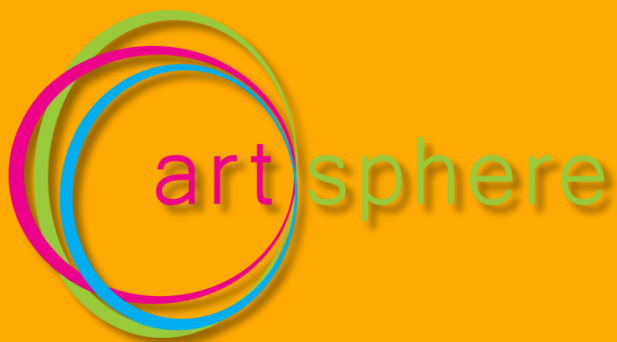


STRESS RELEASE PROGRAMME

The only way to manage stress is to acknowledge it, engage with it and find ways to heal



We all experience stress in our fast paced lives. Stress manifests itself through various physiological and emotional symptoms like aches and pains, mood swings and irritability, losing desire to work and impacting overall health and relationships.

'It's not the load that breaks you down, it's the way you carry it!'
- Lou Holtz

Our Stress Management Programme offers unique tools, techniques, and coaching support which will help you cope with stress and increase your productivity.

OBJECTIVE

The objective of the program is to help participants identify stressors, develop capacity to manage stress with practical tools and build resilience for the future.

This program is self-driven and hence is suitable for all levels of management.

Time Duration:

Plan A: 6-8 hour session*

Plan B: Weekly intervention for 1 month*

*Customizable



SESSION TOPICS

- Understanding what stress is,
- The causes of stress and burnout
- How it affects our body, mind and our interaction with others
- How we respond to stress
- Indicators of short term and long term effects of stress measured by Smith Stress Symptoms Inventory
- Stress Release through expressive arts therapy
- Building adaptive resources
- Coping strategies and techniques applicable to daily life



METHODOLOGY

The intentional and evidence-based use of art forms (music, drama, dance, and visual arts) to further social, emotional, cognitive and physical functioning and well-being. All these media help in stress release, self-expression and clarity of thoughts and feelings.

Drama: The use of theatrical interventions

Dance: The use of movement activities like warm ups, mirroring, dancing with props, moving through space, trust exercises, improvisation and body rhythms

Music: The use of music, instruments, voice, sound and rhythm.

Visual Arts: The purposeful use of visual art materials and the creative process of art making.