restaurant, I feel guilty because I could save this money.
13. Although I spend most of my time with my children or at work, I feel I need to do more.
14. I feel guilty about complaining about stress because others are worse off.

Statements 1–7 indicate perfectionism, and 8–14 indicate guilt. If largely or you completely agree with more than one or two statements from each group, this perfectionism or guilt can be your problem.



TASK 10 (10 min)

Ways to overcome guilt and perfectionism

The following exercises will help you start developing new habits and creating new neural pathways in your brain. Learning a new course of action is undoubtedly difficult and takes time. Therefore, be patient with yourself and the process itself. It takes months, not days, to really change your brain.

1. 1. If you feel guilty that you are trying not enough for your children, partner, or family, check out anything you do for them on a regular basis. Then make a second list that includes everything you do for yourself when you are stressed out. Which is longer? If the former is the same or longer, take it as evidence that you are doing enough for others - so there's no reason to feel in another. If the list of "What I do for myself" is longer, think about whether it was due to such care for yourself you can be a better parent, partner or family member. If so, don't feel either guilty.

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2. Instead of feeling guilty, approach the problem directly. Ask the people whom it concerns whether or not they really feel neglected by you. At the same time, consider whether they are not in the habit of expecting too much and not accepting responsibility for themselves. Later think what an outside observer would judge the situation. If you come to the conclusion that it really is you're not doing enough, sit down with that person and talk to them to find solutions or compromises taking into account the needs of both parties.

3. At the end of each day, make an entry in your journal of "gratitude to yourself", making note of what at least three things that allowed you to get closer to your goals or help your loved one that day about yourself. At the end of the week, read what you wrote down. Perfectionism and guilt favor a negative attitude, so they make you pay attention to what you are not doing actually. By writing down what you are actually doing, you can overcome this attitude and focus on your achievements.

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4. To combat guilt, think about what you would feel if the situation was reversed. Stand up in the seat of the second person. Would you then feel that he is not doing enough to help or satisfy you? your needs when she has so much on her own? We often find it easy to show compassion and understanding others, but we are too strict with ourselves. When you accept it deliberately observer attitude, you will probably see your situation in a different light.

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WORK CARD 10 (15 min)

Seeing a stress factor as a win-win situation.

Think about the specific stressor you are dealing with and write answers to the following questions:

Does it provide an opportunity for you to try and learn new skills - for example, useful at work, assertiveness, communication skills, time management or self-control? Explain.

Can it help you become a stronger, smarter or better person? Describe how.

Is it an opportunity to somehow deepen your ties with others, for example by asking for help, helping others, cooperating, becoming a better leader, a partner or parent, or a kinder and more empathetic person? Explain.

How could you use it to improve your health and lifestyle, and take better care of yourself take care?

How could he help you set clear priorities in your life so that you would be happier and healthier?

Can it help you with your personal or spiritual development? Explain.

SCENARIO III | HOW TO DEAL WITH STRESS?

IV End of the workshop (20 MIN.)

The facilitator asks the participants to sit in a circle and each answer the question:

- *What did you like the most about today's workshops?*
- *What will you take for yourself?*
- *What surprised you the most and caught your attention?*
- *How did the workshops affect you?*
- *What things are you going to change in your behavior?*

After the participants have finished speaking, the facilitator would like to thank you for your participation in workshops and the teacher asks you to fill in evaluation questionnaires.

After taking the questionnaires, the teacher will distribute the diplomas.



V Evaluation Questionnaire



HOW TO DEAL WITH STRESS?

DEAR PARTICIPANT/DEAR PARTICIPANT,
WE HOPE THAT THE WORKSHOP WAS INTERESTING FOR YOU AND YOU COULD LEARN MANY INTERESTING THINGS. WE WANT TO RECEIVE FEEDBACK FROM YOU, SO WE WILL BE VERY GRATEFUL FOR YOUR TIME AND FOR COMPLETING THE QUESTIONNAIRE BELOW.
THE QUESTIONNAIRE IS ANONYMOUS.

1.DID THE WORKSHOPS ALLOW YOU TO GET ANSWERS TO THE QUESTIONS THAT HAVE ARISEN IN YOUR LIFE?

☐ DEFINITELY YES ☐ RATHER YES ☐ RATHER NO ☐ DEFINITELY NO

2. DID THE WORKSHOPS PROVIDE YOU WITH USEFUL TIPS AND TECHNIQUES ON HOW TO DEAL WITH DIFFERENT SITUATIONS IN EVERYDAY LIFE, ESPECIALLY WHEN IT COMES TO STRENGTHENING YOUR COMPETENCES RELATED TO CONTACTS WITH THE GROUP?

☐ DEFINITELY YES ☐ RATHER YES ☐ RATHER NO ☐ DEFINITELY NO

3. DID THE WORKSHOPS PROVIDE YOU WITH USEFUL TIPS THAT MAY HELP YOU OVERCOME STAGE FRIGHT RELATED TO CONTACTS WITH A GROUP?

☐ DEFINITELY YES ☐ RATHER YES ☐ RATHER NO ☐ DEFINITELY NO

4. WHICH PART OF THE WORKSHOP DID YOU LIKE THE MOST AND WHY?

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5. WOULD YOU LIKE TO TAKE PART IN OTHER THEMATIC WORKSHOPS?

☐ YES ☐ NO

6. 6. IF YES, PLEASE LIST THE TOPICS THAT WOULD BE INTERESTING FOR YOU.

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7. SHARE YOUR REFLECTION AND COMMENTS

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THANK YOU FOR YOUR CONTRIBUTION.



Develop Your
Creativity

CERTIFICATE

IT IS CONFIRMED THAT

.....
(FULL NAME)

TOOK PART IN THE WORKSHOP
"STRESS – HOW TO DEAL WITH STRESS?"

DEVELOP YOUR CREATIVITY
ERASMUS PROJECT NO. 2020-1-PL01-KA227-ADU-095783

WORKSHOP FACILITATOR:

PLACE:

DATE:



Co-funded by
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