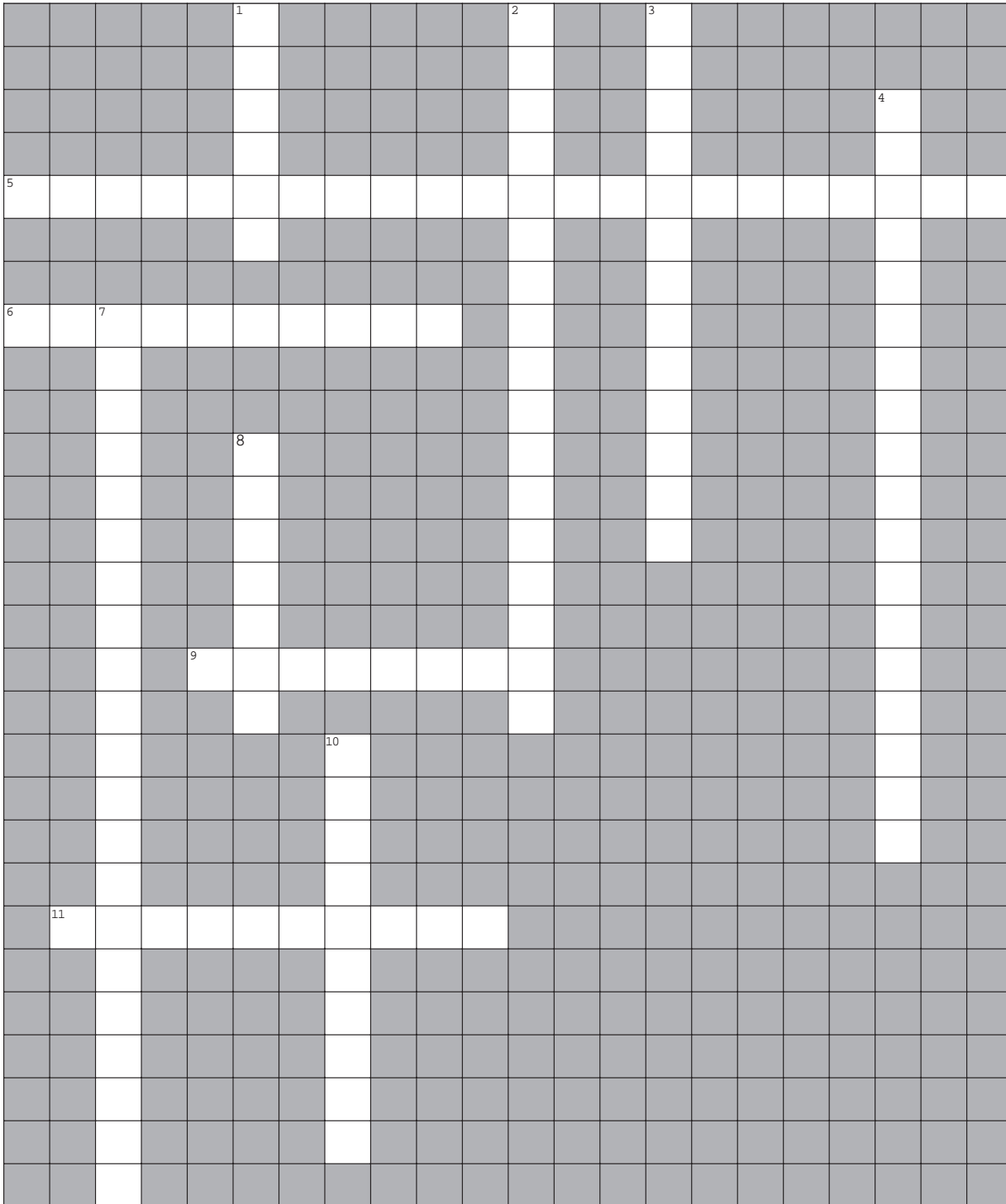


Chapter 8**Vocabulary**

Directions: Life can be puzzling—especially when you're feeling stressed! Match the vocabulary words in the list on the next page with the definitions in the clues to complete the crossword puzzle.



Vocabulary, Chapter 8 (Continued)

stress	chronic stress	depression
perception	stress-management skills	resiliency
stressor	relaxation response	protective factors
psychosomatic response	anxiety	

Across

- skills that help you handle stress in a healthful, effective way
- a condition characterized by prolonged feelings of helplessness, hopelessness, and sadness
- anything that causes stress
- the ability to adapt effectively and recover from disappointment, difficulty, or crisis

Down

- reaction of the body and mind to everyday challenges and demands
- conditions that shield individuals from the negative consequences of exposure to risk
- stress associated with long-term problems that are beyond a person's control
- a state of calm that can be reached if one or more relaxation techniques are practiced regularly
- a physical reaction that results from stress rather than from an injury or illness
- the condition of feeling uneasy or worried about what may happen
- the act of becoming aware through the senses

Activity 28**Applying Health Skills**

FOR USE WITH CHAPTER 8, LESSON 2

The “Merits” of Less Stress

Directions: Below is a brief announcement of a new merit badge recently introduced by the Girls Scouts of America. Imagine that you have been assigned the task of describing the criteria for earning this badge. Drawing from the stress-management skills studied in Lesson 2, determine what stress-management activities would be required and what techniques would be recommended. Then explain the ways these techniques help manage stress.

Selling Girl Scout cookies can lead to a lot of stress: sales goals, finding the time to sell them, collecting and counting money, delivery, and dealing with prospective customers, among other stressors. The Girl Scouts, who have been awarding merit badges since 1912, created a new merit badge designed to teach girls how to deal with such stress, and cope with all the pressures confronting children today. The Stress Less badge, officially sanctioned in September 2001, is awarded for finding ways to reduce life’s everyday stresses.

