# Managing Stress and Coping with Loss

## Chapter 4

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## Features

### Hands-On Health
- Juggling Stress (Stress Management), page 106

### Real World Connection
- How Stressed Out Are You?, page 96

### Health Skills Activity
- When Demands Are Too High (Stress Management), page 100

## Lesson 1

### Understanding Stress

**BIG Idea** Stress can affect you in both positive and negative ways.


## Lesson 2

### Managing Stress

**BIG Idea** You can manage stress by learning skills to reduce the amount and impact


## Lesson 3

### Coping with Loss and Grief

**BIG Idea** Understanding the grieving process helps you cope with loss and manage your feelings in healthy ways.

# Chapter 4 Planning Guide

## Resources

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## Technology

### Teaching Tools:
- TeacherWorks™ Plus DVD
- StudentWorks™ Plus DVD
- ExamView® Assessment Suite CD-ROM
- Fitness DVD
- PowerPoint® DVD
- Health eSpotlight
- Video Series DVD

### Web-Based Resources:

Go to [glencoe.com](http://glencoe.com) for:
- Health Podcast Activities
- Audio Chapter Summaries (English/Spanish)
- Interactive Health Tutor
- Health Skills Activities
- Vocabulary PuzzleMaker
- Parent Letters (English/Spanish)
- Lesson Plans
- Health Inventories
- Online Quizzes
- Study-to-Go
- Unit Web Projects
- Student Web Activities
- Fitness Zone Activities

## StudentWorks Plus

This is the student’s backpack solution.

**Includes:**
- complete Interactive Student Edition
- full audio of English text and Spanish chapter summaries
- allows students to record assignments and track grades.
- links to online activities and additional student resources
- access to all student worksheets and workbooks

## Dinah Zike Foldables® Study Organizer

Refer to the Dinah Zike Reading and Study Skills for Glencoe Health. Ask students to make a tri-fold book Foldable to organize what they learn about stress. Have students add definitions and other important details to the appropriate columns as they read the chapter.
Managing Stress and Coping with Loss

Fast Files

Reading Strategies

Lesson Quizzes

Health Skills Activities

Vocabulary Practice

Health Lab

Chapter Tests

Key to Ability Levels

Teaching Strategies and activities have been coded for ability level and appropriateness.

AL Activities for students working above grade level
OL Activities for students working on grade level
BL Activities for students working below grade level
EL Activities for English Learners

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Chapter 4: Managing Stress and Coping with Loss

Stressors for Teens

Choose one of the stressors listed if you know someone is grieving?

According to Elisabeth Kübler-Ross, grieving can be characterized by five stages: denial, anger, bargaining, depression, and acceptance. Identify which stage best describes your experience and write a sentence or two about how you dealt with the stress and the grieving process.

A. Denial
B. Anger
C. Bargaining
D. Depression
E. Acceptance

Reason it was stressful: ____________________________________________

Stressful event: ________________________________________________

Which is the best way to show support?

A. Sitting at the end of the bed
B. Quiet discomfort
C. Letting the person know you care
D. Asking the person how you can help

Note Taking

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Academic Integration

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Transparencies

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Reading Essentials

p. 47
Managing Stress and Coping with Loss

Chapter Overview
Chapter 4 describes effective strategies for managing stress and healthful ways to cope with loss.

Lesson 1
Stress affects people in both positive and negative ways. There are many potential causes of stress, but the body responds the same way regardless of the cause.

Lesson 2
Stress-management techniques include strategies to help people avoid stress and to reduce the effects of unavoidable stress. Staying healthy and building resiliency also help people cope with stress.

Lesson 3
Grieving is a common and natural reaction to any loss. People typically go through several stages of grief.

Activating Prior Knowledge

Call on volunteers to share their paragraphs with the class. Discuss how not dealing with stress might affect a teen’s performance in this or a similar situation.

Universal Access

Differentiated Learning Glencoe provides teacher support and student materials for all learners in the health classroom.

- Chapter Summaries in English and Spanish are available online at glencoe.com.
- Fast Files and related worksheets support reluctant readers.
- Universal Access strategies throughout the Teacher Wraparound Edition and Fast Files help you present materials for gifted students, at-risk students, physically impaired students, and those with behavior disorders or learning disabilities.
Discuss the BIG ideas
Think about how you would answer these questions:
- What is stress?
- Can you avoid stress?
- In what ways can other people help you deal with stress?

Watch the Health eSpotlight Video Series
The Lesson 3 video shows students dealing with divorce and death. Watch the other videos to learn about topics in this chapter.

Assess Your Health
Visit glencoe.com and use this code to access chapter videos, Health Inventories, and other features.

Chapter Skills

Reading Skills
- Reviewing Facts and Vocabulary, pp. 96, 101, 105
- Reading/Writing Practice, p. 111

BIG Idea
Stress-management techniques can help people deal with stress, and knowledge of the grieving process can help them manage feelings of loss.

Vocabulary
- New Vocabulary, pp. 92, 97, 102
- Reviewing Facts and Vocabulary, pp. 96, 101, 105

Health Skills
- Health Skills Activity, p. 100
- Applying Health Skills, pp. 96, 101, 105

Writing Skills
- Real World Connection, p. 96
- Writing Critically, pp. 96, 101, 105
- Reading/Writing Practice, p. 111
Understanding Stress

**Main Idea**

**What Is Stress?** How you think about a challenge determines whether you will experience positive or negative stress. **Ask Students:** Which is more stressful, an upcoming test that you think will be difficult or one that you think will be easy? (The test you think will be difficult)

**Real Life Issues**

Have students read the scenario. **Ask Students:** How do you feel when you have to speak in front of a group? (Sample answers: tense, worried) After students write their paragraphs, call on a few volunteers to share what they wrote with the class. Discuss which responses are likely to be most effective.

