

# BEHIND HAPPY FACES

## PI KAPPA PHI - KEY



**LEARNING OBJECTIVES:** These outcomes show what knowledge and skills participants should gain from the lesson. It is crucial you review the goals of the lesson with the members so they know what they will learn.



**HANDOUT:** It is time to distribute a handout/materials to participants. These can be found at the end of each lesson if it includes a handout. Make copies in advance!



**WRITE ON FLIP CHART:** The main points are included in PowerPoint presentations. In the event you do not have access to a computer/projector, write examples and instructions on flip chart paper in the front of the room.



**GROUP DISCUSSION:** It is time to prompt participants with questions or dialogue for group discussion.



**INTERACTIVE ACTIVITY:** It is time for an activity, like scenarios or a game. These activities help participants feel more connected to the information.



**INSTRUCTIONS:** Read information or directions aloud to the groups.



**WATCH THE VIDEO:** Each lesson includes videos to help introduce the topic and engage viewers to take part in the lessons. It is important to make sure you test them in advance to make sure the video and audio work on your technology—either DVD player or computer and speakers.

## Lesson 3: Changing Ineffective Coping

The *Changing Ineffective Coping* lesson explains the differences between effective and ineffective coping and allows members to further examine how they are addressing issues in their lives. Changing coping mechanisms can be a long process that requires awareness and effort. The process of changing coping requires one to build new pathways in the brain to break old behaviors/habits. Changing coping can help a person gain positive emotional growth.

### Facilitator

To facilitate this lesson effectively, it is helpful to have experience or training as a facilitator in others areas of campus life. If you have a member who is or has been a resident assistant, student organization leader, peer advocate, or is studying to be a teacher, he could be an excellent facilitator for this program.

### Time needed:

20 minutes



### Objectives:

- State a definition of coping.
- Differentiate between effective and ineffective coping.

### Setting:

- Choose a room that offers a lot of open space for small groups to be able to spread out and not be distracted by others. Members will need to be able to either sit and gather on the floor or move chairs around into small groups.
- You will be playing a PowerPoint presentation and videos during the lesson, so you will need a computer connected to a projector and screen.

### Group size:

- Members will be working in pairs or groups of three for this lesson.

### Materials Needed:



- For each person: One copy of the Changing Ineffective Coping handout and a pen
- Projector and Screen
- “Changing Ineffective Coping” PowerPoint
- “Changing Ineffective Coping” Video

## FACILITATOR NOTES:

As members enter the room, give each member the Changing Ineffective Coping handout.

## COPING VIDEO (2 MINUTES)



This video features an introduction from Ross Szabo talking about coping mechanisms and what you will learn in this lesson. Play “*Changing Ineffective Coping Video*” for the larger group. **CHANGE PPT SLIDE**

## EXERCISE 1 (10 MINUTES)

### INTRODUCTION:



- We’re going to do a lesson about mental health. This is a serious topic that affects all of us and can be really sensitive for members. Being honest, open and non-judgmental of each others during these exercises will help us learn more about mental health and each others. **CHANGE PPT SLIDE**
- Coping is one of the most important elements of exploring mental health. The goal of this lesson is to help us determine what our coping mechanisms are and how to change ineffective ones.
- Think about it this way: A lot of us use exercise to strengthen our bodies. Learning about coping mechanisms is a way to strengthen our minds. **CHANGE PPT SLIDE**
- If you want to change your ineffective coping mechanisms you need to become aware of the behavior you are using, then practice effective behaviors.
- It takes a unique amount of time for different people to change coping mechanisms. Mental health disorders can also complicate this process.
- When trying to adapt or change a coping mechanism, stay patient and don’t give up. **CHANGE PPT SLIDE**

### FACILITATOR NOTES:

This part of the lesson is vital to helping members understand the purpose of the activities they will be doing. Stress the introductory points to help everyone understand the goals of the workshop.

### INSTRUCTIONS:



Coping is the way we deal with stress from adversity, disadvantage and others problems in our lives. Some examples of coping mechanisms are drinking alcohol, self harm, flipping out or talking about your feelings with a friend. **CHANGE PPT SLIDE**

- For the next exercise, you are going to be working in pairs, so once I finish giving the instructions, choose a partner. If there is an uneven number it is okay to work in groups of three. **CHANGE PPT SLIDE**
- In a survey of 500 students, the top three answers to the question, “How do you cope with stress?” were eating, drinking alcohol and exercising.
- The survey showed that the most common causes of stress are school, dating, thinking about the future and finances. **CHANGE PPT SLIDE**
- You and your partner(s) will have five minutes to write down 3 causes of stress, 3 feelings from those causes and 3 ways you cope with those causes/feelings.

