

The Stress and Problem Solving Programme Sensitization Manual

**Sensitization activities to increase
mental health awareness and
generate appropriate referrals**

English



Table of Contents

Stress and Problem Solving Manual

INTRODUCTION	4
SECTION I: ENGAGING THE PRINCIPAL	5
Objectives	5
Outcomes	5
Methods	5
Making an appointment	5
Materials	5
Duration	5
Checklist for points to be covered in the meeting	6
Script for engagement	6
SECTION 2: ENGAGING TEACHERS	9
Objectives	9
Outcomes	9
Methods	9
Materials	9
Duration	9
Checklist for points to be covered in the meeting	10
Script for Teachers	10
Posters and Drop-Box	12
SECTION 3: CONDUCTING CLASS-WISE SENSITIZATION SESSIONS WITH STUDENTS	13
Objectives	13
Outcomes	13

Methods	13
Classroom Sensitization Session	13
Making appointments	13
Materials	14
Preferred setting	14
Checklist for points to be covered in the session	14
Sensitization session structure and scripts	14
SECTION 4: ENGAGING PARENTS	17
Objectives	17
Outcomes	17
Methods	17
Materials	17
Duration	18
Checklist for points to be covered in the meeting	18
APPENDICES	19
Appendix A- FAQ for Teachers, Principal and Parents	20
Appendix B- FAQ-Students	21
Appendix C-Self referral forms	22
Appendix D-Posters	27

Introduction

The overall aim of the awareness generation activities is to create optimal conditions within schools for acceptable, feasible and effective delivery of the program. The specific objectives are detailed below:

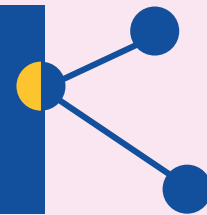
1. To generate appropriate referrals from students;
2. To enhance engagement with the topics of mental health and psychological help-seeking;
3. To decrease stigma associated with these topics;
4. To build trust and support between the counsellor and the rest of the school staff/students

These activities are designed to be delivered in schools and to fit within the school timetable. They can be delivered by a 'counsellor' with no/limited previous

experience or prior knowledge of mental concerns, after completing a brief training program. They require a few resources that are commonly available in school settings including a room that can hold a group of 30-50 individuals, laptop, projector and speakers.

If required, this intervention can be delivered remotely via internet-based platforms (e.g. Zoom, Google Meet). The remote delivery of sensitization requires the following resources for both the provider and audience: devices (mobile/ computer) with a steady internet connection, link to access scheduled sessions through internet-based platforms, speakers, microphone (if built-in mic is not available). These resources are routinely used as part of online classes conducted by schools.

Note: This manual will detail how these activities are to be carried out in a face-face school setting. As described above they, i can also be delivered remotely if needed.



Target Population

Students from secondary and senior secondary schools

Structure Of Activities

The awareness generation activities will be carried out at the school level and at the single classroom level. The school-level activities comprise the following:

1. Briefings with school staff (principal and class and subject teachers);
2. Placing posters with information about the program in convenient and visible locations (e.g. outside the counsellor's room)

The classroom-level activities comprise a single session with each class section involving the use of audio visual material (videos) to present information on common adolescent mental health problems, provide information on self-help, the purpose and process of the 'Stress and Problem Solving Programme', and ways of accessing help within the school setting.

01.

Engaging The Principal

Objectives

The school principal will be informed about the plan of activities via a meeting with the counsellor.

The objectives of this meeting are to:

1. Introduce the broad outline of the program and its target population;
2. Reduce stigma or expressed inhibitions to the counselling;
3. Brief the principal about activities, including a description of sensitization activities and counselling methods;
4. Obtain verbal consent for the same

Outcomes

The school principal will be informed about the plan of activities via a meeting with the counsellor.

The objectives of this meeting are to:

1. Introduce the broad outline of the program and its target population;
2. Reduce stigma or expressed inhibitions to the counselling;
3. Brief the principal about activities, including a description of sensitization activities and counselling methods;
4. Obtain verbal consent for the same

Methods

Materials required

1. Frequently asked questions [APPENDIX A]
2. Mobile device with the game so it can be demonstrated(where relevant)
3. Sample copies of any materials to be used with students (e.g. booklets,self screening form, posters etc)
4. Classroom Sensitization video

 Duration: 30 minutes



Checklist for points to be covered in the meeting

- Introduce yourself
- Provide information about aims and intended participants of the ‘Stress and Problem Solving Programme’
- Provide information on plan of sensitization activities with students and teachers
- Provide information on referral methods (i.e. self-referrals)
- Provide information on methods of the “Stress and Problem Solving Programme”
- Seek permission for any activities to be conducted (e.g. putting up posters to advertise the programme, setting up a drop box to collect self referrals)
- Go through FAQ (APPENDIX A) if the principal has any questions.

