

ACTIVITY WRITE-UP

Name of Activity: Reducing Stress

Name of Student: Matt Eshelman

Type of modality	Stress Reduction/ Creative Writing
Type of play	Parallel
Interaction pattern	Inter-individual and aggregate
# of participants required	1+
Equipment/supplies	Coping Skills Group: Module III: Reducing Stress questionnaire #3 Pens/Pencils Desk/Chairs
Facilities required/environment	Classroom environment
Precautions	

Directions

1. Announce to participants that activity will begin
2. Explain to everyone why reducing stress is critical for overall quality of life
3. Distribute materials to groups
4. Ask directions to be read aloud to ensure understanding
5. Instruct participants to complete the checklist portion of handout
6. Ask participants to share outcomes of handouts
7. Summarize activities and ask for lessons learned from group
8. Instruct participants of other stress reducing techniques and how to employ
9. Question participants of personal methods to combat stress and tie in how activity will further one's ability to reduce stress
10. Thank everyone for participating and end activity

Activity Analysis

Category	Skills
Primary body position	Static sitting
Part of the body required	Hands, Eyes, Arms
Movement	Grasp, motor control, visual-motor integration, Active range of motion: Upper Extremities

Physical	Balance: Dynamic Sitting, Balance: static sitting, bilateral integration, fine muscle coordination, motor control, visual-motor integration
Cognitive	Alertness, focused attention, sharing attention, calculation, cognitive flexibility, concept formation, simple and complex decision making, judgement, long term memory, short term memory, reading, simple and complex problem solving, sequencing, abstract and concrete thought, writing
Social	Handling criticism, heterogeneity, homogeneity, interpersonal interactions, relating with equals, self-expression, social cues, showing tolerance
Perception	Auditory, tactile and visual functioning
Communication/language	Reception to written and spoken language, expression of spoken language
Self-care	N/A
Psychological/emotional (possible)	Frustration, Anger, Guilt, Joy

How to Simplify the Activity?

Facilitator can ask fewer questions, smaller groups size and allow participants to “pass”.

How to Make the Activity More Complex?

Asking more complex questions that would have participants explore their current stress relieving techniques to a greater degree.

Other Comments