

CHAPTER 8

MANAGING STRESS AND ANXIETY

LESSON 1 – EFFECTS OF STRESS

1. Define the term stress.

- Reaction of the body/mind to everyday challenges and demands.

2. What is perception?

Explain how stress is related to perception.

- Perception – the act of becoming aware through the senses.
- The stress you feel depends on your perception of the events that cause stress.

LESSON 1 - CONTINUED

3. What is a stressor?

- Anything that causes stress.

4. Identify the 5 general categories of stressors. Give an example of each.

- Biological stressor

(Illness, disability, or injury).

- Environmental stressor

(Poverty, pollution, crowding noise, or natural disaster).

LESSON 1 - CONTINUED

- Cognitive, or thinking stressors

(the way you perceive a situation or how it affects the world around you).

- Personal behavior stressors

(negative reactions in body from using tobacco/alcohol/drugs/lack of physical activity).

- Life situation stressors

(death of a pet, separation/divorce of parents, trouble with friends).

LESSON 1 - CONTINUED

5. What 2 body systems does your body use to respond to stress?

- Nervous system.
- Endocrine system.

6. What is the “fight or flight” response”?

- Body preparing to defend itself or flee.

LESSON 1 - CONTINUED

7. List the 3 stages in the stress response. Describe what happens in each stage.

- **Stage 1 – Alarm – the body and mind go on high alert.**
- **Stage 2 – Resistance – your body adapts to the rush created by alarm and reacts to the stressor. Body decides to "Fight or flight".**
- **Stage 3 – Fatigue – a tired feeling takes over that lowers your level of activity. Ability to manage other stressors is very low.**

LESSON 1 - CONTINUED

8. List 5 physical reactions included in the alarm response.

- **Increased perspiration.**
- **Faster heart rate/pulse.**
- **Rise in blood pressure/faster respiration rate.**
- **Increased blood flow to the muscles/brain.**
- **Pupil dilation.**

LESSON 1 - CONTINUED

9. What are the 3 types of fatigue that can affect your body? Describe how each type of fatigue occurs.

Physical fatigue – occurs when muscles work for long periods of time.

- Soreness and pain.**
- Reaction time becomes impaired.**
- Muscles tire quickly.**

LESSON 1 - CONTINUED

Psychological fatigue - can result from:

- Constant worry.
- Overwork.
- Depression.
- Boredom / isolation.
- Feeling overwhelmed.

Pathological fatigue – tiredness brought on by overworking the body's defenses in fighting disease. Anemia, flu, overweight, poor nutrition (can bring on pathological fatigue).

LESSON 1 - CONTINUED

10. List the 3 aspects of a person's life that can be affected by stress. Give an example of each effect.

- Physical effects – headaches, asthma, high blood pressure, weakened immune system.

Psychosomatic Response – physical reaction that results from stress rather than from an injury.

<https://www.youtube.com/watch?v=aLBhaYDAIU8>

- Mental/emotional effects – difficulty concentrating, mood swings, risk of substance abuse.
- Social effects – interference with daily activities and relationships with others.

LESSON 1 - CONTINUED

11. Define the term chronic stress. Describe 2 methods you can use to control the effects of chronic stress.

- Stress associated with long term problems that are beyond a person's control.
- Engage in physical activity.
- Support from friends/family.
- Relaxing hobby.
- Avoid using tobacco, alcohol, and other drugs.

LESSON 2 – MANAGING STRESS

1. List 3 categories of personal stressors. Give an example of each.
 - Life events – driver's license, graduation, moving, addition of family members. Major illness, or parent's divorce or separation.
 - Physical stressors – pollution, excessive noise, physical injury, lack of rest, drug use, and excessive dieting or exercise.
 - Daily hassles – time pressures, too many responsibilities, deadlines, and conflicts with fellow students.

LESSON 2 - CONTINUED

2. How can using refusal skills help you to avoid stress?

- Avoid stressful situations altogether, say no when you see the possibility of stress/conflict.

3. List 5 ways to manage stress. Then briefly explain how each method helps to manage stress.

Plan ahead –

- Decide what you want to accomplish.
- Be prepared for unexpected changes.
- Be flexible, have a plan B.

LESSON 2 - CONTINUED

Adequate sleep -

- Helps your ability to concentrate.

Regular physical exercise –

- Helps release pent up energy.

Eat nutritious foods –

- Eat a variety of foods.
- Drink plenty of water.
- Eat fresh foods whenever possible.

Avoid tobacco, alcohol, and other drugs.