**Perception and Stress** Our perceptions not only help define our problems, but also limit the solutions we think are possible. For example, most teens perceive a strict curfew as their parents’ attempt to control their child’s social life. This negative perception limits the teen’s possible solutions to submission, defiance, or persuading the parents to change curfew and only results in a stressful feeling of being powerless to change the negative situation. However, if the situation was perceived as positive and simply the parents’ attempt to protect their child, then the teen would only need to demonstrate maturity so the parents would feel less need to protect. This solution gives the teen a sense of control over the situation and is likely to be less stressful.

**Feeling stress is a natural part of life. Stress is the reaction of the body and mind to everyday challenges and demands.** It might appear quickly, like when you are late and running to catch the bus. Stress can also slowly build for days, like when you feel the pressure to perform well in your next basketball game or on a final exam.

**Often, situations associated with stress are unavoidable. How much the stress of an event affects you, however, depends in part on your perception of it. Perception is the act of becoming aware through the senses.** For example, based on your perception, you might believe that a disagreement with a friend has ruined your relationship. Your friend, on the other hand, might believe that you’ll eventually work out the issue. Because of your perception of the event, you are more likely to experience a higher level of stress about the situation than your friend is.

**What Is Stress?**

**Main Idea** How you think about a challenge determines whether you will experience positive or negative stress.

Feeling stress is a natural part of life. Stress is the reaction of the body and mind to everyday challenges and demands. It might appear quickly, like when you are late and running to catch the bus. Stress can also slowly build for days, like when you feel the pressure to perform well in your next basketball game or on a final exam.

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Your reaction to stressful events depends on your previous experiences. If you enjoy playing in a band, performing a solo may not make you nervous. However, if you've made a mistake during a band performance, you might worry about how well you'll play during a solo.

Reactivity to Stress

Some people believe that stress is always unhealthy. Stress can have both a positive and a negative effect. Positive stress can motivate you. For example, this type of stress can inspire you to work harder if you have a deadline approaching.

Stress has a negative effect, however, when it interferes with your ability to perform. It might cause you to feel distracted, overwhelmed, impatient, frustrated, or even angry. Negative stress can harm your health. Understanding the causes of stress and how you respond to it will help you develop effective stress-management skills.

Causes of Stress

Main Idea Stressors vary among individuals and groups.

A stressor is anything that causes stress. Stressors can be real or imagined, anticipated or unexpected. People, objects, places, events, and situations are all potential stressors. Certain stressors, like sirens, affect most people the same way—causing heightened alertness.

As you've learned, the specific effects of most stressors will depend on your experiences and perceptions. What causes stress for you may not cause stress for someone else. Figure 4.2 on page 94 identifies some common teen stressors.

Figure 4.1
Meeting the demands of an active schedule can be stressful. How do you deal with the stresses of a regular school day?

Academic Vocabulary
anticipate (verb): to expect

Reading Check
Explain How can your perception of an event affect the amount of stress you feel?

Answer Your perception of an event determines how you view it and feel about it.

Active Learning
Role-Play Ask small groups of students to select a common teen stressor and create a role play to show why it is stressful. For example, show how waking up late for school could have a negative effect on the day. Give groups a chance to present their role plays to the class. After the role plays, encourage students to discuss the relative influence of different stressors in teens’ lives.

Writing Strategy
Descriptive Writing Ask students to write two paragraphs about one of the teen stressors listed in Figure 4.1. In the first paragraph, a teen should respond negatively to the stressor. In the second paragraph, the teen should respond to the same stressor in a positive way. In each case, students should describe how the teen perceives the stressor and how that perception influences the teen’s reaction to the stressor. For example, changing schools might be perceived as a serious loss and cause feelings of sadness, or it might be perceived as a new beginning and cause feelings of excitement.

Main Idea
Causes of Stress Stressors vary among individuals and groups. Ask Students: What are some typical causes of stress for teens? (Sample answer: homework, dating, peer pressure)
Main Idea

Your Body's Response to Stressors  Stressors activate the nervous system and specific hormones. **Ask Students:** When something suddenly startles you, how does your body respond? (Sample answer: My heart races, my breathing speeds up, and I start to sweat.)

Critical Thinking

**Explaining** Challenge students to think of examples that help explain why different groups of people may have different stressors. (Sample answers: Fear of crime might be a greater stressor for people who live in cities than in rural areas. Worry about money might be a greater stressor for unskilled workers than for professionals.)

Universal Access

**Giving Examples** Pair English language learners with English proficient students, and have each pair choose one of the teen stressors listed in Figure 4.2. Ask students to think of a specific example that shows why the stressor might cause a teen stress. Then have partners list thoughts and feelings they might have if they were the teen in the example.

Reading Check

**Answer** Alarm, resistance, fatigue.

Have students visit glencoe.com and use this code to access the Student Web Activity on the effects of stress.

Your Body’s Response to Stressors

**Main Idea** Stressors activate the nervous system and specific hormones.

Visit glencoe.com and use this code to complete the Student Web Activity on the effects of stress.

When you perceive something to be dangerous, difficult, or painful, your body automatically begins a stress response. For example, if you walk by your neighbors’ house and their dog barks, you would likely feel startled and your heart might start racing. The sudden, loud barking is a stressor that affects you automatically, without any thought.

Both your nervous system and endocrine system are active during your body’s response to stress. This physical response is largely involuntary, or automatic. The stress response, which occurs regardless of the type of stressor, involves three stages:

- **Alarm.** Your mind and body go on high alert. This reaction, illustrated in Figure 4.3, is sometimes referred to as the “fight-or-flight” reaction because it prepares your body either to defend itself or to flee from a threat.
- **Resistance.** If exposure to a stressor continues, your body adapts and reacts to the stressor. You may perform at a higher level and with more endurance for a brief period.
- **Fatigue.** If exposure to stress is prolonged, your body loses its ability to adapt. You begin to tire and lose the ability to manage other stressors effectively.