Script for engagement

Thank you for giving us the time for this meeting.

I am and work as a (counsellor/ teacher) and I wish to speak to you today about the Stress and Problem Solving Programme.

Through this program we aim to help all students who face emotional problems like feeling anxious, sad, or angry; behavioural problems like getting into fights or bunking school/not following other school rules; and having relationship issues with peers and/or family members. We do this by teaching them problem solving skills. We can show you a short video for you to understand more. (Preview ‘Classroom sensitization Video’ LINK <https://drive.google.com/file/d/1Y2NoMYf-NTjuNekYgxWZf7nNZlg88E98/view>)

I would like to give you an overview of our plans for this academic year. Our program’s focus will be on students

from secondary and senior secondary school as research has shown that older adolescents are more receptive to/understand the content of our program better.

As part of our introduction to the students, we would like to meet with all class divisions separately. In these class-wise meetings, we will inform the students about the programme, and encourage students to refer themselves. The classroom meetings will be supported by specially designed videos, which we will show to the students in order to capture their interest and raise awareness about the topics of mental health and how to seek help for their problems as well as about our program.

We will individually assess the needs of each referred student and will offer them the program on a first come first serve basis.

If delivering the POD Adventures app	If delivering the face-face individual counselling
<p>The Stress and problem solving programme is delivered through the use of a mobile phone game over 4 sessions conducted in either one-to-one or small group sessions of up to 6 students. The game will only be used within the school premises under the supervision of a counsellor and is not permitted to be taken home. This phone contains no other information except the game and therefore cannot be used by the student for any other purpose. [Provide a demo of the game]</p> <p>The intervention is being presented to students as a game to increase their engagement and make it interesting and fun for them. However while playing this 'game' they will be learning important skills of problem solving and how to go about dealing with their past, present and future problems. Students will not get addicted to the game as it does not have any of the 'addictive' components that typical games have such as a top scores or leader boards.</p>	<p>The Stress and problem solving programme is delivered individually and face- face where the student will meet with the counsellor up to 6 times over the course of 2-4 weeks.</p>

► *(If the principal has further questions or wants more detail please refer to the FAQ-APPENDIX A)*

If you are evaluating the programme

This program is part of a research study helping us understand the potential benefits of this program for students. We shall first explain the details of the program to the student and request their permission to participate in the program. We shall then ask the student if we can approach their parents to provide them with information about the program and the research study and ask for their permission for their child to participate. We will collect this information from participating students and their parents in convenient locations, according to their preferences; this could be inside school or else at home/another convenient location.

A student can at any time decline participation in the research study and in the program. Our primary objective is to provide students with adequate help/ resources for their problems. If a student declines participation in the

study but still wants to take part in the program, they can do so.

We will be obtaining consent/assent from the students as well as parental consent where applicable (where the students are under 18 years of age) for our research. A sample of these consent/assent documents will be provided to you, as well as additional information about our program and the game.

I would like to request your kind assistance in the following areas, so that we can implement our program most effectively.

1. We would like to have orientation meetings with the teachers so that we/I can inform them about our program for their own knowledge and awareness. We can do this in small groups or in one large group.
2. We will also be meeting for students from secondary and senior secondary school in batches as I mentioned earlier. There will be a 30-minute classroom session. This will provide an interactive session that (a) allows the students to learn first-hand about the program, (b) informs them about how to take part in the program, and (c) offers a chance for students to ask specific questions.
3. Can you suggest locations to place posters for publicizing our program? We would like to place one poster outside the counsellor's room if possible.
4. May we have permission for using/setting up a projector and audio-speakers to show students our video during the classroom sessions? We would also like to use the same to show the teachers the video during our session(s) with them.
5. We would also like to set up a system so that students can refer themselves through a drop box. May we have permission to install it outside the counsellor's room during working hours? Let me know if you have questions/suggestions.



