

Project Unwind

#07-15

Sow Yi Kai 4B124 (Leader)

Wu You 4B127

Peh Yu Heng 4B121

Goh Jun Feng 4H108

Tan Lay How Caleb 4A324

Project Type: Multi-Year

Section 1: Overview

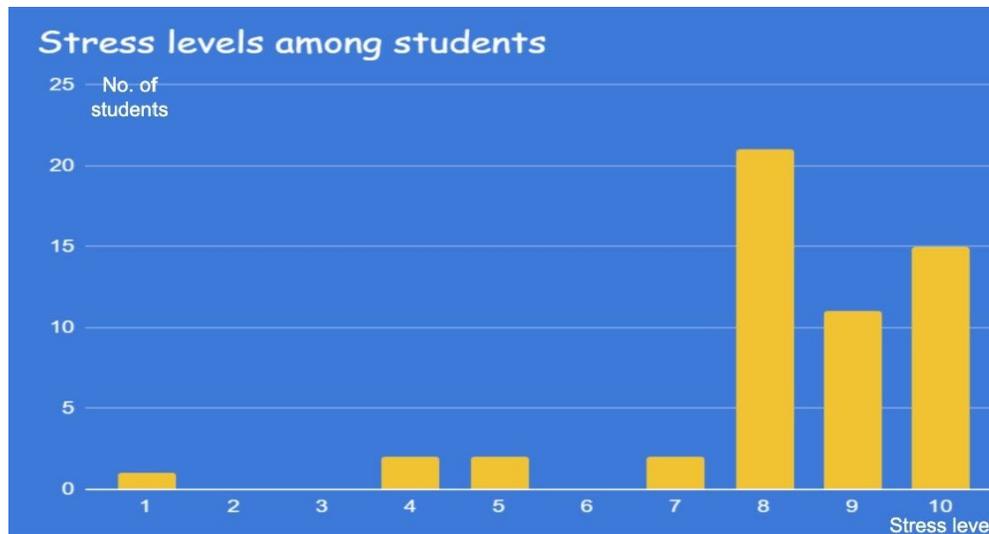
Area of Concern

The University of Minnesota found that effectively managing stress has a powerful impact on your life— it can affect your mood, energy levels, relationships, work performance, and health.

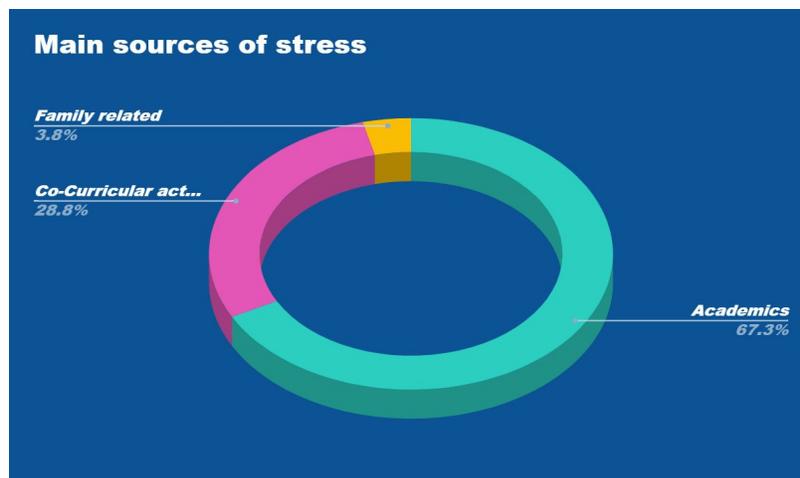
We have identified two areas of concern - increasing levels of stress among youths and declining standards of health. A study by OECD¹ found that the anxiety levels of the 5,825 Singapore students polled were significantly higher than average, where 76% of pupils reported feeling very anxious for a test even if they were well prepared, as compared to the OECD average of 55%. Hence, our project aims to provide a source of inspiration for youths to pursue other useful hobbies so as to ensure work-life balance.

¹ The Organisation for Economic Cooperation and Development (OECD)

We conducted a needs analysis to assess the stress management abilities of students and the pertinence of stress in society.



Most respondents indicated that their stress levels were very high, showing that excessive stress is indeed prevalent among students today.



Stress in majority of the respondents came from academics, showing the need to reduce academic emphasis.