### Stressors for Teens

#### Life Situations

- School demands
- Problems with friends, bullying
- Peer pressure
- Family problems, abuse
- Moving or changing schools
- Breaking up with a girlfriend or boyfriend

#### Environmental

- Unsafe neighborhood
- Media (TV, magazines, newspapers, Internet)
- Natural disasters
- Threat of terrorist attacks

#### Biological

- Changes in body
- Illness
- Injury
- Disability

#### Cognitive (Thinking)

- Poor self-esteem
- Personal appearance
- Not fitting in

#### Personal Behavior

- Taking on a busy schedule
- Relationship issues
- Smoking
- Using alcohol or other drugs

### Reading Check

**List** What are the three stages of the body’s stress response?

**Answer** Alarm, resistance, fatigue.

### How Can I Tell If I Have Stress Overload?

People who are exposed to severe or long-term stressors—such as physical abuse or undiagnosed learning disorders—may show signs of stress overload. Signs include:

- panic or anxiety attacks.
- constant feelings of being pressured.
- allergic reactions such as asthma or eczema.
- frequent sadness or feelings of hopelessness.

Anxiety disorders may also cause people to experience signs of stress overload, even without severe or long-term stressors. Anxiety disorders are serious conditions that can be treated with medications, so it is a good idea to get a professional evaluation if you have an unreasonable amount of stress.
**Main Idea** Ongoing stress affects all aspects of your health.

The physical changes that take place in your body during the stress response can take a toll on your body. Prolonged stress can lead to a **psychosomatic response**, a physical reaction that results from stress rather than from an injury or illness. Some of the physical effects of stress include:

- headache,
- a weakened immune system,
- high blood pressure,
- bruxism, clenching the jaw or grinding the teeth, and
- digestive disorders.

Mental/emotional and social effects of stress include difficulty concentrating, irritability, and mood swings. Using alcohol or drugs to relieve stress may create more problems, if the person begins abusing these substances.

**Physical Symptoms**
- Dilated pupils
- Increase in perspiration
- Faster heart rate and pulse
- Rise in blood pressure
- Faster respiration rate
- Narrowing of arteries to internal organs and skin
- Increased blood flow to muscles and brain
- Increase in muscle tension
- Release of blood sugar, fats, and cholesterol

**Science** Scientists have known for decades that people under long-term stress are at increased risk of illnesses ranging from the common cold to cancer. Recent research has found a physiological mechanism to explain this connection between stress and illness. The study found that adults under continuous stress (due to caring for an Alzheimer's patient) had significantly increased blood levels of the immune system chemical interleukin-6. This chemical has been shown in other studies to be linked with heart disease, cancer, and other diseases. The problem may be worsened by overeating and smoking, which are common behaviors in people under stress, because both behaviors also increase blood levels of interleukin-6. Share this information with students, and ask them to learn about the role of interleukin-6 in the immune system.
How Stressed Out Are You?

School is a cause of stress for many teens. In a study that examined what worried teens most about going back to school, nearly a third named schoolwork. Almost as many teens reported that they were worried about social concerns and physical appearance issues. The results of the study found that:
- 32 percent reported schoolwork issues.
- 30 percent reported social issues.
- 25 percent reported physical appearance issues.
- 3 percent reported extracurricular issues.
- 10 percent reported no worries about returning to school.

Identifying the causes of stress in your life is the first step to handling it. If you know the cause, you can figure out how to prevent it or at least reduce its effects on you.

After You Read

Reviewing Facts and Vocabulary
1. Define the word "perception."
2. What are three cognitive stressors for teens?
3. Identify the two body systems involved in the stress response.

Thinking Critically
4. Synthesize. Identify one way that stress has had a positive effect on your performance.
5. Analyze. Explain how a person in an extremely high-stress situation is able to accomplish an incredible feat of strength, such as lifting a car to free a person trapped underneath.

Applying Health Skills
6. Analyzing Influences. Describe ways that peer influence might increase the amount of stress that teens experience.

Writing Critically
7. Expository. Write a paragraph describing the positive and negative effects that stress has on your emotions.

Real Life Issues
After completing the lesson, review and analyze your response to the Real Life Issues question on page 92.

LESSON 1 ASSESSMENT ANSWERS

1. The act of becoming aware through the senses
2. Poor self-esteem, personal appearance, not fitting in
3. Nervous and endocrine systems
4. Sample answer: Stress motivated me to practice more.
5. During the second stage of the stress response, a person briefly experiences more strength and endurance.
6. Sample answer: Peer influence might lead teens to feel pressure to do things that go against their values, which would increase their stress.
7. Answers will vary but should include examples of both positive and negative effects of stress on emotions.
Managing Stress

**Real Life Issues**

**Ways to Handle Stress.** Common ways to manage stress are:

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<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to music</td>
<td>52%</td>
</tr>
<tr>
<td>Exercising</td>
<td>47%</td>
</tr>
<tr>
<td>Spending time with family/friends</td>
<td>41%</td>
</tr>
</tbody>
</table>

**When Stress Becomes a Problem**

**Main Idea** Identifying what is stressful is the first step in learning how to manage stress.

You are keenly aware of stress when its cause is obvious, such as when you’re late for an appointment, your computer crashes while you’re doing homework, or when you realize that you’ve left the materials you need to complete a project at home. When you know the source of stress, you can find ways to resolve the problem. Unfortunately, people often don’t recognize the stressors in their lives. Many times, people recognize that they’re feeling stressed only after the stress has begun to affect their health.

The effects of stress are *additive*, meaning they build up over time. Unless you find ways of managing stress, it will take a physical and mental toll on you. An increasing number of teens are experiencing *chronic stress*, stress associated with long-term problems that are beyond a person’s control. For these individuals, stress has become a constant burden that can last for months.

