



LEVEL 2 Daily Lesson Plans with Materials (low intermediate)

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- [Worker Rights in Massachusetts](#)
- [Labor Day \(US\)](#)
- [Affordable housing in Roslindale](#)
- [Mental Health and Well-being](#)

Workers' Rights in Massachusetts

Student Objectives:

By the end of the lesson (approx. 2 hours), students will be able to demonstrate their understanding of the text Worker's Rights in Massachusetts by:

- describing basic workers' rights in the state of Massachusetts from a text (reading)
- discussing common workplace rights and responsibilities.

Materials:

Vocabulary Matching and "Workers' Rights" handouts for each student

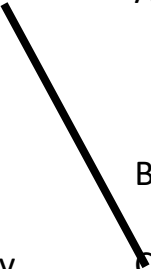
Workers' Rights in Massachusetts

Time	Part of the Lesson	Procedure
~ 20 min.	Reading Practice Pre-reading	Before reading, discuss these questions with the whole class: "What do you think <u>workers' rights</u> mean?" "Can you name any rights that workers might have in a job?" Vocabulary Introduction: Introduce key vocabulary related to workers' rights using simple definitions. Include terms like "minimum wage," "overtime pay," "workplace safety," and "discrimination." Sample Activity: Match each term on the left with its corresponding definition on the right. (see below)
~ 35 min.	Reading	Give students the handout Workers' Rights in Massachusetts - Read the text with the whole class once. Then, students practice pronunciation and intonation by taking turns reading in pairs. (15 min) - Comprehension: Students complete the multiple-choice questions with the information in the text. Students check their answers with a partner. Then, check answers with the whole class. (20 min)

10 min	Break	
~ 40 min.	Speaking practice	Give students the Group Worksheet Activity: Understanding Workers' Rights ● Model the activity for students. Look at Situation 1 and go over the discussion questions at the bottom. Encourage students to write down keywords and ideas to share later with other students. (5 min.) ● Students get in pairs / small groups and discuss the situations. (25 min.) ● Students share their ideas with classmates from other teams. (10 min.)

10 min	Assessment / Wrap Up	While students discuss in groups - listen to students' ideas and write them down on the board. Go over them with the whole class.
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Vocabulary / Definitions Matching Activity

- | | |
|---------------------|--|
| 1. Minimum Wage | A. Unfair treatment based on factors like race, gender, religion |
| 2. Overtime Pay | B. Payment for working beyond regular hours |
| 3. Workplace Safety | C. The lowest amount an employer can legally pay an employee |
| 4. Discrimination | D. Protection from harmful conditions at work |
| 5. Advocate | E. Supporting a cause or someone's cause |
- 

Practice: Complete each sentence with terms from the word bank.

minimum wage -- overtime pay -- workplace safety -- discrimination -- advocate
--

1. In many countries, there is a _____ to ensure workers receive enough money for their work.
2. Employers and workers need to keep _____ in mind so that people don't get hurt.
3. An _____ is someone who helps and talks for workers to make things better at work.
4. _____ in the workplace is unfair treatment based on factors such as race, gender, or age.
5. If you work more hours than your regular schedule, you may get _____, which is additional pay.

Answers:

1- C. The lowest amount an employer can legally pay an employee

2- B. Payment for working beyond regular hours

3- D. Protection from harmful conditions at work

4 - A. Ensuring everyone is treated justly and without bias

5 - E. Unfair treatment based on factors like race or gender

Answers:

1. minimum wage
2. workplace safety
3. advocate
4. discrimination
5. overtime pay

Workers' Rights in Massachusetts -Reading

Massachusetts is a state that values and protects the rights of workers. If you work in Massachusetts, it is important to know your rights to **ensure** fair treatment in the workplace. Here are some key aspects of workers' rights in the state:

Minimum Wage: Massachusetts has a minimum wage that employers must pay to their workers. As of 2024, the minimum wage is \$15 per hour. This means that no employer can pay you less than this amount for the work you do.

Overtime Pay: If you work by the hour and your job says you are an hourly worker, you might get extra pay IF you work more than forty (40) hours in one week. This extra pay is called overtime pay, and it is usually one and a half times (1 ½) more than what you normally get paid for each hour. **But remember: not everyone gets overtime pay because there are different types of jobs. It is important to know what rules apply to your job so you can understand if you get this extra pay for working more hours. ***

Workplace Safety: Your employer is responsible for providing a safe working environment. If you encounter **unsafe** conditions at work, you have the right to report them. Employers must take steps **to address** safety concerns to protect their workers.