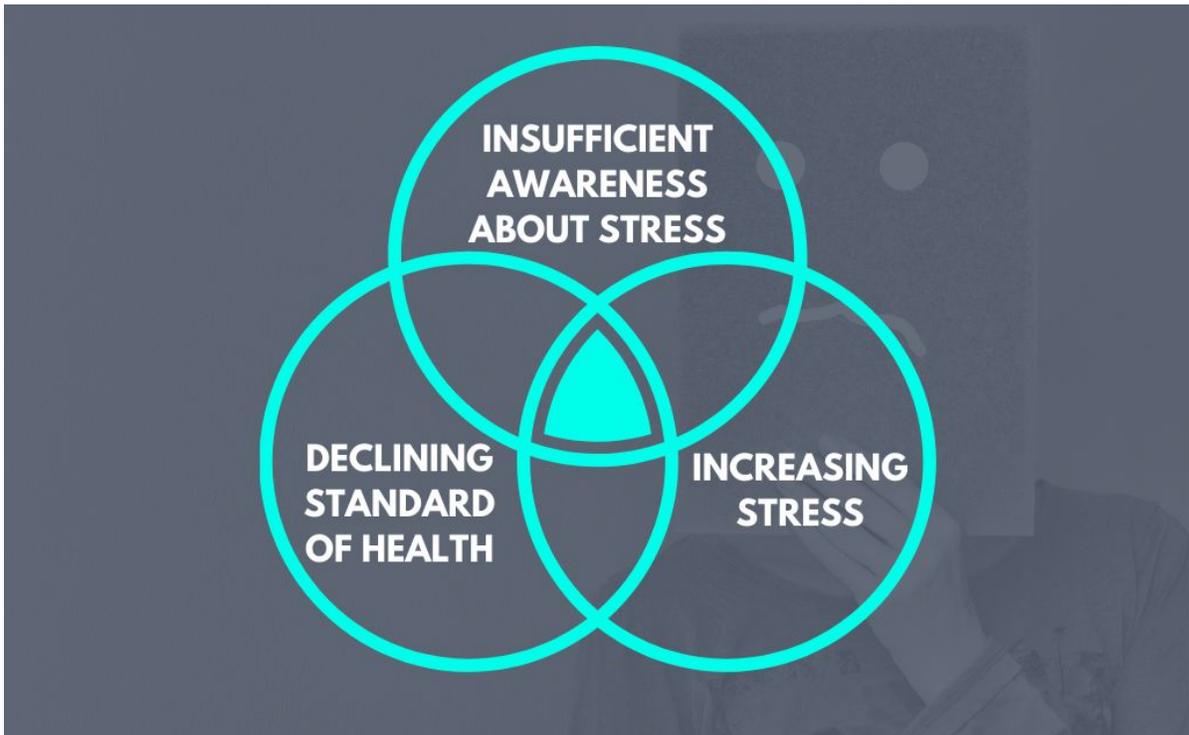


Figure 1 - Area of Concern

Challenges identified

- **Challenges pertaining to the Area of Concern**

- Children lack opportunities to immerse themselves in activities that can help them develop an understanding towards the importance of stress management.
- Stress management methods have differing levels of effectiveness in individuals, and it is difficult to cater to each and every individual.
- Pressure from external factors constantly restricts the extent to which students are able to destress and do things that they enjoy, to improve themselves holistically and contribute to better mental health.

- **Challenges with Existing Solutions**

- School based activities that help promote well being of students can only be organised once in a blue moon. Schools face the limitation of planning such activities to help their students destress, due to the ever-expanding school syllabus, keeping schedules in schools packed with academic workloads.
- Students find it difficult to open up to school counsellors even when they feel negative pressure from academics, resulting in the inevitable stress build-up from studying.
- Mentors for children are unable to properly engage with children due to the age differences and as a result are not fully aware of what the children needs in their development

Underlying Problem

Given that students are **highly stressed out** due to their pursuit for academic achievements and a pressure-cooker system, which results in **poorer mental health**, **high levels of anxiety** and lack of exposure to more holistic activities, how might we be able to assist them **reduce their stress levels** and **encourage good stress-management practices**, thereby improving their mental health?

Plan of Action

Goal			
Allow students to relieve stress			
Raise Awareness		Host Activities	
Regular Instagram Posts	Public Sharing Sessions	Group Destress Sessions	Performances
Help reach larger audiences and allow everyone to follow our tips	Educate general public on stress, mostly parents and students	Help certain groups of students to destress	Help everyone destress via our social media page

Section 2: Implementation of Plan of Action (Timeline)

Date	Action	Objective
November 2019 - January 2020	<ol style="list-style-type: none"> 1. Setting up of social media page, instagram 2. Conducting of survey for needs analysis 3. Communicating and liaising with Mayflower Primary School for project collaboration as beneficiary 	
February 2020 - April 2020	<ol style="list-style-type: none"> 1. Going down to Mayflower Primary School to finalise details for project 2. Preparation of logistics for upcoming sessions 	
	<p><u>Bi-weekly exercise sessions</u></p> <ul style="list-style-type: none"> ● Held at Mayflower Primary School ● Held from 2.30pm - 3.30pm ● Exercise sheets made by us were given out to students involved ● Conducted exercises for the students in small groups ● Around 30 primary school students 	Promote exercise as an alternative to de-stress