02.

Engaging The Teachers

Objectives

1. To introduce the broad outline of the program and the target population;
2. Provide information regarding common adolescent mental health problems;
3. To explain how the ‘Stress and Problem Solving Programme’ is conducted; and
4. To establish systems for ongoing collaboration and communication

Outcomes

The intended outcomes of these meetings are:

1. Teachers will have a clear understanding of the program and how it can be used to help students who are facing problems;
2. Teachers will be able to sensitively encourage appropriate self-referrals directly from students; and
3. Teachers will be able to understand the importance of privacy and confidentiality for referred students in the program.

Methods

Materials required

1. Frequently Asked Questions [APPENDIX A]
2. Mobile device with the game so it can be demonstrated(where relevant)
3. Sample copies of any materials to be used with students(e.g. booklets,self screening form, posters etc)
4. Classroom sensitization video

 Duration: 20-30 minutes

Checklist for points to be covered in the meeting

- Introduce yourself to the teachers
- Provide information about the aims of and the intended participants of the 'Stress and Problem Solving Programme'
- Provide information on plan of sensitization activities with students
- Screen classroom sensitization video
- Provide information on programme
- Request their assistance and cooperation for the above activities
- Go through FAQ (APPENDIX A) if teachers have any questions

Script for teachers

The script provided below is a simple script that can be used or modified as needed, when addressing teachers. We have also included an [Optional Powerpoint](#)

[presentation](#) for your reference, with content that accompanies the slides.

Powerpoint presentation content

Hi everyone! Good morning. Thank you for taking time out to attend this meeting.
I am(introduce yourself)

The main purpose of our session today is to provide you with an overview of the programme, our plans for the current academic year and to seek your support in making this programme as helpful as possible for the students at your school.

Stress and different kinds of mental health problems like anxiety, depression or behavior-related problems are very common among adolescents today. In India, mental health problems are in fact the biggest health problem for students.

Screen classroom sensitization video

As I am sure you know from your experience, when students are stressed, or having problems in one part of their life, it makes it really hard for them in other parts as well.

- Would any of you like to share what you think are other common problems facing students in this age-group today?
- How do you think experiencing emotions like stress, anger, sadness etc. can impact a student's daily life?

The Stress and Problem Solving Programme is designed to help all students to build problem-solving and stress management skills so that they can deal with the stresses of life and stay mentally well and achieve their potential.

Who is it for?

This programme is for students from secondary and senior secondary school. Any students refer themselves to our programme - the skills they will learn are helpful for students facing anxiety or depression as well as students who might just need a little extra help to cope with a stressful life event. If there are students who you think might benefit from the programme, please feel free to have a quiet word with them and suggest that they refer themselves.

The Stress and Problem Solving Programme begins with a classroom-wise introduction. In these class-wise meetings, we will inform the students about our work, and encourage students to refer themselves/take part in our program. The classroom meetings will be supported by specially designed video we just saw, which we will exhibit to the students in order to capture their interest about our programme and raise awareness about the topics of stress and mental health and what they can do if they're having problems. The programme will then be open to all students on a first come first served basis.

Following self-referral, they will start the program with the counsellor. If we find a student with a higher level of need than what we can offer help with, we will externally refer the student to a counselling service outside after discussing it with them first.

If delivering POD Adventures

As I mentioned earlier, this programme is also delivered through the use of an educational learning game called 'POD Adventures'. This has been specially designed in alignment with international best practices and standards for school mental health programmes. This game will be offered as part of sessions through mobile phone devices that can only be used within the session and on school premises under the supervision of the counsellor. These are strictly not permitted to be taken home or outside the session. The programme phones do not contain any other information or apps, and therefore cannot be used by the student for any other purpose. I would like to tell you a little more about the game through a short video

[Show trailer of app].

This programme is being presented to students in this manner to make it more appealing and make it interesting and fun for them. However, while playing this 'game' they will be learning important skills of problem solving and how to go about dealing with their past, present and future problems. Students will not get addicted to the game as it does not have any of the 'addictive' components that typical games have such as a top score or leader boards. I know this is a concern many teachers and parents have and we want to be clear that we took a lot of care to ensure that the game is safe, are there any questions about this?