** Massachusetts Law About Overtime* <https://www.mass.gov/info-details/massachusetts-law-about-overtime>

Minimum Wage and Overtime Information: <https://www.mass.gov/info-details/minimum-wage-and-overtime-information>

Wage and Hour Laws: <https://www.mass.gov/wage-and-hour-laws>

Discrimination Protection: Workers in Massachusetts are protected from discrimination based on factors such as race, gender, religion, and more. If you believe you are being treated unfairly due to any of these factors, you have the right to file a complaint.

Time Off: In Massachusetts, some workers can take time off from their jobs for reasons like being sick, taking care of family, or having a baby (“**maternity leave**”). This time off might be paid OR unpaid, meaning you do not get money for that time. It depends on your job and your employer. **It is important to ask about this to your employer so you know what to expect. ***

Employee Responsibility: Of course, employees have a responsibility to arrive on time and work throughout their workday. Also, employees can report any workplace issues or concerns related to safety or discrimination. Open communication with good employers and taking an active role in maintaining a safe and fair workplace is crucial.

Seeking Assistance: If you experience unfair treatment over time, you can seek assistance from organizations like MassCOSH (Massachusetts Coalition for Occupational Safety and Health) for guidance, support, resources and help address workplace issues.

Understanding your rights empowers you **to seek** fair treatment in the workplace.

*** Earned Sick Time:** <https://www.mass.gov/info-details/massachusetts-law-about-sick-leave>

Paid Family and Medical Leave (PFML): <https://www.mass.gov/info-details/paid-family-and-medical-leave-pfml-overview-and-benefits>

Glossary:

1. Ensure: to make certain that something is done
2. Compensate: to pay someone money in exchange for work done
3. Unsafe: presenting a risk or danger.
4. To Address: to take action to fix something.
5. Maternity Leave: A period of authorized absence from work for a mother before and after the birth of her baby.
6. To seek: to look for or try to discover.

Workers' Rights in Massachusetts - - Comprehension Questions

1. What is the current minimum wage in Massachusetts as of 2024?
 - a) \$10.00
 - b) \$12.00
 - c) \$15.00

2. How is overtime pay calculated for workers in Massachusetts?
 - a) Double the regular hourly rate
 - b) One and a half times the regular hourly rate
 - c) Equal to the regular hourly rate

3. What is one of the responsibilities of employers in Massachusetts regarding workplace safety?
 - a) Workers are responsible for ensuring a safe environment.
 - b) Employers must provide a safe working environment.
 - c) Safety concerns are not addressed by employers.

4. In Massachusetts, what factors are workers protected from discrimination based on?
 - a) Factors such as race, gender, and religion
 - b) Only gender
 - c) Only race

5. When can employees in Massachusetts take time off from work?
 - a) Only for vacation
 - b) Only for personal reasons
 - c) For specific reasons such as illness, family obligations, or maternity leave

6. What is one of the **employee** responsibilities mentioned in the text?

- a) Taking extra breaks
- b) Reporting workplace safety concerns
- c) Ignoring workplace issues

7. Where can employees seek assistance if they face unfair treatment over time?

- a) Coffee shops
- b) Their home
- c) MassCOSH (Massachusetts Coalition for Occupational Safety and Health)

Answers:

1. c) \$15.00
2. b) One and a half times the regular hourly rate
3. b) Employers must provide a safe working environment.
4. a) Factors such as race, gender, and religion
5. c) For specific reasons such as illness, family obligations, or maternity leave
6. b) Reporting workplace safety concerns
7. c) MassCOSH (Massachusetts Coalition for Occupational Safety and Health)

Group Worksheet Activity: Understanding Workers' Rights

Discuss the following situations. Identify the workers' rights involved in each situation.

Situation 1: Alex works at a local store and recently found out that a new employee is being paid less than \$12 per hour. What worker right is being violated, and what can Alex do?

Situation 2:

Maria, an hourly worker, often stays late at work to finish her tasks, but she is not receiving any extra pay for the additional hours. What worker right is involved, and what should Maria do?

