

MADRAS SCHOOL OF SOCIAL WORK

(An Autonomous Institution Accredited by NAAC with A+ Grade)

32 , Casa Major Road , Egmore , Chennai

DEPARTMENT OF PSYCHOLOGY



AWARENESS PROGRAM FOR STUDENTS OF MCJ SCHOOL

27-10-22

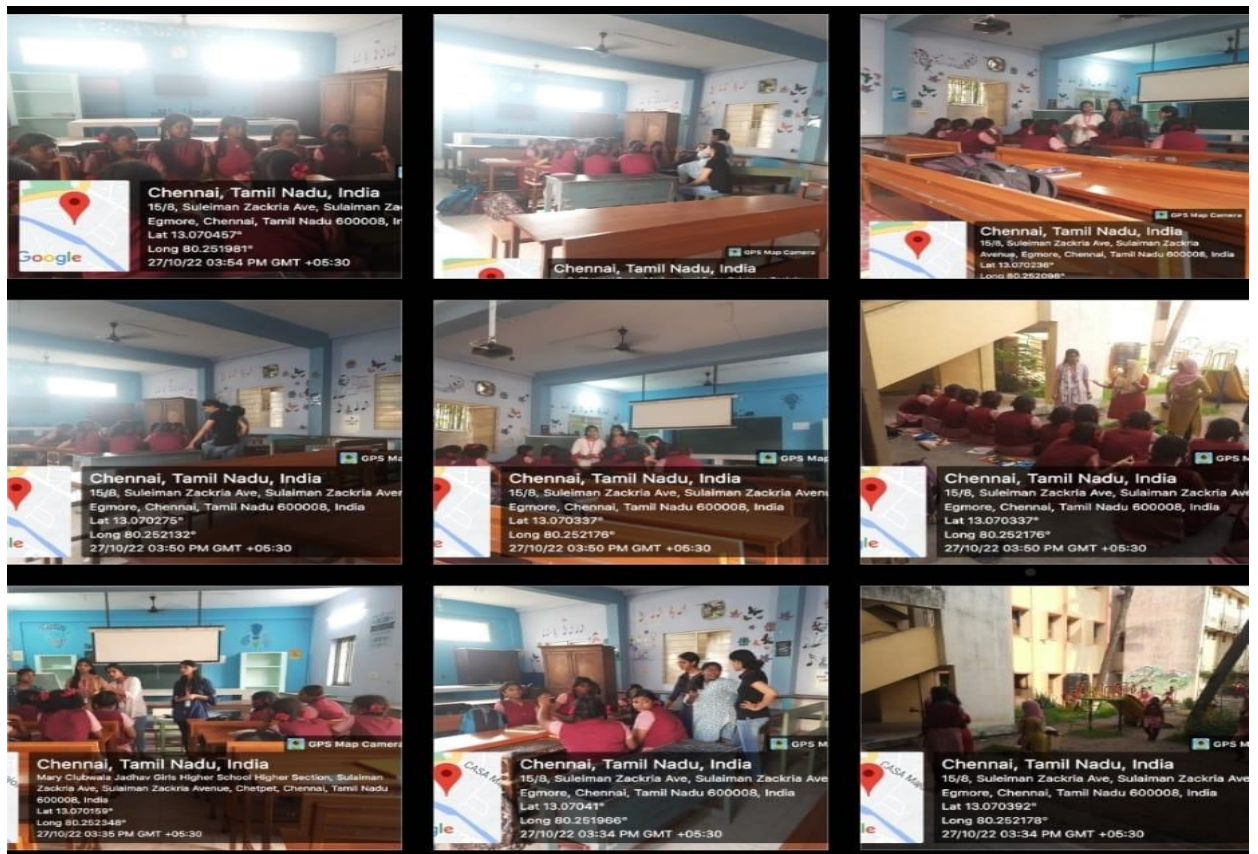
REPORT FOR AWARENESS PROGRAM

PROGRAM -1

Menstrual Hygiene

Students of I MSc counselling Psychology conducted awareness program for Students of MCJ School , Guild of Service School , Egmore , Chennai on 27-10-22 on the following topics

1. Test Anxiety
2. Mindfulness
3. Menstrual Hygiene



The girls were given a detailed understanding about what is menstruation. They were explained about menstrual hygiene and how to keep themselves clean during periods and the importance of menstrual hygiene. A demonstration was done to show how sanitary napkins should be used and disposed of. Then a discussion was held about the stigma on menstruation at home and among peers. And they were empowered to break the stigma with confidence. And finally, the students were demonstrated with a few exercises to manage period cramps.