Required stress-management activities:

Techniques recommended:

Activity 29**Applying Health Skills**

FOR USE WITH CHAPTER 8, LESSON 3

Advice for Anxiety and Depression

Directions: You have three friends who seem to be exhibiting signs of anxiety or depression. Below are descriptions of their recent behaviors. Using what you learned from Lesson 3 as a guide, identify pertinent symptoms indicating reactions to stress. Then, conjecture whether the symptoms are linked to anxiety or depression, and offer helpful advice.

Ashley: You've noticed that Ashley seems distracted the last couple of days. She can't stay focused during conversations and has a hard time sitting still. Ashley complains to you that she sometimes feels lightheaded when she thinks about playing in Saturday's soccer game. She tells you she hopes Saturday doesn't come and that she wishes she could make her varsity debut without having her parents and all her friends in attendance.

Symptoms: _____

Anxiety or depression: _____

Advice: _____

Seamus: For the past week, Seamus has been irritable and disagreeable. He hasn't been hanging out with his friends or playing basketball at the park (one of his favorite pastimes). He looks tired and doesn't seem his usual confident self. You think his behavior has something to do with basketball cuts, which were last week.

Symptoms: _____

Anxiety or depression: _____

Advice: _____

Applying Health Skills, Activity 29 *(Continued)*

FOR USE WITH CHAPTER 8, LESSON 3

Keesha: You haven't seen Keesha much after school for the past few months. She no longer works on the school yearbook or comes to school activities. She doesn't go to the movies with her old friends; she didn't even try out for the volleyball team this year. She seems to have lost weight and looks tired all the time. When you talk to her, she barely responds, usually keeping her conversation to one or two word answers. You've tried to get her to do something fun on the weekends for several weeks, but she always declines and makes a negative remark about herself. She won't talk about whatever is troubling her.

Symptoms: _____

Anxiety or depression: _____

Advice: _____

Activity 30**Applying Health Skills**

FOR USE WITH CHAPTER 8, LESSON 4

Building Resiliency

Directions: Below are two scenarios involving students with low resiliency and an absence of protective factors. Using what you learned from Lesson 4 as a guide, identify some internal and external protective factors that would help the students develop their sense of self and build their resiliency.

Although relatively small in stature, Johann played sports on a regular basis until he reached high school, where he found his lack of size made it difficult to compete against his larger peers for positions on school teams. He also used to talk about becoming a pilot, but when you ask him about it, he says, "That's kid stuff." Johann no longer attends school events. Lately he's started hanging around a group of guys who seem to take pride in verbally abusing anyone who comes within their range. When you try to tell him that he's hurting people's feelings and that he's too good a guy to behave in such a way, he tells you, "That's too bad for them. As for me, well, get used to the new Johann." Later he confides to you that he feels lost and wishes there were some way to change the direction of his life.

What could Johann do to strengthen his protective factors and build his resiliency?

Applying Health Skills, Activity 30 *(Continued)*

FOR USE WITH CHAPTER 8, LESSON 4

Within the last couple of years, Sara has gradually shifted her focus from academics and athletics to dating. Her grades have fallen, and she has no interest in school activities, sports, or hanging out with her old friends. She dates many different guys, always looking for the perfect young man. Unfortunately, her relationships are brief and she spends much of her time trying to rebound from break-ups. Just recently she has told you that she feels lost and misses her friends and playing basketball on the school team.

What advice would you give Sara that would strengthen her protective factors and build her resiliency?

Chapter 8

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later you can use this guide to review the information in the chapter.

Lesson 1

1. Define *stress*. _____

2. Give examples that are common to a teen's life from each of the five categories of stressors.
 - **Biological stressors:** _____
 - **Environmental stressors:** _____

 - **Cognitive stressors:** _____

 - **Personal behavior stressors:** _____

 - **Life situation stressors:** _____

3. List and explain the three stages of your body's stress response.

4. Name four common psychosomatic responses.

Study Guide, Chapter 8 (Continued)

5. Name three mental/emotional and social effects of stress.

6. List four strategies to help you control the effects of chronic stress in your life.

Lesson 2

1. Fill in the blanks to list three steps in responding to stress.

_____ personal stressors, _____ the ones you can, or _____ your response to those that are unavoidable.

2. List two examples of each of the following three categories of personal stressors.

Life events: _____

Physical stressors: _____

Daily hassles: _____

3. Explain two ways you can avoid stress.

4. List three benefits of planning ahead.

5. List four benefits of getting eight to nine hours of sleep each night.

6. List three tips on eating nutritious food.

Study Guide, Chapter 8 (Continued)

7. List two reasons using alcohol, tobacco, or other drugs don't relieve stress.

8. What are stress-management skills?

9. List the four stress-management techniques in the order you would use them.

Lesson 3

1. Define *anxiety*. _____

2. List four symptoms of anxiety.

3. Explain why striving for perfection can cause anxiety.

4. Define *depression*. _____

5. List and describe two types of depression.

6. List four common symptoms of teen depression.

Study Guide, Chapter 8 (Continued)

7. What is the first step in getting help when you are feeling sad, anxious, or depressed?

Lesson 4

1. Define *resiliency*. _____

2. List three examples of external factors.

3. Attitudes, perceptions, and behaviors are internal factors. Name four more.

4. List two benefits of having a commitment to learning.

5. List two benefits of having positive values.

6. List two benefits of having social competency.

7. List two benefits of having a positive identity.

8. Define *protective factors*. _____