Fortunately, there are positive actions you can take to deal with stress. Although you can’t eliminate all stress from your life, you can manage it. The trick is to learn strategies to keep stress from building up and to deal with individual stressors effectively.

**Cooperative Learning**

**Discussing Chronic Stress** Divide the class into several groups, and ask students in each group to brainstorm reasons why chronic stress is a growing problem for teens. Then ask groups to share their ideas. (Students might say, for example, that today’s teens are faced with new environmental problems that they cannot control, such as the threat of terrorism and the reality of global warming.) Use their ideas to stimulate a class discussion on the problem of chronic stress in teens and ways it might be addressed.
Stress-Management Techniques

Main Idea
You can develop strategies to both avoid and reduce your stress.

Stress-management skills help you manage stressors in a healthful, effective way. Some skills involve strategies to prevent stress. Others focus on coping with the impact of stress.

Avoiding and Limiting Stress

Avoiding situations that cause stress is the easiest way to reduce its effects. If you’re unable to avoid a stressor, you can try to restrict or limit the amount of stress you’re exposed to. These are effective strategies you can try:

- **Use refusal skills.** Determine whether you have time for a new activity before agreeing to take it on. If the new activity will add to your stress, use refusal skills to say no. You will learn about refusal skills in Chapter 8.

- **Plan ahead.** Manage your time wisely by planning ahead. Think about how stressed you feel before a test. Figure 4.4 lists ways to reduce stress when studying for and taking tests.

- **Think positively.** We can’t control everything in our lives, but we can control how we respond to events. A positive outlook limits stress by shifting your perception and the way you react to a stressor. For example, try viewing a typical stressor, like a job interview, as a learning opportunity instead of a threat.

Figure 4.4 Overcoming Test Anxiety

Relaxation techniques, such as deep breathing and stretching, can reduce stress.

- **Plan for tests well in advance, studying a little each night.**
- **Learn to outline material, highlighting and numbering important points to learn them quickly.**
- **During a test, do some deep breathing. Get comfortable in your chair. Use positive self-talk such as “I can do this!” or “Way to go!”**
- **Answer all the questions you are sure of, then go back and answer the ones that are more difficult.**
- **After getting your corrected test back, examine your mistakes. If you don’t understand the correction, ask your teacher.**

Skills for the 21st Century

**Self-Management Skills** Share these self-management tips with students to help them use time to their advantage and avoid the stress of having too little time:

- **Keep a log.** For at least a week, keep track of how you are actually spending your time. Use the results to identify ways you can use time more wisely.
- **Use a calendar.** Record all the demands on your time in one place. Remember to leave adequate time for sleeping, eating, grooming, socializing, and relaxing.

- **Plan ahead.** Use your calendar to record start dates as well as due dates. For example, if a paper is due in three weeks and it usually takes you one week to write a paper, make the start date two weeks before the due date. That way, if something unexpected comes up, you should still have enough time to finish the paper.

**HS** Health Skills Practice

**Refusal Skills** Ask the class to brainstorm situations in which using refusal skills could help a teen avoid stress (e.g., being asked by a classmate to help cheat on a test; feeling pressured by peers to take on too many activities). Call on volunteers to demonstrate how to use refusal skills in one of the situations. Discuss how using refusal skills could help avoid unnecessary stress in that situation.
• Avoid tobacco, alcohol, and other drugs. Using tobacco, alcohol, and other drugs in an attempt to relieve stress will actually harm the body and cause more stress.

Handling Stress and Reducing Its Effects

Some stressors may be unavoidable. Some days you may be running late for school because the weather is bad, or the bus had a flat tire. If you have a part-time job, your boss might be stressed himself on some days, which makes your workday stressful. For stressors that are unavoidable, try to find ways to reduce their negative effects. To lower the impact of stress on your health, try these tips:

• Practice relaxation techniques. Deep breathing, thinking pleasant thoughts, stretching, taking a warm bath, getting a massage, and even laughing can relieve your stress. Practicing these techniques regularly can help you achieve a relaxation response, a state of calm. Figure 4.6 describes a relaxation technique.

• Redirect your energy. When intense energy builds up from stress, the best thing to do is use that energy in a constructive way. You can put your nervous energy to good use by working on a creative project, going for a walk or a swim, jogging, riding your bike, or playing a game of pickup basketball.

By practicing these relaxation techniques daily, you can prepare yourself to manage stress when it occurs.

Breathe deeply and slowly throughout the process.
1. Loosen your clothing and get comfortable. Lie down or relax in a comfortable chair.
3. Flex the muscles in your feet. Hold for a count of 10. Relax.
4. Move slowly up your body, tensing and then relaxing the muscles in your legs, abdomen, back, shoulders, arms, neck, and face.

Progressive Muscle Relaxation

Academic Vocabulary

Technique (noun): a method of accomplishing a desired aim

Explain How can refusal skills help you avoid stress?

Reading Check

Lesson 2 Managing Stress

Teacher to Teacher

Tom Williams, health educator • Fayetteville High School, Fayetteville, AR

Health Triangle and Stress When teaching stress management techniques I think it is important to have the students examine their social, mental/emotional and physical elements of health. Have the students draw a triangle and label the elements of health in each section, then write out what they feel causes their stress. For example: physical—body image, complexion, social—boyfriend/girlfriend relationships, lack of friends, mental/emotional—schoolwork, grades, parents. Hopefully recognizing the symptoms of their stressors can better prepare them to manage their stress that will be with them throughout their life.
Stress Management: When Demands Are Too High

NHES Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Objectives
• Identify specific stress management techniques.
• Implement a plan for managing stress.

Teaching Strategies
• After students read the activity, have them list all Juan’s commitments.
• Discuss how setting priorities can help determine which stressors can be avoided or limited.