LESSON 2 - CONTINUED

4. List 3 ways adequate sleep can help you.
 - Meet daily demands/challenges.
 - Look and feel better.
 - Better mood.
5. List 3 nutrition tips that will help you when you are dealing with stress.
 - Eat regular meals.
 - Limit “comfort” foods.
 - Limit caffeine.

LESSON 2 - CONTINUED

6. Define the term stress-management skills.
 - Skills that help an individual handle stress in a healthful, effective way.
7. List 4 stress management skills. Explain how each skill can help you manage stress.
 - Redirect your energy – release nervous energy.
 - Relax and laugh – laughing lowers blood pressure.
 - Keep a positive outlook – how you think determines how you feel.
 - Seek out support – help you to feel better.

LESSON 2 – CONTINUED

8. What is the relaxation response?

- **A state of calm that can be reached if one or more relaxation techniques are practiced regularly.**

LESSON 3 – ANXIETY AND TEEN DEPRESSION

1. What is anxiety?

- The condition of feeling uneasy or worried about what may happen.

2. Does anxiety have positive or negative results? Explain.

- Positive - it may keep you motivated.
- Negative – can get in the way of your performance by making you nervous.

LESSON 3 -

3. List 3 symptoms of anxiety.

- **Feelings of fear or dread.**
- **Perspiration.**
- **Rapid heart rate/shortness of breath.**

4. List 3 ways to manage the occasional sad mood that lasts for a few days.

- **Exercise.**
- **Talk to friends and family.**
- **Do something nice for someone.**

LESSON 3 - CONTINUED

5. What is depression?

- **A prolonged feeling of helplessness and sadness.**

6. What is the difference between reactive depression and major depression?

- **Reactive depression – response to a stressful event.**
- **Major depression – a medical condition requiring treatment.**

LESSON 3 - CONTINUED

7. List 4 ways to overcome social anxiety.

- **Smile/nod/say HI to people.**
- **Speak up and make eye contact.**
- **Ask open-ended questions.**
- **Know about current events/other areas of interest.**

LESSON 3 - CONTINUED

8. List 5 symptoms of teen depression.

- **Irritable or restless moods.**
- **Withdrawal from friends and activities that were once important.**
- **Change in appetite or weight.**
- **Feelings of guilt or worthlessness.**
- **Sense of hopelessness.**

LESSON 3 - CONTINUED

9. Are feelings of anxiety and depression normal? When do normal feelings become a cause for concern?

- **Yes, to experience a few of these symptoms once in a while.**
- **No, to experience several of them at the same time for 2 weeks or more.**

10. What are 3 ways that mild forms of anxiety and depressive feelings might be relieved?

- **Talking with supportive people.**
- **Getting more physical activity.**
- **Volunteer.**

LESSON 3 - CONTINUED

11. When should a person seek professional help with feelings of anxiety and depression?

- **When changes in mood, sleep patterns, or energy levels begin to interfere with daily life.**

LESSON 4 – BEING A RESILIENT TEEN

- 1. Define the term resiliency.**
 - The ability to adapt effectively and recover from disappointment, difficulty, or crisis.**
- 2. Explain why resiliency is a component of good mental health.**
 - Able to handle adversity in healthful ways.**
 - Achieve long-term success in spite of negative circumstances.**

LESSON - 4

3. List 4 external factors that might affect a person's resiliency.

- **Family**
- **School**
- **Community**
- **Peers**

LESSON 4 - CONTINUED

4. What makes up the internal factors that help you be more resilient.

- **Attitudes.**
- **Perceptions.**
- **Behaviors.**
- **Commitment to learning.**
- **Positive values.**
- **Social competency.**
- **Positive identity.**

LESSON 4 - CONTINUED

5. Can you control the external factors that influence your level of resiliency? Can you control the internal factors? Explain.

- External factors – little control, but can work to strengthen some of them .**
- Internal factors – have control and can continue to strengthen can improve resiliency.**

LESSON – 4 CONTINUED

6. What are protective factors?

- **Conditions that shield individuals from the negative consequences of exposure to risk.**

7. How can protective factors help guard a person from risk behaviors.

- **May influence a person to respond to a situation in a healthy way.**

LESSON 4 - CONTINUED

- 8. Give 8 examples of how a person can work to build protective factors and strengthen resiliency.**
 - **Extra-curricular activities at school.**
 - **Make a commitment to learning.**
 - **Stand up for your beliefs, refuse to act against your values.**
 - **Be honest with yourself and others.**
 - **Resist negative peer pressure.**
 - **Learn about people from other cultures or ethnic backgrounds.**
 - **Develop a sense of purpose.**
 - **Develop a positive outlook about your future.**