	were involved	
May 2020 - June 2020	<ol style="list-style-type: none"> 1. Liaising with Corporation Primary for Make Hay Everyday reading programme. 2. Opened sign up for parents and children for public sharing session 3. Start of focused group sessions. 	
	<p><u>Make Hay Everyday</u></p> <ul style="list-style-type: none"> ● 30-45 minute reading sessions ● Took on the roles of student mentors to engage students involved in read-along and post-reading activities such as reflections and games ● Used various reading resources from MOE 	Promote joy for reading, introduce it as an alternative to de-stress.
	<p><u>Public sharing sessions</u></p> <ul style="list-style-type: none"> ● Sharing sessions held in May for parents and students. ● Shared on the detrimental impacts of stress, signs of distress and ways to combat it. ● Held on google meet 	Raise awareness about stress
	<p><u>Focused group sessions</u></p> <ul style="list-style-type: none"> ● Held on Saturdays weekly on google meet ● 90-minute to 2 hour sessions for 15 primary 5 students from Mayflower Primary School. ● Activities such as coding, dancing, drawing and even literature appreciation were conducted. 	Promote a variety of activities to de-stress
July 2020	<p><u>Focused group sessions</u></p> <ul style="list-style-type: none"> ● Continued holding weekly Saturday sessions through Google Meet ● Held our 6th and 7th sessions with them 	Promote a variety of activities to de-stress

	<u>Workout Videos</u> <ul style="list-style-type: none"> • Workout videos was posted on SLS for Mayflower Primary School students • This was an alternative to biweekly workout sessions 	Promote exercise as an alternative to de-stress
	<u>Finding a successor</u> <ul style="list-style-type: none"> • We started searching for a secondary 3 group to take over the project • We asked our juniors to see who would be suitable or interested 	To ensure the continuity of our project.
August 2020	<ul style="list-style-type: none"> • Held our final few focused group sessions with MFPS • Collated interviews and responses from students who took part in the programme 	
	<u>Live Concerts</u> <ul style="list-style-type: none"> • Held multiple live concerts through IGTV ranging through fun and games, to karaokes and sing-alongs • Shared some information about stress • Gathered over 175 views in total 	Raise awareness about stress
September 2020	<u>Handover SL</u> <ul style="list-style-type: none"> • We are looking to handover our project to a new group of secondary 3 students officially to make sure the project continues on 	To ensure the continuity of our project.
	<u>Possible Continuation</u> <ul style="list-style-type: none"> • Discussing with our beneficiary whether we are able to continue serving them for the next year 	To ensure the continuity of our project.

Section 3: Project Outcomes

Accomplishments

In total, we managed to help around 45 students from Mayflower and 3 students from Corporation Primary to **de-stress and discover new ways to de-stress**. We also managed to reach out to 565 followers and attain 1,896 likes on our Instagram page where shared advice on managing stress. We also reached a total of approximately 175 views across 4 live performances on our social media, helping the audience relax and de-stress.

Reflections

We have learnt that stress is not something that can be easily solved, and would definitely require patience and understanding to overcome. Stress cannot be resolved only with greater awareness, rather, we have to address the root problem, which stems from various factors such as over-competitive parents, as well as to provide useful suggestions to combat this effectively. The overall success and well received feedback on our initiatives has proven that we have made a substantial impact on the community. In hindsight, we could have predicted the COVID-19 situation and make more preemptive measures beforehand. However, we are pleased with our efforts in dealing with the situation and using all available resources on hand to create change within the community. We are also grateful for the support and effort put in by all the parties involved. We will work closely with the next batch of members to ensure that the project can soar to greater heights.

Scope of Impact

Community Impact

Members of the public could learn more about the adverse effects of stress and means to combat it. We hope that the public are more well-versed on the prevalence of the overemphasis of academics, which results in high levels of anxiety and lack of exposure to more holistic activities, and how they can help in resolving this issue.

Community involvement

We managed to get 14 OT members from different secondary schools as well as 30 Primary 5 students from Mayflower Primary School to work with us. These 30 students were part of our workout programme and the “Focussed group sessions”. From Corporation Primary School, we managed to get 5 students to participate in the Make Hay Everyday reading programme. Our Instagram live performances were also managed to attain a peak viewership of 55 viewers, and helped to promote our cause to a wider audience. Lastly, the public sharing sessions were targeted at stressed students as well as their parents, thus involving multiple parties to be exposed to our cause.

Resolution of AOC/UP

Given that we identified that there is an overemphasis on academic excellence which led to high stress levels and a lack of exposure to holistic education, we reached out to various members of the public, such as parents, primary and secondary school students through our activities, thus we have managed to tackle the awareness aspects of our project.

More importantly, we have set the foundation for sustainable development of this project by experimenting and polishing the different ways we can address our underlying issues, wherein future batches of Project Unwind can build upon this foundation we have laid down. Moreover, we have included various parties such as parents and students in our problem solving process, thus empowering all to make a difference.

Project Unwind provides a long-term solution in which students and parents can better understand stress, as well as the importance of holistic development.

Word count: 1000 (excluding Project Title, Members' names and Section headings)