Assessment
Using the list below, student work should provide comprehensive evidence of the following criteria to achieve the highest score:

- Identifies stressors
- Lists ways stressors can be avoided
- Clearly describes stress-management techniques

When Demands Are Too High

Juan has too many commitments and is feeling the effects of stress. After his parents leave for work, he helps his younger brother get ready for school and waits until his brother’s school bus arrives. At school, he volunteers on the yearbook committee, plays on the basketball and soccer teams, and is taking extra classes to boost his grades and qualify for a college scholarship. At home, he helps his family by doing chores. On weekends, he works at a local bookstore to earn his own money. Juggling all of his responsibilities has become more difficult. Now his girlfriend wants him to spend more time with her.

• Seek support. Sometimes just talking about your problem can make you feel better. When you feel stressed, try confiding in someone you trust, such as a parent, guardian, sibling, teacher, or close friend. They can provide you with an objective view and valuable advice.

How Can I Build Resiliency?

Studies have found that resilient people tend to:

- Take time to have fun and relax.
- Act quickly to address problems.
- Assume problems can be solved.
- Turn to others for support.

• See setbacks as challenges.
• Believe they can reach their goals.

Try to adopt these ways of thinking and acting, and you will be on your way to building resiliency.
Get Regular Physical Activity  Participating in regular physical activity benefits your overall health whether or not you are feeling the effects of stress. Physical activity can release pent-up energy and clear your mind. Done regularly, exercise increases your energy level and your endurance. It helps you sleep better, too.

Eat Nutritious Foods  Eating a variety of healthful foods and drinking plenty of water not only helps your body function properly, but it also reduces the effects of stress. In contrast, poor eating habits can contribute to stress, causing weakness, fatigue, and a reduced ability to concentrate. Overeating and undereating can also put your body under stress. Beverages high in caffeine and sugar, such as coffee drinks or quick-energy drinks, can increase the effects of stress. You'll learn more about good nutrition in Chapters 10 and 11.

By including self-maintenance and stress-management strategies in your daily routine, you can become more resilient. This means you’re able to adapt effectively and recover from disappointment, difficulty, or crisis. For example, you would probably feel disappointed if you didn't win the part you wanted in the school play. A resilient teen would bounce back from this disappointment and work harder for the next audition. Resiliency helps you handle difficulties and challenges in healthful ways and achieve long-term success in spite of negative circumstances.

LESSON 2 ASSESSMENT

Reviewing Facts and Vocabulary

1. What is chronic stress?
2. Identify four strategies to avoid or limit stress.
3. Identify three relaxation techniques.

Thinking Critically

4. Synthesize. It's Wednesday, and Ariana’s biology test is on Friday. As she sits down to study, her friend Conner calls and asks her to go out. How might Ariana balance her activities and manage her stress?
5. Describe. Explain the role of positive thinking as a stress-management strategy.

Applying Health Skills

6. Practicing Healthful Behaviors.
   Some of the habits that you practice to maintain overall health can also help manage stress. Design a poster illustrating the habits that can help you manage stress.

Writing Critically

7. Personal. Evaluate your own wellness in regard to stress. Write a paragraph to explain your assessment.

REAL LIFE ISSUES

After completing the lesson, review and analyze your response to the Real Life Issues question on page 97.

LESSON 2 ASSESSMENT ANSWERS

1. Stress associated with long-term problems that are beyond a person’s control
2. Use refusal skills; plan ahead; think positively; avoid tobacco, alcohol, and other drugs
3. Any three: Deep breathing, thinking pleasant thoughts, stretching, taking a warm bath, getting a massage, laughing
4. Sample answer: Ariana should consider whether she has scheduled enough time to study. If she hasn’t, she should use refusal skills to turn down Connor’s offer. If she has, she could go out to relieve her stress.
5. Positive thinking helps you change the way you perceive a stressor. It can help reduce the amount of stress from a stressor by making it seem like less of a threat.
6. Should include getting enough sleep, exercising regularly, and healthful eating
7. Answers will vary.
Coping with Loss and Grief

1 FOCUS

GUIDE TO READING

**BIG Idea** Understanding the grieving process can help a person cope with loss. **Ask Students:** What is grief? (Sample answer: Feelings you have when you lose someone close to you)

**Before You Read**

Create Vocabulary Cards. Write each new vocabulary term on a separate note card. For each term, write a definition based on your current knowledge. As you read, fill in additional information related to each term.

New Vocabulary
- stages of grief
- closure
- coping
- mourning
- traumatic event

**Main Idea**

Acknowledging Loss In order to get over a loss, it’s important to accept that the loss has happened. **Ask Students:** Why might it be hard to accept that a loss has happened? (Because it causes painful emotions)

**Real Life Issues**

Have students read the scenario. **Ask Students:** If you were in Kelly’s place, what could your friends do that would make you feel better? (Sample answers: Call and ask how I’m doing; try to get me involved in doing things I enjoy.) Call on volunteers to read their dialogues to the class.

**Myths & Reality**

**Myths about Grieving**

**Myth:** We grieve only deaths.  
**Fact:** All losses cause grief.

**Myth:** Grief eventually ends.  
**Fact:** We only learn to live with the loss.

**Real Life Issues**

Losing a Close Relative. Kelly has always been close to her grandfather. Every weekend they would spend time together, taking walks, watching movies, playing chess, or just talking. He has just passed away at the age of 92. Kelly misses him terribly and feels there is a big hole in her life.

**Writing** If you were Kelly’s friend, how might you comfort her as she tries to cope with the loss of her grandfather? Write a dialogue between you and Kelly in which you offer support and sympathy.

