

Stressed Out What did you learn about dealing with the stress in your life from the video?

Section 1 What Causes Stress?

Key Ideas

- ✓ You experience stress when situations, events, or people make demands on your body and mind.
- ✓ Four general types of stressors are major life changes, catastrophes, everyday problems, and environmental problems.

Vocabulary

- stress (56)
- eustress (56)
- distress (56)
- stressor (57)
- catastrophe (58)



Section 2 How Stress Affects Your Body

Key Ideas

- ✓ The body's response to stress occurs in three stages—the alarm stage, the resistance stage, and the exhaustion stage.
- ✓ The warning signs of stress include changes in how your body functions and changes in emotions, thoughts, and behaviors.

- ✓ Stress can trigger certain illnesses, reduce the body's ability to fight an illness, and make some diseases harder to control.

Vocabulary

- fight-or-flight response (60)

Section 3 Stress and Individuals

Key Ideas

- ✓ How you react to a stressor depends on your assessment of the situation.
- ✓ Your personality influences your assessment of a situation.
- ✓ The key factor in resilience is having the support of family and friends.

Vocabulary

- optimism (66)
- pessimism (66)
- perfectionist (66)
- resilience (67)



Section 4 Coping With Stress

Key Ideas

- ✓ Two techniques that can help you keep stress under control are time management and mental rehearsal.
- ✓ Three strategies that can help you relieve tension when you are stressed are physical activity, relaxation, and biofeedback.
- ✓ One way to change your thinking is to replace negative thoughts with positive ones. You can also use humor in some stressful situations.

- ✓ You need to build your resilience to deal with extreme or prolonged stress.
- ✓ Sharing your problems can help you see them more clearly. Just describing your concerns to someone often helps you to understand the problem better.

Vocabulary

- mental rehearsal (71)
- biofeedback (73)

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Stressed Out Ask for volunteers to share their answers. Use examples from the video to review strategies for dealing with stress.

Key Ideas Review

L2 Have students reword the section objectives as questions and then try to answer them. Students should find answers in the text for any questions they cannot answer.

L3 Ask students to write a concise paragraph in which they summarize what causes stress, how stress affects the body, why different individuals respond differently to stress, and how to cope with stress. Students should try to limit what they write to just one or two sentences per question while still providing a complete answer.

Vocabulary Review

EL Have students make flashcards to review chapter vocabulary. They should write each term on one side of an index card, and on the other side they should write the definition and an example of the term. Ask students to choose partners and quiz each other using the flashcards.

L1 Ask: **What is stress?** (*the response of your body and mind to being challenged or threatened*) Call on students to explain how each of the remaining vocabulary terms in the chapter is related to stress.



Students can go online to take a self test on Chapter 3.

Reviewing Key Ideas

Section 1

1. b
2. Stress can be positive if it helps you escape from danger, promotes personal growth, or helps accomplish goals.
3. because it takes energy to adjust to new situations and they may threaten your sense of security or self-esteem
4. *Sample answer:* yes, because teens often experience more conflict and greater pressure to succeed.

Section 2

5. b
6. any six changes from Figure 4
7. Stress can trigger an asthmatic attack.
8. It can weaken your immune system and prevent it from functioning well.
9. *Sample answer:* Sleep problems are easier to recognize than many other warning signs of stress.

Section 3

10. b
11. Is this situation a threat to my well-being? Do I have the necessary resources to meet the challenge?
12. These relationships offer love, encouragement, and reassurance.
13. *Sample answer:* Individual sports put all the responsibility for doing well on the individual athlete, and there are no team members to offer support.

Section 4

14. c
15. It can help you stay focused when you perform in stressful situations and increase your self-confidence.
16. when the person feels too overwhelmed by stress to handle it alone
17. *Sample answer:* Lying is stressful; stress causes the heart and breathing rates to increase.

Reviewing Key Ideas

Section 1

1. A good friend is in the hospital with a serious illness. This stressor can be classified as
 - a. an everyday problem.
 - b. a major life change.
 - c. a catastrophe.
 - d. an environmental problem.
2. Explain how stress can be a positive experience.
3. Why are major life changes stressful?
4. **Critical Thinking** Do you think that adolescence is an especially stressful time? Explain.

Section 2

5. The stage when your body adapts to the continued presence of a stressor is the
 - a. alarm stage.
 - b. resistance stage.
 - c. exhaustion stage.
 - d. adaptation stage.
6. List six things that happen to your body during the fight-or-flight response.
7. Explain the relationship between stress and the onset of an asthmatic attack.
8. What effect can prolonged stress have on your immune system?
9. **Critical Thinking** Why do you think that sleep problems are a useful warning sign of stress?

Section 3

10. What is the statement "I'll never be able to do this" an example of?
 - a. aiming for perfection
 - b. negative thinking
 - c. optimism
 - d. resilience
11. As you assess a stressful situation, what two general questions are you answering?
12. How does having the support of family and friends contribute to resilience?
13. **Critical Thinking** Researchers have compared the level of stress in different sports. They found that individual sports, such as gymnastics, can cause more stress than team sports, such as basketball. Why do you think this difference exists?

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Section 4

14. Stressors that you can control tend to be
 - a. catastrophes.
 - b. major life changes.
 - c. everyday hassles.
 - d. environmental problems.
15. Explain how the process of mental rehearsal can help you manage stress.
16. When is it important for a person who is stressed to reach out for support?
17. **Critical Thinking** A lie detector measures changes in a person's heart rate and breathing rate. How might changes in these body functions indicate that a person is lying?



Building Health Skills

18. **Advocacy** You have a friend who is involved in so many activities that he no longer has time for you. Lately, he complains that he "can't think straight anymore." Use an e-mail to offer some advice to your friend. **WRITING**
19. **Making Decisions** A product called "Stress Vitamins" claims to "replace essential vitamins that are lost during times of stress." How would you decide whether or not to buy the vitamins?
20. **Setting Goals** Make an action plan to help you reduce the stress of test-taking. Apply strategies you learned for coping with stress. Put your plan into action a week before your next test and monitor your progress. After the test, adjust your action plan, if necessary. **WRITING**

Health and Community

Volunteering Helping others is one way to build resilience. Describe something you could do for one hour each week to help younger students learn to deal with stress. **WRITING**



Building Health Skills

18. Students might advise dropping some activities and learning how to manage time.
19. *Sample answer:* Ask their doctor whether they need the vitamins.
20. Students should make specific, step-by-step plans, evaluate their progress, and modify their plans, if necessary.

Health and Community

Volunteering *Sample answers:* I could babysit younger siblings and show them how to relax for naps. I could volunteer at my school's latch-key program and show younger students how to relieve tension with physical activity. I could tutor younger students and explain ways to reduce stress when they take exams.