Situation 3:

At the construction site, workers noticed that regular safety equipment was not provided, putting them at risk. What worker right is being violated, and how should the workers address this issue?

Situation 4:

Javier believes he is being treated unfairly at work due to his nationality. What worker right protects him from discrimination, and what steps can Javier take?

Situation 5:

Emily needs to leave work to take care of her sick child. What worker right allows her to do this, and how should she communicate with her employer?

Discussion Questions:

1. In each situation, identify the specific worker right that is involved.
2. Discuss what actions the employee can take to address the situation and protect their rights.
3. Consider how the workers can communicate with their employers to find a resolution.

Labor Day

Student Objectives:

By the end of the lesson (aprox 2 hours), students will be able to show understanding of the text Labor Day (US) by:

- answering questions after reading/listening to the text (reading / listening practice)
- discussing common workplace rights and responsibilities.
- matching collocations such as “on” and “strike”

Materials:

Labor Day Vocabulary Matching Handout, Labor Day Reading, and Words that usually go together handout.

Labor Day (US)

Time	Part of the Lesson	Procedure
~ 30 min.	Reading Practice Pre-reading	Before reading, discuss these questions with the whole class: Warm-Up Questions (15 min.) 1. How many working hours per day are ideal? 2. Do you think workers should have the right to strike? 3. How do you think working conditions in the US compare to other countries' conditions? Strike: a period of time when an organized group of employees of a company stops working because of an argument over pay or conditions (Oxford Learner's Dictionaries) You can ask these questions to the whole class. Give students a minute or two to think about their answers. Elicit answers from the class. Alternatively, students find a partner and discuss the questions in pairs. Have students share their ideas with the whole group. <u>Labor Day - Vocabulary Matching (15 min.)</u> Have students match up as many words and meanings as they can. Do not give out the answers yet. Check this exercise

		again after students get a chance to see / listen to the words in the text.
~ 30 min.	Reading / Listening	Give students the handout Reading / Listening Labor Day (US) - Read the text with the whole class once. Then, have students listen to the text by scanning the QR code at the bottom of the page. Alternatively, students practice pronunciation and intonation by taking turns reading in pairs. (~15 min) - Comprehension 1 - Vocabulary Preview check: Students go back to the Vocabulary Preview Handout and check their answers with a partner. Then, check answers with the whole class. (~15 min)
10 min	Break	
~ 25 min	Reading / Listening (cont.)	Comprehension 2 Write the following questions on the board. 1. When is Labor Day? 2. What were the first types of unions in the US? 3. What was the Pullman Strike? 4. Why did President Cleveland make Labor Day an official holiday in 1894? 5. What day is similar to Labor Day outside of North America? ● Model the activity for students. Look for the answer in paragraph 1. Write down the answer as an example. (5 min.) ● Students get in pairs / small groups and answer the rest of the questions (15 min.) ● Whole class check. Students share their answers with their classmates and the teacher. (5 min.)
~ 25 min	Post Reading - Vocabulary expansion	Words that usually go together - In English, words that usually go together are words that are commonly found together. Students work with a partner to try to create words that usually go together using the word list (see handout)

Labor Day - Vocabulary Preview

Match up as many words and meanings as you can. Check this exercise again after seeing / listening to the words in the text.

- | | |
|---------------------------------|---|
| _____ 1. labor | a) to set up, to start something new |
| _____ 2. federal | b) work |
| _____ 3. establish | c) a live talk to an audience on a specific subject |
| _____ 4. strike (<i>noun</i>) | d) to make less severe, to make a bit better |
| _____ 5. union | e) the removal or letting go of workers (often temporary) |
| _____ 6. wage | f) relating to the central government (not state government) |
| _____ 7. layoffs | g) the refusal to work until certain conditions are changed |
| _____ 8. interfere | h) to prevent someone from doing something |
| _____ 9. ease | i) the amount of money a worker is paid (hourly/daily/monthly) |
| _____ 10. speech | j) a group of workers who come together to ensure good working conditions |

Vocabulary Preview - Answer Key

B. VOCABULARY PREVIEW

- | | | | | |
|------|------|------|------|-------|
| 1. b | 3. a | 5. j | 7. e | 9. d |
| 2. f | 4. g | 6. i | 8. h | 10. c |

Labor Day (US) - Reading

1 The first Monday of September in the US is Labor Day. This is a federal holiday observed throughout the US. Even though many schools are already back in session, most Americans think of Labor Day weekend as the unofficial end to summer. (The last day of summer is officially September 21.) It is also the beginning of football season.