**Acknowledging Loss**

You have probably experienced a loss that left you feeling sad. Perhaps you moved to a new city and left behind good friends. You may have even experienced the death of someone you love. Everyone experiences loss during their lives and the grief that it brings. For example, you may have felt the pain of rejection, the breakup of a relationship, or the death of a pet, friend, or family member. Maybe you had to move or change schools and miss the friends you left behind.

Grieving is a common and natural reaction to any loss that brings on strong emotions. Loss feels hurtful, but it does not have to be harmful. Immediately after the loss, you may feel that your life will never be the same, and that you may never recover. Again, these feelings are natural. Acknowledging and understanding your grief will help you begin the healing process. This in turn will help you to cope with the loss and manage your feelings.

**Conclusion**
Expressing Grief

Main Idea  The grieving process can help people accept the loss and start to heal.

Feelings of loss are very personal. Some people feel sadness, guilt, or even anger. Some may talk about their loss; others may want to be alone. Sometimes people experience several or all of these emotions.

The Grieving Process

While everyone grieves in their own way, Swiss-American psychiatrist Elisabeth Kübler-Ross noted that the grieving process includes stages of grief, a variety of reactions that may surface as an individual makes sense of how a loss affects him or her. Not everyone goes through each stage, and the order may be different for each person. Here are the stages:

- **Denial or Numbness.** It may be difficult to believe the loss has occurred.
- **Emotional Release.** The loss is recognized. This stage often involve periods of crying.
- **Anger.** The person uses anger because he or she feels powerless and unfairly deprived.
- **Bargaining.** As the reality of the loss sets in, the person may promise to change if what was lost can be returned.
- **Depression.** Beyond the feelings of sadness, feelings of isolation, alienation, and hopelessness may occur.
- **Remorse.** The person may become preoccupied with thoughts about how the loss could have been prevented.
- **Acceptance.** The person faces the reality of the loss, and experiences closure, or the acceptance of a loss.
- **Hope.** Remembering becomes less painful, and the person begins to look ahead to the future.

Experiencing and accepting your feelings during grieving is necessary for healing. These feelings are part of coping, or dealing successfully with difficult changes in your life.

Reading Check

Identify List the eight stages of grief.

Figure 4.7 Grieving is a process that you need not experience alone. How might receiving comfort and support help you through a loss?

Answer  Denial or numbness, emotional release, anger, bargaining, depression, remorse, acceptance, hope

English Language Coach

Understanding Gerunds  Explain that many English verbs can be turned into nouns, called gerunds, by adding -ing. Give familiar examples, such as run/running and write/writing. Point out that the final consonant of a verb may be doubled (as in running) or the final “e” may be dropped (as in writing) before -ing is added. Have students find several nouns on this or nearby pages that end in -ing (e.g., grieving, bargaining, remembering, coping). Ask them to identify the base verb and to define both the verb and its gerund.

Figure 4.7 Sample answer: It might help me feel less alone and isolated.
**Main Idea**

**Coping with Death** Coping with death involves receiving and showing support. **Ask Students:** How can you show support for a person who is grieving? (Sample answers: Attend a wake or funeral; call and say you are sorry; send a card)

**CA Cultural Awareness**

**Mourning Rituals** Explain that all cultures have mourning rituals such as funerals. Ask students to research mourning rituals in other cultures. Then discuss how the rituals help mourners cope with loss.

**W Writing Support**

**Personal Writing** Writing a eulogy, or tribute in honor of a deceased person, shows support for people who are grieving. Ask students to write a eulogy about a hypothetical person who has died. Students should describe positive memories about the deceased person and explain how the person enriched the lives of others.

**Academic Vocabulary**

**Resolve** Write the term resolve on the board and draw a vertical line between the word parts re- and solve. Ask students to define both word parts. (Re-, “again;” solve, “to find a solution for”). Then call on a volunteer to give a literal definition of resolve. (“to find a solution for again”).

**Promoting School Wellness**

**Memorializing Traumatic Events** If students go through the traumatic loss of someone they know, such as a teacher or fellow student, a school memorial can help them through the healing process. Memorials are a way to express grief and bring closure. They can include writing cards and holding candle-lighting ceremonies. Activities that help prevent similar tragedies in the future may be especially effective memorials. Help other school personnel appreciate the importance of memorializing traumatic events, not only those that may occur in your own school but in other schools around the nation.
Community Support

A person’s cultural background also influences grieving. Common mourning rituals, such as memorial services, wakes, and funerals are events that celebrate the life of the person who has died. Telling stories or describing why the person was special can help you move through the grieving process. The clergy and mental health professionals who specialize in grief can also provide support.

Coping with Traumatic Events

The clergy and mental health professionals who specialize in grief can also provide support.

Main Idea
Support from family, friends, and community resources can help individuals recover from a traumatic event.

A traumatic event is any event that has a stressful impact sufficient to overwhelm your normal coping strategies. Traumatic events are sudden and shocking, such as accidents, violent assaults, suicides, and natural disasters. After a traumatic event, you may question your sense of security and confidence. Seek support from family members, friends, and community groups and agencies to help you manage your shock and grief. Also, trying to resume your normal activities can help you through the grieving process.

Reading Check
Explain What are ways to support someone who is grieving?

LESSON 3 ASSESSMENT

After You Read

Reviewing Facts and Vocabulary
1. Identify the stages of grief.
2. Define the term coping.
3. List three examples of a traumatic event.

Thinking Critically
4. Analyze. How might coping with a death resulting from a long-term illness differ from coping with a sudden death caused by an accident?
5. Apply. Recall a story of personal loss that you read about in a book or saw in a movie. Write a paragraph that describes the process of grieving that the main character went through.

Applying Health Skills
6. Communication Skills. Write a letter expressing caring and empathy to a friend who is grieving for a loved one.

Writing Critically
7. Expository. Write a paragraph describing ways that people in the community and community support groups can help someone who is coping with a loss.