 *(If the teachers have further questions or want more detail please refer to the FAQ - APPENDIX A)*

If delivering POD Adventures

The whole programme is designed to be delivered in just 4 sessions over 2 weeks. The intervention can be delivered individually or in groups of up to 6 students. Each session lasts 30 minutes or so and so the total duration of the programme is only 3 hours.. I realise this does not sound like much, however it can be difficult for students to miss their lessons and we have designed this programme to minimise the students' absence from class while also ensuring they get enough time to learn the skills that this programme will teach. For this, we would really need your support!

If delivering face-face counselling(step 1)

The stress and problem solving programme is delivered individually and face- face where the student will meet with the counsellor up to 6 times over the course of 2-4 weeks

So to recap, our aim is to help students build life skills in problem solving and stress management so that they can lead happy and productive lives.

The role of the teachers and school is crucial in helping students to get the help they need and our programme cannot be effective without your help! As I mentioned earlier, students will be required to attend up to 6 sessions over a maximum of 3 weeks, and this may require students to be excused from a few of their classes in order to attend. As much as possible, we try to have sessions during the non-academic/games period/ library period/ other free periods. For other periods, we will take necessary permission from teachers before scheduling sessions. We would really appreciate your cooperation in permitting students to attend and if there are any concerns that might arise, please let us know and we will do our best to work around these. Please remember, it is only Students will be reminded ahead of scheduled sessions by a method of their choosing, for e.g. using 'reminder slips' which can be passed along to them by a peer, the counsellor reminding them in person etc. If you have any suggestions for how to make this easier, do let us know.

Posters and Drop Box

Drop box

A drop box will be located outside the counsellor's room. The primary objective of the drop box is to facilitate discreet self-referrals from students. The drop box may be permanently secured or else brought into the counsellor's room at the end of each day for safekeeping, depending on the permissions received in each school. The counsellor will inform students during classroom briefings that they can register their interest in the program by depositing a completed self-referral form (see Section 3.3) or by writing their name, class and roll number on a slip of paper, and then depositing this slip in the drop box. Their included contact details will then be used to approach individual students.

Posters

The primary objective of displaying posters on school premises is to provide information and create awareness about how, when and where students can seek help from the counsellor. The posters will be placed in strategic locations like notice boards, corridors and outside the counsellor's room, subject to permission from the principal.

03.

Conducting Class-Wise Sensitization Sessions With Students

Objectives

1. To introduce the counsellor to the students;
2. To generate awareness and normalize experiences related to common adolescent stressors and mental health difficulties;
3. To generate awareness about the availability and methods of the school 'Stress and Problem Solving Programme', and when/how students can seek help for their problems;
4. To provide assurances about confidentiality; and
5. To establish efficient and acceptable routes for self-referral.

Outcomes

The intended outcomes of these meetings are:

1. Enhanced student engagement and reduced stigma associated with the topics of mental health and psychological help-seeking;
2. Increased awareness about the purpose and availability of help seeking among students;
3. Established rapport between staff and students; and
4. Generation of self-referrals from students

Methods

Classroom sensitization Session

The counsellor will address each division of the secondary and senior secondary school classes separately.

Making appointments

Appointments for selected divisions will be scheduled after a discussion with the liaison teacher.

Materials

1. [Student sensitization ppt](#)

Note: This presentation has been used to facilitate interactive classroom sensitisation sessions. It is an optional tool. If you do not wish to/are not able to screen the ppt, you can also use the script and checklist below to conduct the session

2. Classroom sensitization video

3. App trailer video

4. Self-referral forms: English (APPENDIX C)

5. Frequently asked questions (Students) (APPENDIX B)

Preferred Setting

Individual classrooms.

Checklist for points to be covered in the meeting

Note: A fidelity checklist is a commonly used progress monitoring tool that a counsellor can use in this case to ensure that they have covered all the steps required to successfully deliver a classroom sensitisation session. This tool can also be used during peer supervision meetings and can be edited to suit your needs.

- Introduce yourself
- Introduce Stress and Problem Solving Programme
- Brief Q&A on stress
- Brief Q&A on problems
- Explain coping and self care mechanisms
- Introduce classroom sensitization video
- Screen classroom sensitization video
- Talk about the game(where relevant) and explain how the program works
- Show app trailer video(where relevant)
- Specify what program doesn't cover

- Specify confidentiality
- Provide information on referral methods (i.e. self-referrals)
- Introduce self-referral form and how to fill it
- Introduce the drop box(using a photo of drop box or actual drop box)
- Provide information on counsellors working days and hours in the school
- Go through FAQ (APPENDIX B) if students' have any questions

Sensitization session script

Content of script

Slide 1

Hello everyone!