2 Labor Day was officially **established** in 1894 following a nationwide **strike**. The first American labor **unions** were organized in the late 1800s during the American labor movement. Many of these **unions** were organized to protect railroad workers and miners. After the establishment of **unions**, organized **strikes** became a common way for laborers to fight for their rights in groups.

3 In 1894, workers for the Pullman railroad company near Chicago, Illinois, were striking against **wage** reductions and **layoffs**. Many of the Pullman employees chose to be part of the American Railway Union (ARU). In support of the Pullman workers, over 125,000 union railroad workers in the US joined the strike.

4 The Pullman Strike became so big in the area that the government called in the army. The workers did not appreciate the involvement of the military, and 30 people died in the conflict. There was also 80 million dollars in property damage. The strike ended shortly after the ARU was charged with **interfering** with the US mail. In an effort to **ease** relations with workers, President Cleveland declared Labor Day to be an official federal holiday.

5 Traditionally, parades and festivals were held on Labor Day to honor workers and unions. Workers gathered in communities to listen to **speeches** by union officials and government leaders about labor rights. Today it is more typical of Americans to attend backyard barbecues and fireworks displays on Labor Day weekend.

6 Canada celebrates "Labour Day" on the same Monday as American Labor Day. Other countries outside of North America celebrate International Workers' Rights Day (also called May Day) on May 1.

Vocabulary Expansion - Words that usually go together

Work with a partner to try to combine words that usually go together using the word list.
Write six words that usually go together in the chart and check your answers with your teacher.
Then write some example sentences.

Word List:

on

- minimum
- labor
- established
- interfere
- ease
- federal

- dispute
- in
- with
- the pain
- government

strike

- wage

#	Collocation	Sentence
Ex.	<i>on strike</i>	<i>The postal workers are on strike.</i>
1		
2		
3		
4		
5		
6		

Possible answers may include:

- on strike
- minimum wage
- labor dispute
- established in
- interfere with
- ease the pain
- federal government

Affordable Housing

Student Objectives:

By the end of the lesson (approx. 2 hours), students will be able to show their learning by:

- discussing vocabulary related to affordable housing.
- practice speaking skills through discussions to recommend solutions about affordable housing in the Roslindale area to a newly arrived family

Materials:

Computer and phones if possible.

One set of “card matching activity” per small group.

Affordable Housing

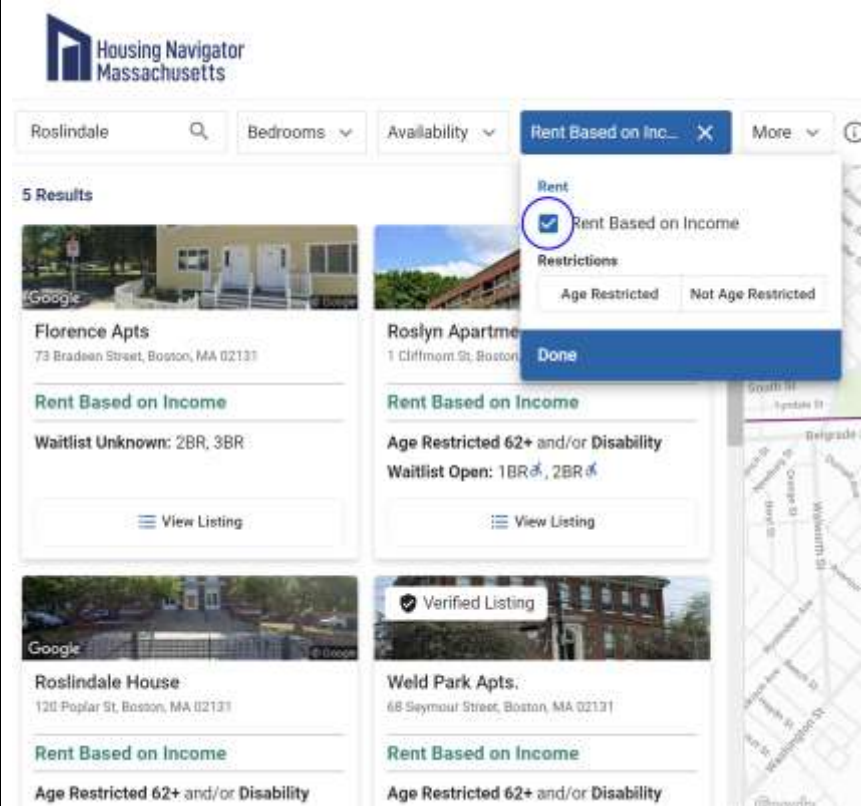
Time	Part of the Lesson	Procedure
~ 10 min	Types of Housing vocabulary	Picture Discussion: Show pictures of different types of housing (apartments, houses, condos) and ask students to describe what they see. Encourage students to share the type of building they live in.
~ 20 min.	Affordable Housing Vocabulary Discussion	YOU ALL DO (Find out what students already know) Card Matching Activity: Divide the class into small groups. Provide each group with a set of words and definitions related to affordable housing. Ask them to match the words with their meanings. Check answers with the whole class once students are done. Encourage students to give real-life examples of each word and write them on the board. (Optional: Give students time to copy the words in their notebooks.) Rent: The amount of money paid regularly to live in a property that belongs to someone else. Affordable: Within one's financial means or budget; not too expensive. Tenant: A person who rents or occupies a property from a landlord. Landlord: The owner of a property who rents or leases it to others. Lease: A written legal agreement between a landlord and a tenant for the rental of property. Subsidized Housing: Housing in which the government provides

