


Slide 1

"The Sisterhood Project"
Stress Management Programs For Our Public Schools
Stress, resiliency, and our students

- Dr. Nanette Tummers, Matthew Lance, & Stephanie Norell
Eastern Connecticut State University
tummersn@easternct.edu



Slide 2

Lessons learned

- Stress in our schools
- Academic theory into the "real" world
- Power of mentoring and service
- Connections to community
- Use of students in research



Slide 3

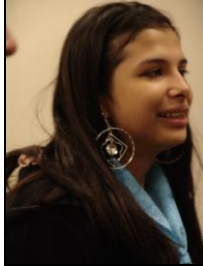
Populations we worked with

"Sisterhood Project WHS" for at risk girls from Windham High School and ECSU female students as mentors in a 8 week stress management after school program- 11 Bigs and Littles



Slide 4

Continued



"Sisterhood Project—
Journey House" for at
risk girls from Natchaug
hospital group home and
ECSU female students as
mentors in a 8 week
stress management after
school program—
13 Bigs and littles

Slide 5

Stress in our Schools


Stress:

- ❖ The experience of a perceived threat to one's mental, physical, or emotional well being, resulting from a series of physiological responses and adaptations (Seward)
- ❖ Conflicts, hassles and events of everyday life (Elgar)
- ❖ Teens need to adapt to any and everything as they progress through grades. They need to adapt quickly.
- ❖ Stress brings about far too many interferences in a teen's life that prevents them from handling normal daily tasks.
- ❖ Researchers realized that an increased amount of stress can impair health and well-being.

Slide 6

Stressors

- Family
- Peers
- Relationships with same/opposite sex
- School
- Neighborhood/ demographical regions



Slide 7

Our Observations

From the interviews with the little sisters at Windham High School, certain stressors were often discussed:

- School (including school work)
- Fighting among friends and romantic relationships
- Disagreements among family

Slide 8

Adolescent Resiliency

- Resiliency - the ability to survive and thrive despite the presence of negative characteristics and life events
- Personal resiliency builders-mechanisms to foster resiliency
- Mechanisms are a critical component of adolescents' stress management program



Slide 9

Using Mentors in Our Schools



Slide 10


Dear Little Sister,

- My name is _____, but you can call me _____.
- When I graduate up I want to _____.
- My favorite movie is _____.
- Something that might surprise you about me is _____.
- I am most afraid of _____.
- My favorite food is _____.
- I am most insecure about my _____.
- My dream job would be _____.
- My biggest pet- peeve is _____.
- The thing that stresses me out the most is _____.
- When I get stressed I deal with it by _____.

Slide 11

Pre-project

- **WHS:** Little sisters reported being confident in:
Decision making
In touch with emotions and feelings
Support
- **WHS:** Little sisters reported were not as confident in:
Talking openly with friends & family
Handle stress
- **JH:** The lack of self-reliance was noticeable:
Talking openly with friends & family
Handle stress



Slide 12

Post project:

- WHS and resiliency (significance at .05)
I can work out problems with someone who has different opinions
I have a friend that helps me when I having a hard time
My friend try to do what is right
- Adult who believes I will succeed
- Adult who want me to do my best
- Adult who listens when I have something to say
- At home, I do things that make a difference
- Bonding; yoga; more time

Slide 13

Life skills: Emotional and Social Development Activities

1. Active listening: **Who am I?**
2. Recognizing anger and proactive anger management: **My boiling point activity**
3. **Feeling blue activity:** Understanding and discussing sadness
4. **The colors of M & Ms and self esteem-** what I like about...
5. **Stress match up game-**what are your 5 top stressors?

Slide 14

Life skills: Emotional and Social Development Activities continued

6. **Deal with it*:**
The AAA of stress management:
What situations can we avoid?
What are situations we can learn to accept
What are ways we can adjust our attitude?
7. Affirmations: I am, I can, I will:
8. **Walls of support:** Who can I turn to for assistance and support, trusted friends, items and activities that provide relief from stress and promote positive thoughts.

Slide 15

Stress management activities

- Using physical activity to manage stress
- Stress balls
- Talking... a lot!
- Guided imagination
- Music therapy
- Mindfulness activities: body scan, loving kindness, mindfulness meditation
- Art therapy: Mandalas & Vision Boards: photo collages
- Celebrations

See slides to follow for more activities

Slide 16

Journaling: Weekly emotional and social development activities




Slide 17

Trust walk, trust circle, and human knot

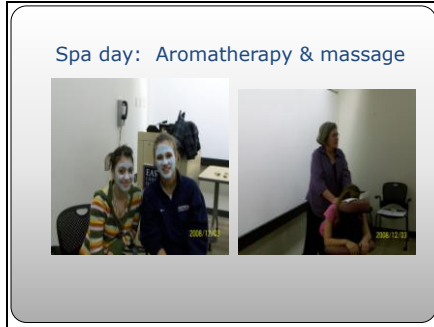


Slide 18

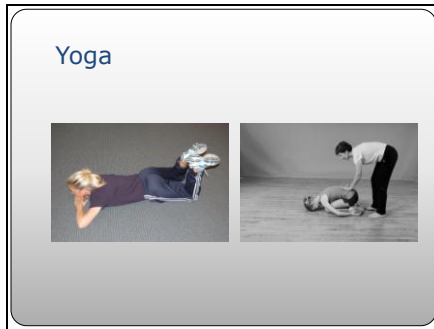
Vision Boards



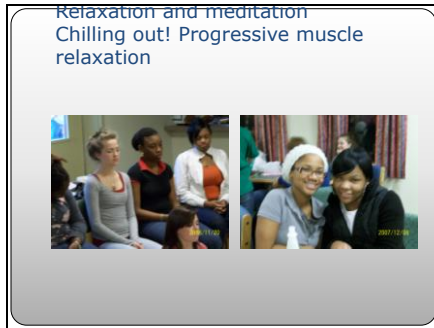
Slide 19



Slide 20



Slide 21



Slide 22

Celebrations



Slide 23

Community engagement



Slide 24

Next steps

- Stress Less Club, a 4 week management program for girls at an Middle school after school program and ECSU male and female student education major mentors
- Elementary School's After School Programs: Conquering Stress and Mentoring Program. For both boys and girls and ECSU female and male student mentors.