My name is ... and I am here today to tell you about a stress and problem solving programme that I am delivering in your school for the next year

Slide 2

What is stress?

Does everyone feel stress?

What sorts of things stress you out?

Slide 3 and 4

Types of problems

What are some common problems that you face?

How does it affect you?

As well as stress, what other sorts of emotions might you feel if you have these kinds of problems?

When you have a problem and you are feeling stressed, what impact does that have on your life?

When you have stress or problems, how do you cope?

Slide 5

STRESS and PROBLEMS can impact

- How we think and feel
- Decisions we make
- Mistakes or forgetting things
- Personal relationships
- Our productivity

Slide 6

Screen classroom sensitization video

If using POD Adventures

Slide 7

This app has been co-designed in BY students just like you to help
We have taken this feedback to make a program that can help with all the types of problems and stressful situations you just described
The app is designed to help you deal with and manage the problems that are important to you, both serious complicated problems and common problems that we all might face

Slide 8-Features of the app

Interactive app with different sections
Each section teaches you a different skill
There are stories based on common problems that many students face as well as a personalised section where you can work on whatever issue is most important to you
Our counsellor(s) are there throughout to provide support where-ever you need it and everything is of course completely private and confidential

Slide 10

The counsellor will talk to you about your problems
You will receive useful booklets with stories, tips and practice sheets
The counsellor is there throughout to provide support where-ever you need it and everything is of course completely private and confidential

Slide 11 and 12

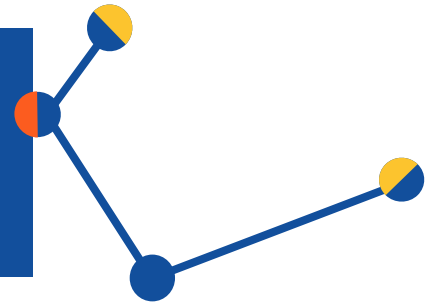
I will also be handing out a short form to everyone [gesture to the one-page self-referral form. This is for you to fill yourself if you want to. If you are interested in taking part in our program, you can fill out this form with your details, and then you can come and give it to us personally or put it in the drop box. You can put the whole form in the drop box or you can tear out this part with your name and other details
If you misplace the form and still want to refer yourself, you can write your name, class and roll number on a slip of paper and put it in the drop box. We will then follow up with you.



04.

Engaging Parents

Note: Parental involvement in school activities has been largely non-existent for the targeted student population. Should the Principals wish, the team can organize an orientation session for the parents in the school, along the same lines as the teacher orientation so that parents are aware of the program.



Objectives

1. To introduce the broad outline of the program and the target population;
2. Provide information regarding common adolescent mental health problems;
3. To explain how the “Stress and Problem Solving Programme” is conducted; and
4. To establish systems for ongoing collaboration and communication

Outcomes

The intended outcomes of these meetings are:

1. Parents will have a clear understanding of the program and how it can be used to help their children if and when they face any problems;
2. Parents will be able to sensitively encourage their children to refer themselves to the program ; and
3. Parents will be able to understand the importance of privacy and confidentiality for referred students in the program.

Methods

Materials required

1. Frequently Asked Questions [APPENDIX A]
2. Mobile device with the game so it can be demonstrated(where relevant)
3. Sample copies of any materials to be used with students(eg booklets,self screening form, posters etc)
4. Classroom sensitization video