1. Apply heat

Heat can help relax the muscles contributing to cramping, so applying heat to your abdomen or back can help relieve pain.

2. Take a pain reliever

Since period cramps are painful, it's probably fairly obvious that pain relievers make the list of remedies.

3. Exercise

When you're in pain, you may think it's best just to relax and get some rest. But physical activity is actually a natural pain reliever.

4. Take steps to reduce stress

Reducing stress is easier said than done, of course, but taking steps to do so can help you find relief from period cramps.

In addition to exercise, here are several ways to reduce stress:

- Yoga
- Deep breathing exercises
- Meditation
- Counselling

5. Get your vitamins and minerals

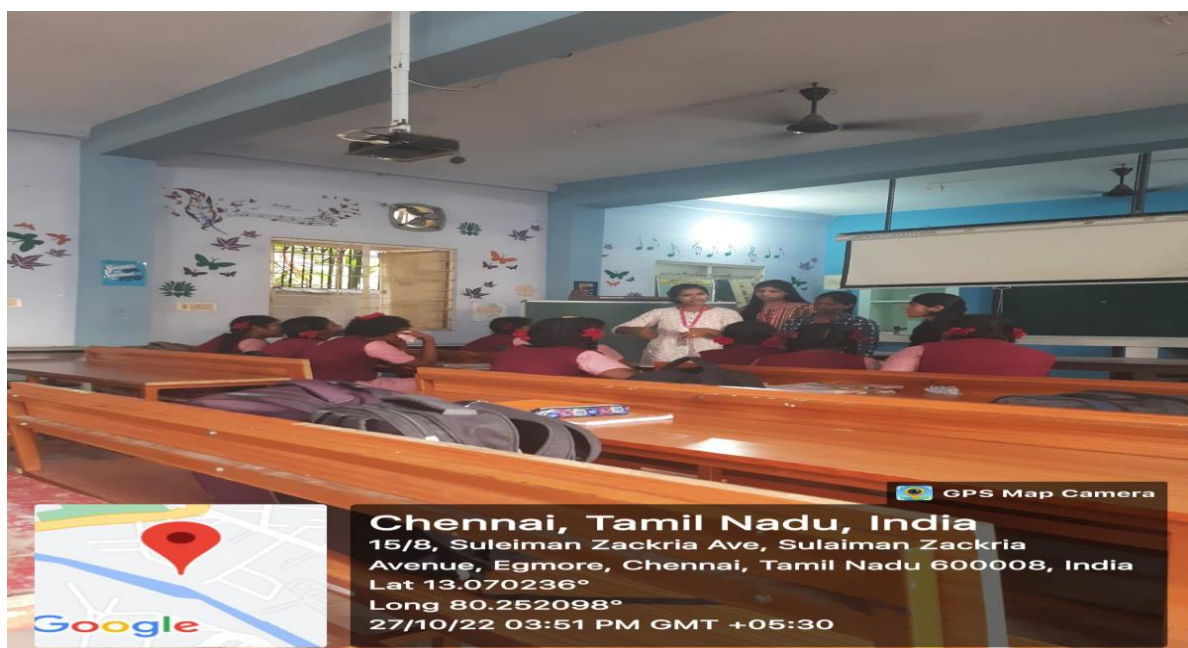
Eating a healthy diet may be yet another way to relieve period pain, since certain vitamins and minerals have been suggested to help reduce cramp

CONCLUSION: The importance of menstrual hygiene was explained. The childrens' had a

great take away and were also able to understand the stigma surrounding menstruation.

Demonstrated how to use and dispose of napkins.

FEEDBACK: The children said that the session was very helpful and they will definitely implement the teachings in their day-to-day life.



PROGRAM – 2

Reducing Test Anxiety

The intervention program to tackle test anxiety among school children was conducted on Thursday 27th October, 2022 on an all girls group of eight school children in Chennai. The kids were enrolled in Grade 9. The enthusiastic and cheerful kids were first checked into the space with the help of an ice breaker activity as an introduction. The activity called “Thattu Thattathe” translated to Clap-Don’t Clap, an attention performed where students were asked to either clap or not clap their hands and the students must follow the instructions. The fun activity brought the kids here and now making them more attentive to the program. This was followed by a round of introductions of both the facilitators as well as the students. Rapport was established well in the beginning and the students were interested in continuing with further activities. Miss Shrutika began with the first intervention activity called-“Anxiety Dumcharades” where she showed students each a word containing a symptom of anxiety and they had to enact it to their friends. The children participated actively and with each passing word they became more and more aware of various manifestations of test anxiety. In the discussion that followed, the children revealed the symptoms they experienced during tests which included fever, crying, sweating, feelings of fear, palpitations, brain fog, memory difficulties, lack of sleep to name a few. In the session that followed, Miss Dheepthi introduced two breathing techniques Pranayama and Box Breathing for stress management during exams. She explained about the techniques and their benefits, also demonstrating them for the kids to replicate simultaneously. The girls meticulously followed the instructions and practiced the techniques which they reported to be calming and relaxing.