- For example someone gets stressed out when he thinks about the future. It makes his feel nervous. He copes with that by talking about the future with his friends, sometimes he copes by drinking alcohol.
- Give them 5 minutes to write down the 3 causes, feelings and coping mechanisms. Then come back together as a large group to discuss. **CHANGE PPT SLIDE**

#### SHARE:



- I want to hear from several groups about how the causes of stress make them feel and how they cope with those causes and feelings. **CHANGE PPT SLIDE**
- Have at least three groups share their answers for each category.

#### SUMMARIZE:

- It's important to separate the causes from the feelings, because sometimes you are coping with how a cause of stress makes you feel. For example school may be a huge cause of stress, but it could be the feeling of being overwhelmed or afraid that leads you to cope a certain way.
- We need to be able to identify what a coping mechanism is in order for us to be able to change it.
- We don't need to change all of our coping mechanisms. The next exercise will help us determine which ones we may want to work on making more effective. **CHANGE PPT SLIDE**

#### EXERCISE 2 (8 MINUTES)



- Effective coping reduces stress, lessens the intensity of your triggers, allows you to face more challenges, helps you become more productive and allows you to be more engaged with the people in your life.
- Ineffective coping reduces your ability to address stress, prevents you from developing your mental health, and can be harmful to your overall physical/mental health. **CHANGE PPT SLIDE**

#### FACILITATOR NOTES:

This exercise is meant for members to identify their own coping mechanisms as a guide for themselves. You do not need to engage with members to help them see that a coping mechanism they feel is effective may be ineffective. The goal is for them to begin to identify these differences on their own.

#### INSTRUCTIONS:

- This exercise is meant to help you identify a coping mechanism that you might want to change.
- You now have three minutes to separate your list into the categories of effective or ineffective coping.
- Discuss with your partner(s): Could any of the ineffective coping be made more effective? **CHANGE PPT SLIDE**
- For example if someone over eats as a way to cope he could learn to eat less or eat healthy foods.
- Give the partner(s) three (or so) minutes to separate their lists and discuss.

#### SHARE:

- I want to hear from several groups about how an ineffective coping mechanism could be more effective.
- How can you commit to making those changes?

## SUMMARIZE:

- The longer we use a coping mechanism the harder it can be to change it.
- Our brains create pathways for our actions. The longer we repeat actions the more automatic they become. There are a lot of actions we've been doing for so long, like tying a shoe or driving, we don't even think about them anymore. We just do them. **CHANGE PPT SLIDE**
- The steps to changing a coping mechanism are important:
  1. You have to want to change your coping mechanisms. No one can do it for you.
  2. You have to be able to identify when you're using an ineffective coping mechanism.
  3. You have to replace the ineffective coping mechanism with an effective one.
  4. You have to practice the effective coping mechanism until that skill becomes more natural.
  5. You have to create a supporting environment with brothers, friends and family that allows you to maintain the new coping mechanism.

## WRAP-UP:

- Knowing how you cope and how our brothers cope is a great way to be able to support each other.
- Some of our brothers may have triggers or have had difficulties in their past that leads them to ineffective coping mechanisms. Try to be supportive to help them change. A healthy environment in PKP can truly make a difference in a member's life. **CHANGE PPT SLIDE**

# Changing Ineffective Coping

## Exercise 1

### DIFFERENCES IN STRESS

List 3 Causes of Stress

List 3 Feelings From Those Causes

List 3 Coping Mechanisms

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## Exercise 2

### EFFECTIVE VS. INEFFECTIVE COPING

Look at your list of 3 coping mechanisms. Separate the list into two categories: effective or ineffective coping mechanisms.

**Effective coping** reduces stress, lessens the intensity of your triggers, allows you to face more challenges, helps you become more productive and allows you to be more engaged with the people in your life.

**Ineffective coping** reduces your ability to address stress, prevents you from developing your mental health, and can be harmful to your overall physical/mental health.