Duration: 20-30 minutes

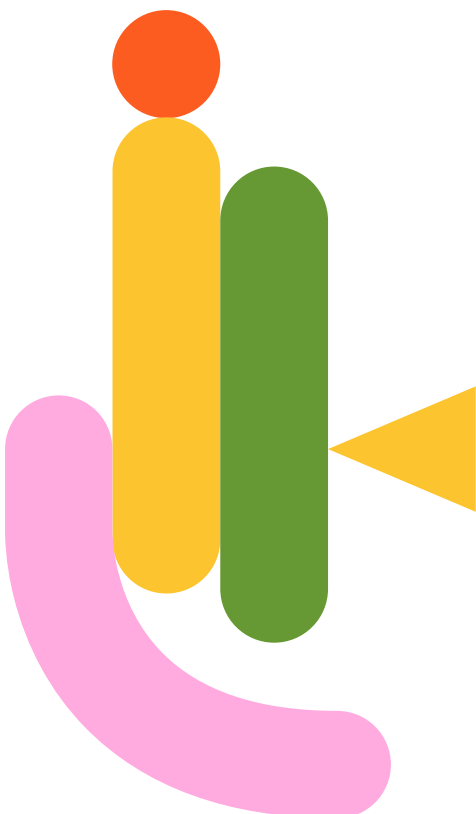


Checklist for points to be covered in the meeting

- Introduce yourself to the teachers
- Provide information about the aims of and the intended participants of the “Stress and Problem Solving Programme”
- Provide information on plan of sensitization activities with students
- Screen classroom sensitization video
- Screen app trailer video(where relevant)
- Provide information on program
- Request their assistance and cooperation for the above activities

The same script and modified version of the sensitization ppt for teachers, can be used for the session with the parents.

▶ *Go through FAQ (APPENDIX A) if parents have any questions*



APPENDICES

Appendix A

Frequently Asked Questions – Sessions For Principal Or Teachers Or Parents

Q.) What kinds of problems can your program help with?

A.) Emotional problems such as feeling anxious, nervous; relationship problems like family issues, difficulty with parents, peer problems, peer pressure issues; behavioural issues like getting into trouble with school and teachers, with parents at home, discipline issues etc.

Q.) Are there any problems your program does not cater to?

A.) We are not dealing with problems solely related to academic performance, such as problems with learning, difficulty in reading and writing, or difficulty in one particular subject. We are focusing on emotional, behavioural and psychosocial problems, which may impact learning and their progress in school.

Q.) How does problem solving help as a technique/ what is problem solving?

A.) When under stress, individuals may feel overwhelmed by problems and unable to see solutions. PS is a technique that helps individuals to identify problems that may be open to change, generate potential solutions and then put these into practice as a way to cope better. The aim is to provide a child with lifelong coping skills which he/she can use in other stressful situations. Following a series of structured steps, an individual learns how to identify their problems, consider solutions to solve/deal with the problem and then put a chosen solution into practice. In this way students can eventually get into a habit of generating their own solutions for problems as they emerge.

Q.) Why are you not providing services to students of all ages?

A.) Based on the prior experience of this program being run (schools can reference Sangath's PRIDE program and published academic papers) the research has shown that this age group is where the maximum number of referrals have been received from students. It is also the age group that was best able to understand the program.

Q.) Have you tested /used this application/game before?

A.) Yes, this program (both the app and the face-face counselling) have been tried out before with successful result

Q.) How can we be sure that this game will not be addictive?

A.) The components of games associated with addiction are games which can be played repeatedly with highly reinforcing rewards and/or competitive gameplay. The app is designed to have brief single-use 'games' (which teach important problem solving skills) and does not have competitive elements such as top scores or leader boards. The app contents are completed within 4 30 minute sessions.

Appendix B

Frequently Asked Questions – Sessions For Students

Q.) What happens when I share my problems? Will you tell anyone else what I have told you? Who all will know about my problems if I share them with you?

A.) All information/problems you discuss with us will be kept confidential. The information you enter into the game will be kept confidential as well. In case of any risk to you or others, another adult (e.g. your parents and/or teachers) will be made aware of the situation only after first discussing this with you.

Q.) What happens next after this group session?

A.) If you feel like you might benefit from learning new ways of coping with problems and reducing stress/tension, and would like to try out the game, then please come and see us individually – either after this session, or else at another convenient time at our room (give room number again). You can fill out the form and put it in the drop box outside the counsellors room. We will then follow up with you to discuss this further.

Q.) What if this game/program doesn't help?

A.) I hope that the game will be able to provide you with helpful ways in which to cope better with your problems. However, if you find that even after that, your problems are not getting any better, then you can come back and see us again and we can discuss in more detail, what to do next to help you.

Q.) What if I have study difficulties?

A.) Lots of times when students face problems like sadness, anger, peer problems, family difficulties or difficulty in school, it has an adverse effect on studies. You may not be able to concentrate on your studies or may lose interest in them. If this is the case, then our program may help you to cope better with stress-related problems that are also causing interference with your school work.