		financial assistance to help reduce the cost for low-income individuals or families. Neighborhood: The area surrounding a particular place, often used to describe the community where a person lives.
~30 min	Speaking Practice: Discussion Cards	YOU DO TOGETHER: Prepare cards with prompts related to affordable housing in Roslindale (or write the prompts on the board) (20 min.) For example: • "What makes housing affordable?" • "What are important factors to consider when choosing a place to live?" • "What are the challenges faced by individuals or families looking for affordable housing in our area?" • "What role do you think the government should play in addressing the issue of affordable housing?" • "Do you know where to find information about affordable housing? Please give examples." • "Use your phone to check this website https://www.mymasshome.org/find Explore the options it offers. Do you think it can be useful to you, a friend or a family member? Why?" Have students discuss these prompts in pairs or small groups. Note: For the sake of time, let students choose the prompts that seem more relevant at the moment. They don't have to discuss all of them. Students share their conclusions with the whole class. Encourage students to write down any information they think will be useful for them later on. (10 min.)
10 min	Break	
~ 35 min	Speaking Practice Group Discussion	YOU DO TOGETHER: Situation: A New Family in Search of Affordable Housing A recently arrived family with young children has moved to Roslindale and is in urgent need of affordable housing. Their income at the moment does not exceed \$40,000 a year. The local community organization has reached out to your group for assistance, and you've decided to utilize the Housing Navigator Massachusetts website to help this family find suitable housing.



Divide students in small groups / pairs. Students use the Housing Navigator Massachusetts website to address the family's housing needs. Consider factors such as budget, the number of bedrooms, school locations, and community amenities. Discuss and propose recommendations for affordable housing options and available support programs that the family can access.

Note: This may be a good opportunity to show students how to show filters to get more accurate results. For example, use the Rent Based on Income filter.



Additional resources:

[Boston Home Center](#)

[Metrolist](#)

City Life/Vida Urbana ([clvu.org](#)) – Housing rights

[MAHahome.org](#) – First-time ownership

~ 15 min	Assessment - Wrap Up	Each group will present their findings, sharing the specific resources, programs, and housing options they discovered on the Housing Navigator Massachusetts website that could benefit the newly arrived family.
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Types of Housing Vocabulary



**apartment
building**



cabin



condominium



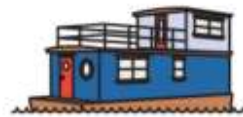
duplex



farmhouse



house



houseboat



mobile home



nursing home



row house



town house



trailer

Card Matching Activity

Rent	The amount of money paid regularly to live in a property that belongs to someone else.
Affordable	Within one's financial means or budget; not too expensive.
Tenant	A person who rents or occupies a property from a landlord.
Landlord	The owner of a property who rents or leases it to others.
Lease	A legal agreement between a landlord and a tenant for the rental of property.
Subsidized Housing	Housing in which the government provides financial assistance to help reduce the cost for low-income individuals or families.
Neighborhood	The area surrounding a particular place, often used to describe the community where a person lives.