Real Life Issues

After completing the lesson, review and analyze your response to the Real Life Issues question on page 102.

LESSON 3 ASSESSMENT ANSWERS

1. Denial or numbness, emotional release, anger, bargaining, depression, remorse, acceptance, hope
2. Dealing successfully with difficult changes
3. Any three: Accidents, violent assaults, suicides, natural disasters
4. Sample answer: It might be easier to cope with a death resulting from a long-term illness because people have time to prepare emotionally for the death. Sudden death would be more traumatic.
5. Answers will vary depending on the particular books or movies students describe.
6. Letters will vary but should demonstrate empathy.
7. Sample answer: People in the community can participate in mourning rituals, offer support, and help the grieving person move through the grieving process.

Assessment Resources

FAST FILE ACTIVITIES
Lesson 3 Quiz
ExamView Assessment Suite CD-ROM
Visit glencoe.com for:
  Online Quizzes
  Online Learning Center
  Progress Monitoring
  Reteaching
  Have students make up true/false questions based on the main ideas and topic sentences in the lesson. Then ask students to choose partners and quiz each other.

Enrichment
Have students research community programs and services for grieving people. They can start by contacting a state or local health department.

After completing the lesson, review and analyze your response to the Real Life Issues question on page 102.

QuickPass GH2011C4S
Have students visit glencoe.com and use this code to access the Interactive Study Guide for this lesson.
Juggling Stress

NHES Standard 7  Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

**Teaching Objectives**
- Analyze how stress impacts health.
- Identify effective stress management techniques.

**Teaching Strategies**
- You will need six tennis balls for this activity.
- Provide each student with three large index cards. Have students do steps 1 and 2 of the activity.
- When students have completed the first two steps, stand in the front of the room and hold six tennis balls in your hands. Explain that each tennis ball represents a stressor. Have one student come to the front of the class and identify one stressor teens might have. With each stressor, toss a tennis ball so the student can catch it. Continue until all six tennis balls are caught. Discuss how this activity demonstrates the importance of stress management techniques.
- Retrieve all six tennis balls and toss them all at once toward the student. Discuss what happens and how it relates to managing stress.

**Assessment**
Using a rubric, student work should provide comprehensive evidence of the following criteria to achieve the highest score:
- Clearly identifies stressors
- Demonstrates techniques to help manage and reduce stress
- Implements a plan for managing stress

**Health Information**
Most illnesses have psychological and physical components. The relationship between the mind and body, or emotions and physical reactions, is described in commonly used expressions such as gut wrenching and worried sick. Anxiety and emotional stress can increase the likelihood of physical health problems. An illness is suspected to be a psychosomatic response when the presence of a disease is eliminated by a thorough medical examination, and there is evidence of a psychological problem. It is confirmed when resolution of the problem causes the physical symptoms to disappear. Headaches, abdominal pain, fatigue, and chest pain are common psychosomatic complaints among teens.
Coping with Loss and Grief

**Key Concepts**
- Grief is caused by many kinds of loss.
- Each person’s response to a loss is unique to the situation and to the individual.
- Each person goes through stages of grief, although not in any particular order.
- Coping with death requires closure.

**Vocabulary**
- stages of grief (p. 103)
- closure (p. 103)
- coping (p. 103)
- mourning (p. 104)
- traumatic event (p. 105)

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Using Index Cards for Review

An effective way for students to review is to write questions on the front of index cards and answers on the back. They can develop questions by rewriting main ideas in the text or their class notes as questions. To use their cards for review, students should shuffle them and then try to answer the questions. They can set aside any cards for which they know the answers. If they cannot recall an answer, they should read the answer on the back of the card and then place the card at the bottom of the stack so they will have to try to answer the question again.
Chapter 4 Assessment Answers

LESSON 1

Vocabulary Review
1. Stress
2. stressor
3. psychosomatic response

Understanding Key Concepts
4. c
5. b
6. b

Thinking Critically
7. Life situations, environmental stressors, biological stressors, cognitive stressors, and personal behavior
8. Trying an activity for the first time can be stressful because you might experience frustration or worry about whether you can do it or how it will turn out.
9. You may feel less secure and comfortable working with people you don’t know, and this could cause you to feel more stress about the project.
10. Mental fatigue can make it hard to concentrate and learn.
11. Any three: Headache, upset stomach, muscle aches and tightness, ringing in ears, allergic reactions
12. You may suffer from a weakened immune system, high blood pressure, and skin or digestive disorders.

LESSON 2

Vocabulary Review
13. stress-management skills
14. resilient
15. relaxation response
16. chronic stress

The video for Lesson 3 highlights how two resilient students have dealt with the stresses of divorce and death. Have students revisit the other videos and worksheets to review how their workload and sleep patterns can also impact their stress levels.
Understanding Key Concepts

After reading the question or statement, select the correct answer.

17. Which is not a relaxation technique?
   a. Taking a warm bath
   b. Laughing
   c. Eating a comfort food
   d. Deep breathing

18. One way to prevent taking on an activity that will add to your level of stress is to
   a. procrastinate.
   b. use refusal skills.
   c. think positively.
   d. redirect your energy.

19. Which of the following is not a way to redirect energy that may build up as a result of stress?
   a. Going for a walk
   b. Watching TV
   c. Riding your bike
   d. Working on a creative project

20. Which is not an effect of physical activity on stress?
   a. Clears your head
   b. Increases energy level
   c. Helps you sleep better
   d. Helps you avoid stress

Thinking Critically

After reading the question or statement, write a short answer using complete sentences.


22. Analyze. Why are the effects of stress additive? How can additive stressors affect your health?

23. Synthesize. What might be some important considerations when planning ahead for a research project that is due in three weeks?

24. Analyze. Why shouldn’t people smoke cigarettes as a way to relieve stress?

25. Analyze. Explain how having resiliency can help you manage your stress.

Lesson 3

Vocabulary Review

Choose the correct term in the sentences below.