However, if you specifically have problems with learning in a particular subject or face problems in reading and writing, find English or Maths hard, do not understand Chemistry equations, etc, then our program may not be the first option for getting help. We also do not provide career counselling. In such cases, we would advise you to talk to a teacher instead.



Appendix C

Self-Referral Form: English And Hindi

FEELING STRESSED?

MANY YOUNG PEOPLE EXPERIENCE STRESS AT SOME POINT IN TIME...

WE ALL HAVE OUR OWN
WAYS OF FEELING BETTER ...

BUT SOMETIMES, WE MAY
NEED A LITTLE EXTRA HELP...



IF YOU FEEL LIKE YOU ARE EXPERIENCING STRESS AND YOU CAN BENEFIT FROM SEEING A COUNSELLOR, PLEASE COMPLETE THE QUESTIONS BELOW-

If there is a problem and it has been present for more than a month, you can give this completed form to a member of our team or put it in the drop box and one of us will follow up with you.

All the information you provide will be kept confidential.



NAME:

CLASS:

DIVISION:

DATE:



















Do you have any problems that are causing you stress?

Yes No

Has this problem been present for more than 1 month?

Yes No

MYTH VS FACT

 <p>Going to counselling means you're crazy!</p> 	 <p>People go to counselling for all sorts of reasons, and to deal with stress and problems.</p> 
<p>SCHOOL COUNSELLOR</p>  <p>Asking for help is shameful.</p> 	 <p>It takes a lot of courage to seek help, and it is a great way to start feeling better. Everything you say in counselling is confidential.</p>  
 <p>It's my fault I'm this way so I need to change on my own.</p> 	 <p>It's not your fault if you are experiencing problems. There are many things that you can do on your own to feel better, but sometimes people need extra support from counsellors.</p> 
 <p>Everyone has difficulties in their lives - it's no big deal! There is no need for counselling.</p> 	 <p>Sometimes difficulties can last for a long time and may affect your health. Counselling can help you if you feel this way.</p>  

Counselling helps you learn new ways to deal with your problems.

START →



Speak to your school counsellor today!

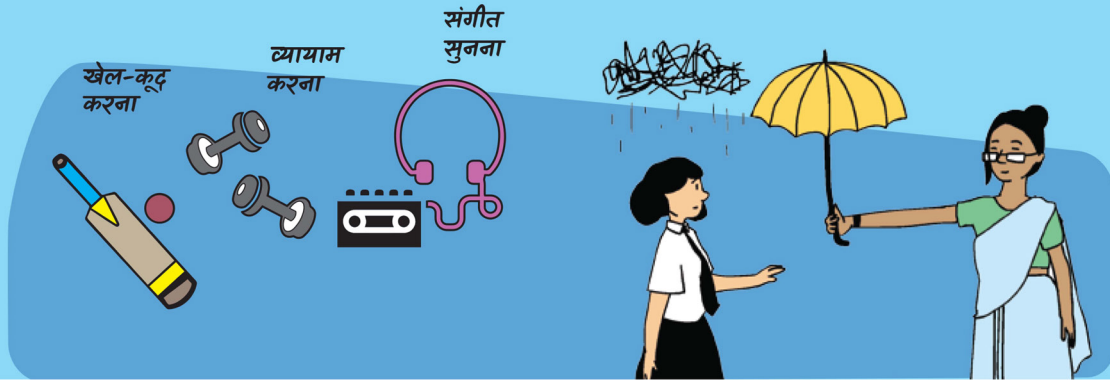
COUNSELLOR ROOM

कोई परेशानी?

कई युवा लोग किसी समय पर तनाव महसूस करते हैं।

हम सभी के पास बेहतर महसूस करने के अपने तरीके हैं...

कभी-कभी, हमें थोड़ी और सहायता की जरूरत हो सकती है।



अगर आपको लगता है कि आप तनाव महसूस कर रहे हैं और आपको काउंसलर से मिलने से फायदा होगा, तो कृपया नीचे दिए गए प्रश्नों को पूरा करें।

अगर कोई समस्या है और यह एक महीने से अधिक समय से है, तो आप इस फॉर्म को भर कर हमारी टीम के सदस्य को दे सकते हैं या इसे ड्रॉप बॉक्स में डाल सकते हैं और हम में से एक आपसे आकर मिल लेंगे।

आपके द्वारा दी गई सारी जानकारी गोपनीय रखी जाएगी।



नाम:

कक्षा:

सेक्शन:

तारीख:

क्या आप किसी भी समस्या के कारण परेशान हैं?