Mental Health and Well-being (Level II – Low Intermediate)

Student Objectives:

By the end of the lesson (approx. 2 hours), students will be able to show their learning by:

- exploring and defining 'mental health'
- exploring and discussing various coping techniques.
- expressing (orally and in writing) their understanding of coping strategies and sharing personal coping strategies.

Materials:

Copies of "stressors and coping strategies chart" and "coping technique exploration" for each student.

Mental Health and Well-being

Time	Part of the Lesson	Procedure
~ 10 min	Warm up -	Brainstorming: Write the following words on the board: Mental Health Well-being Ask students to think what they mean and examples of what these involve. Then, share simple definitions: Well-being refers to the state of being comfortable, healthy, and happy. It encompasses various aspects of our lives, including physical health, mental health, and overall life satisfaction. Mental health refers to our emotional, psychological, and social well-being. It involves our ability to handle stress, relate to others, make decisions, and cope with the ups and downs of life.
~ 40 min.	Introduction: Stressors and Coping techniques	I DO - Introduce the concepts of stressors and coping. Use a T-chart on the board to show examples of stressors and coping techniques. (see below) Teacher Notes: To cope / coping: strategies and actions individuals use to deal with challenges, stress, or difficult situations in their lives.

		Stressors: factors or situations that put mental or emotional pressure on an individual. WE DO – Each student gets a copy of the Stressors and Coping Strategies chart. Go over each one and answer any questions about meaning of unknown words / pronunciation. YOU DO- Ask students to come up coping strategies for each stressor. If they are struggling to do this independently, it can be a class discussion instead. Students share their ideas with the whole class. Then add remaining strategies that were not generated from students.
10 min	Break	
~ 20 min	Reading / Speaking Coping Techniques	Coping Techniques Exploration: Make copies of the text for each student. Introduce various coping techniques, such as mindfulness, deep breathing, exercise, and talking to friends or family. Discuss each technique, its benefits, and how it can contribute to maintaining good mental health. Take a moment to guide students through a Deep Breathing exercise: Encourage students to sit in a relaxed posture, with their feet flat on the floor and hands resting comfortably on their laps or knees. Introduction: Begin by explaining the benefits of deep breathing for relaxation and stress reduction. Emphasize its ability to calm the mind and body. Guide students to take slow, deep breaths to experience the exercise fully. Steps: - Start by instructing students to take a slow, deep breath in through their nose, counting to four as they inhale. Encourage them to fill their lungs completely. - Hold the breath for a count of four, allowing the air to circulate and oxygenate the body. - Then, exhale slowly and completely through the mouth, counting to six, releasing all the air from the lungs. - Encourage students to pause for a moment before taking the next breath and to focus on the sensation of the breath entering and leaving their bodies.

		Guidance: - Offer guidance and reminders throughout the exercise, emphasizing the importance of slow, deep breaths and a relaxed posture. - Use calming verbal cues to guide students, such as "Inhale deeply... Hold... Exhale slowly..." to help them maintain the rhythm. - Encourage students to close their eyes if they feel comfortable or to focus their gaze softly downward. Students can also think of one phrase while breathing in (such as thank you) and another while breathing out (such as new day). Other word ideas: peace, love, family, etc. Duration: Repeat the deep breathing cycle (inhalation, holding, exhalation) for about 3-5 minutes. Conclusion: After the exercise, invite students to open their eyes slowly and return their focus to the classroom setting. Encourage them to notice any changes in how they feel, such as increased relaxation or a clearer mind.
~ 20 min if time, homework if not	Personal Reflection Writing	Ask students to individually reflect on a stressful situation they have faced and write about how they coped with it. Encourage them to express their feelings and the effectiveness of the coping strategies they used. PROVIDE A MODEL: You can provide a sample text like the one below or your own. Make students aware that you included the situation, the coping techniques and how that made you feel afterwards. <i>Moving to a new country was a bit hard and exciting. I felt different and missed my friends and family. To feel better, I wrote about my feelings in a journal and joined groups to make new friends. Talking to my family on the phone also helped me not feel so alone. Even though my stress was high, my mental health was strong, so I felt really happy in my new home!</i> INDIVIDUAL WORK: Students work individually. Provide ample time and support while monitoring students' work.