Last session involved Miss Asmitha taking over the dice and talking about some pointers to manage test anxiety. She advised the students to be prepared in advance by chalking out a good time table of studies. The importance of positive attitudes towards tests and avoiding unhealthy competition were discussed. The students were asked to be mindful of their sleeping and eating habits and at the same time were told about the importance of reducing screen time. Finally, tips for studying like taking frequent study breaks, chunking, rehearsals and regular revision plans were given to the students. The one hour intervention programme came to a successful end with a checking out activity based on problem solving. At the end of the programme, the students were extremely happy and thankful to the facilitators for providing directions to tackle their test anxiety.

CONCLUSION The one hour intervention to tackle test anxiety among school children could successfully make students identify and be aware about test anxiety. It enabled insights into their related emotional states. The facilitators taught effective coping strategies to self manage and reduce the test anxiety levels of students. The students also learnt a great deal about effective learning strategies. The intervention plan executed could achieve the listed objectives.

FEEDBACK The school children gave an extremely positive response to the intervention programme. The kids found that programme to be like a breath of fresh air. They reported feeling anxious due to their classes and felt rejuvenated after the programme. They found the sessions extremely helpful and enriching. They revealed that the programme was completely different from their usual classes where they are taught only subject matter. They were not aware of how to manage their test anxiety and thanked the facilitators for helping them out.

The kids reported learning a lot from each session as it was fun and interactive. The school authorities also applauded the facilitators for their effective intervention strategies



PROGRAM – 3

MINDFULNESS

The mindfulness intervention program was conducted with a group of 16 girls studying in the 9th grade at Mary Clubwala Jadhav Girls High School, Egmore.

The intervention program started with each of us giving a gist about what mindfulness is. what is not mindfulness? Why does mindfulness matter, and finally how to use them during test anxiety?

After the talk, a set of activities were done, for the students to get a better understanding of the subject.

The 1st activity was where the girls were asked to go around their school and were asked to bring some things that they found to be pretty and that caught their attention. After which they were asked to tell about why they brought the item they did.

The 2nd activity was given to help them learn a grounding technique. The activity was called the 5 senses. The girls were asked to close their eyes, and tell 5 sounds they heard, 4 things they see (without closing their eyes), 3 smells they can smell, 2 things they are touching, and finally 1 things they can taste.

In the 3rd activity, a biscuit was given to them which they were asked to describe the biscuit, its design, its shape, and its color, and then bite it to feel the texture and hear the sound of it and know the taste, and so on. So this was to teach them mindful eating and how important it is to do so.

The final activity was to understand themselves and introspect a little bit. This activity was a thank you letter to self. The girls were asked to write a letter addressing themselves and write all the things that they are thankful for in them. Some girls found it difficult to write this letter at first and after some time, taking time out to think about it, they were about to successfully write the letter.

After all the activities feedback was collected from them regarding the activities and the talk.

FEEDBACK:

The mindfulness intervention program was conducted in a fun and informative manner. The program went well, and we enjoyed ourselves with the girls. They already had an insight into mindfulness, which made it easier for us to make them understand what mindfulness is, how they can apply it in stressful situations, and how they can use it to reduce their exam anxiety. The girls reported the session to be "useful and interesting," noting how they now knew how to cope with exam anxiety and learned the importance of taking a break without thinking about the past or present, being in the present, and just observing their surroundings. The girls also had fun doing the activities. And they reported that they enjoyed the program and learned a new concept today. The intervention program went well; it helped the girls learn things about themselves that they had not noticed before. The program proved to be insightful for the students.

CONCLUSION:

As the concept of mindfulness was already known to the students, we have given them insights into the importance of mindfulness and the usage of mindfulness in their day-to-day lives. The activities which were conducted gave them a clear-cut understanding of mindfulness and the importance of self-awareness. They also learned about the usage and importance of mindfulness during test anxiety which was very important for school students. We made sure that the concept is understandable and can be used in their day-to-day activities. Thus the objectives have been accomplished