हाँ नहीं

क्या यह समस्या 1 महीने से ज्यादा समय से महसूस कर रहे हैं?

हाँ नहीं

गलत

सही



काउंसलिंग पर जाना मतलब आप पागल हो!



SCHOOL COUNSELLOR



मदद मांगना शर्म की बात है।



यह मेरी गलती है की मैं इस तरह हूँ इसलिए मुझे अपने आप को बदलने की जरूरत है।



हर किसी को अपने जीवन में कठिनाइयों का सामना करना पड़ता है- यह कोई बड़ी बात नहीं है! काउंसलर की कोई आवश्यकता नहीं है।



लोग बहुत कारण से काउंसलिंग के लिए जाते हैं, और तनाव और समस्याओं के साथ मदद पाने के लिए।



मदद लेने के लिए बहुत साहस लगता है, और यह बेहतर महसूस करने का एक अच्छा तरीका है। काउंसलिंग में जो कुछ भी आप कहते हैं वह गोपनीय रखा जाता है।



यदि आप समस्याओं का सामना कर रहे हैं तो यह आपकी गलती नहीं है। खुद की सहायता करना अच्छा है लेकिन कई लोगों को काउंसलर से अधिक मदद की जरूरत है।



कभी-कभी कठिनाइयों से हमारे स्वास्थ्य पर असर पड़ सकता है और हमें मदद की आवश्यकता हो सकती है। अगर आपको ऐसा लगता है तो काउंसलर से मदद मिल सकती है।



काउंसलर आपकी समस्याओं से निपटने के नई तरीके खोजने में आपकी मदद करते हैं।

शुद्ध →

अपने स्कूल काउंसलर से आज ही बात करें!

काउंसलर का कमरा

FEELING STRESSED?

MANY YOUNG PEOPLE EXPERIENCE STRESS AT SOME POINT IN TIME...

WE ALL HAVE OUR OWN
WAYS OF FEELING BETTER ...

BUT SOMETIMES, WE MAY
NEED A LITTLE EXTRA HELP...



If you feel like you are experiencing stress and would like to take part in our program, please fill out the details below, please complete the form below

You can give this completed form to a member of our team or put it in the dropbox and one of us will follow up with you.

All the information you provide will be kept confidential.

Please fill out the details below.



NAME: _____

CLASS: _____ **DIVISION:** _____

DATE: _____

Appendix D

Posters: English And Hindi

DEAR STUDENT,

Are you feeling stressed out?
Are you looking for help with managing problems at home, with friends or at school?

DEAR PARENT,

Is your child experiencing stress or having problems at home or school?

IF SO, YOU MIGHT BENEFIT FROM OUR SCHOOL COUNSELLING SERVICE. COME AND TALK TO A MEMBER OF OUR TEAM TODAY!

You can write down your name and class, or the name and class of your child and put it in the drop-box which is outside the counselling room.

Name:
Available at:
Days:
Timings:

A MEMBER OF OUR TEAM WILL FOLLOW UP WITH YOU/YOUR CHILD.

All enquiries will be kept confidential.

प्रिय छात्र,

क्या आप तनाव महसूस कर रहे हैं? क्या आप घर पर, दोस्तों या स्कूल से सम्बंधित समस्याओं के साथ मदद चाहते हैं?



प्रिय माता-पिता,

क्या आपके बच्चे को तनाव महसूस हो रहा है या घर, स्कूल में समस्याएं आ रही हैं?

यदि हाँ, तो आपको हमारी स्कूल काउंसलिंग सेवा से लाभ हो सकता है। आज ही हमारी टीम के एक सदस्य से बात करें!

आप अपना नाम और कक्षा, या अपने बच्चे का नाम और कक्षा को लिख सकते हैं और इसे ड्रॉप-बॉक्स में डाल सकते हैं जो काउंसलिंग कक्ष के बाहर है।

नाम :
कहाँ पर मिलना है :
दिन :
समय :

हमारी टीम के एक सदस्य आपसे या आपके बच्चे से मिल लेंगे ।

सभी पूछताछ गोपनीय रखी जाएगी।