~ 15 min	Group sharing and Assessment	Invite students to share their personal reflections with a partner or in small groups if they want to. Teacher Notes: You can take your students' personal reflections and provide more feedback on spelling and grammar during the following class.
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Stressors and Coping Strategies (Student Version)

Stressors	Possible Coping strategies
Workplace Demands: High workload, tight deadlines, or challenging work environments can contribute to stress.	-
Relationship Challenges: Conflicts with friends, family, or romantic partners can impact mental health.	-
Financial Challenges: Money-related concerns, such as debt or financial instability, can be stressful.	-
Health Issues: Dealing with personal or family health problems can be emotionally challenging.	-
Social Isolation: Feeling lonely or isolated from social connections can impact mental well-being.	-
Life Transitions: Major life changes like moving, starting a new school, or job transitions can be stressful.	-
Community Crisis: Health emergencies (such as COVID), war, neighborhood violence, racism.	-

Answer Key for Teachers:

Stressors	Possible Coping strategies
Workplace Demands: High workload, tight deadlines, or challenging work environments can contribute to stress.	- communicate with supervisors and colleagues - look for a new job if things do not improve
Relationship Challenges: Conflicts with friends, family, or romantic partners can impact mental health.	- set expectations and express needs - listen actively and practice empathy
Financial Challenges: Money-related concerns, such as debt or financial instability, can be stressful.	- look for financial advice or assistance, such as free workshops from the city of Boston
Health Issues: Dealing with personal or family health problems can be emotionally challenging.	- practice healthy habits and maintain a healthy lifestyle
Social Isolation: Feeling lonely or isolated from social connections can impact mental well-being.	- attend community events or clubs
Life Transitions: Major life changes like moving, starting a new school, or job transitions can be stressful.	- focus on the present and what can be controlled
Community Crisis: Health emergencies (such as COVID), war, neighborhood violence, racism.	- get vaccinated - volunteer/help family members - register to vote or encourage family to - listen to other leaders and organizations that are helping

*another note, consider explaining that low stress and low mental health leads to a state of feeling “just okay,” but high stress and low mental health leads to a state of feeling “upset or unstable” while high mental health, regardless of stress level, can lead to a sense of wellbeing

Coping Techniques

Mindfulness:

Mindfulness means paying full attention to what's happening right now without judging it. You can do this by trying activities like meditation, deep breathing, or just noticing your thoughts and feelings. It helps to reduce stress, make you more aware of yourself, and improve focus, all of which are good for your mental well-being.

Deep Breathing:

Deep breathing is when you take slow and careful breaths to help calm your body and reduce stress. Breathe in slowly through your nose and then breathe out slowly through your mouth. This can relax you, lower your blood pressure, and ease feelings of tension or anxiety, making your mind feel clearer and calmer.

Step-by-Step Procedure for Deep Breathing Exercise:

- Take a slow, deep breath in through the nose, counting to four as you inhale. Fill your lungs completely.
- Hold the breath for a count of four, allowing the air to circulate and oxygenate the body.
- Then, exhale slowly and completely through the mouth, counting to six, releasing all the air from the lungs. Pause for a moment before taking the next breath and focus on the sensation of the breath entering and leaving your body.
- Repeat the deep breathing cycle (inhalation, holding, exhalation) for about 3-5 minutes. You can accompany inhalation with a word, like peace, and the exhalation with a word, like thank you. Choose a word(s) for you, today.

Exercise:

Doing physical activities is a strong way to cope with stress and it's good for your mental health. Whether it's taking a brisk walk, working out at the gym, or playing a sport you like, exercise helps your overall well-being by taking care of both your body and mind.

Talking to Friends or Family:

Sharing your thoughts and feelings with people you trust, like friends or family, is a way to express yourself and get support. When you talk openly, it helps build connections, as you feel that others listen and understand you. This social support is important for managing stress, as it gives different perspectives. And in return, by listening and giving support, you participate in a mutual exchange that strengthens these relationships over time.