26. Closure/Mourning is acceptance of a loss.

27. Coping/Mourning is the act of showing sorrow or grief.

28. A stressful event that overwhelms your coping strategies is called a traumatic event/stage of grief.

Understanding Key Concepts

After reading the question or statement, select the correct answer.

29. Which is not a stage of grief?
   a. Remorse
   b. Empathy
   c. Acceptance
   d. Denial

30. The needed outcome of grieving is
   a. anger
   b. sympathy
   c. remorse
   d. closure

31. You can show support to someone who is grieving by
   a. helping the person recall happy memories
   b. being a sympathetic listener
   c. not rushing the grieving process
   d. all of the above

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Assessment

Chapter 4  Assessment  109

Understanding Key Concepts

26. Closure

27. Mourning

28. traumatic event

Vocabulary 3

Understanding Key Concepts

29. b

30. d

31. d

32. c

33. d
Assessment

Thinking Critically

34. Sample answer: rejection, breakup of a relationship, death of a friend or family member, death of a pet
35. Sample answer: remaining open to relationships would mean the person was more likely to receive comfort and support during grieving. Not remaining open would mean that the person would be more likely to grieve alone, making healing more difficult.
36. To heal after a loss, it is necessary to experience and accept all your feelings during the grieving process.
37. The mourning process may be difficult for a person to move out of. Thinking of positive aspects of the relationship and relying on support of family and friends can help the person cope.
38. Mourning rituals help mark the passage of time since the death, help people move through the grieving process, and serve to reconnect people to their ordinary lives.
39. Identify. Who is available in a community to respond to the needs of survivors of a traumatic event?

Thinking Critically

After reading the question or statement, write a short answer using complete sentences.

34. Describe. What are four examples of loss that could cause someone to experience the grieving process?
35. Evaluate. How do you think the ability or inability to remain open to relationships could affect the way a person responds to loss?
36. Analyze. What is necessary in order for healing to occur after a loss?
37. Explain. At which stage of the grieving process might a person become unable to move on? What should people do if they have difficulty moving through the stages of grief?
38. Explain. How do mourning rituals following a death help individuals during the grieving process?
39. Identify. Who is available in a community to respond to the needs of survivors of a traumatic event?

The Stages of Grief

Background
We all have to cope with a significant loss some time in our lives. A best friend may move to another city, or a close family member may pass away. The grieving process occurs in stages, and understanding those stages will help you cope with loss.

Task
Conduct an online search about the grieving process. Create a podcast describing the grieving process.

Audience
Students in your class

Purpose
Help other students learn about the grieving process and how they can help someone who is grieving.

Project-Based Assessment

Step 1 Research Have students decide who will record the research, who will write the script for the podcast, and who will record the podcast. Have students research the stages of the grief process online.

Step 2 Write Ask students to write a script for their podcast about a student who has suffered a significant loss. Remind students that the script should showcase all of the stages of grief.

Step 3 Play/Evaluate Students should play their podcasts for the class. Discuss how each podcast illustrated the stages of grief.

Visit glencoe.com for Project-Based Assessment rubrics.
Interpret Tables. Angelika conducted a survey of 296 students at her school to determine what caused them the most stress. The results of her survey are shown in the table below. Use the table to answer Questions 1–3.

<table>
<thead>
<tr>
<th>Greatest Stressor</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>93</td>
</tr>
<tr>
<td>Peer conflict</td>
<td>81</td>
</tr>
<tr>
<td>Family issues</td>
<td>64</td>
</tr>
<tr>
<td>Work responsibilities</td>
<td>24</td>
</tr>
<tr>
<td>After-school activities</td>
<td>8</td>
</tr>
<tr>
<td>Personal health</td>
<td>8</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
</tr>
</tbody>
</table>

1. What percentage of students did not feel that work responsibilities were a stressor?
   - A. 88%
   - B. 76%
   - C. 19%
   - D. 92%

2. What number of students reported that family issues caused them the most stress?
   - A. 64
   - B. 78
   - C. 192
   - D. 53

3. What could you conclude from the information given in the table?
   - A. Most students are stressed about work responsibilities.
   - B. After-school activities are stressors for many teens.
   - C. Peer conflict ranked second as the greatest stressor for students surveyed.
   - D. Personal health issues are stressful for students.

Dear Maya,

Things have changed since you moved away. The factory closed and more than 3,000 people are unemployed. I'm sure more people will be leaving town like your family did. Manuel and his family moved, too. Now both of my best friends have left.

My parents don't want to tell me, but I can tell that things are not good. I overhear them talking, but they clam up whenever I ask anything. Dad has a new job, but he is making less money. Please write back and let me know how things are going for you. Do your parents have jobs? Have you made new friends? I miss you!

Love,
Isabel

1. Which word best describes the tone of this letter?
   - A. Angry
   - B. Worried
   - C. Bitter
   - D. Resigned

2. What does this letter reveal most about Isabel?
   - A. It's hard for her to make new friends.
   - B. She understands life outside her town.
   - C. The factory closing led to lost jobs and wages.
   - D. She feels stress due to all the changes.

3. Pretend you are Maya and write a reply to Isabel's letter. As Maya, explain what life is like now for you and your family, and how you are dealing with the stress of moving.

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Test-Taking Tip

**Answering Objective Test Questions**

When students take objective tests, they should always read the questions carefully. Each question usually contains one or a few key words that make the question true or false or that define a term or missing word. Students should look for and try to identify these key words. When answering matching questions, they should take a few moments to look through the entire list of choices before selecting any answers. Then they should try to find key words in the definitions that determine which words are the correct choices. If they are unsure of some of the questions, they should first answer those that they are sure of. They may be able to answer the others after eliminating most of the choices.