



CHAPTER

4

Managing Stress and Coping with Loss

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 of stress in your life.

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.



Activating Prior Knowledge

Using Visuals Look at the picture on this page. How is this teen managing her stress? What other types of activities can help you manage stress? How do you deal with the stressors in your life? Explain your thoughts in a paragraph.

Chapter Launchers

Health in Action

Discuss the **BIG** Ideas

Before beginning this chapter, 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



Managing Strong Emotions

Stress can affect your physical and mental health. How do you manage stress?

Assess Your Health



Visit glencoe.com and complete the Health Inventory for Chapter 4.



LESSON 1



GUIDE TO READING

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

Before You Read

Create a K-W-L Chart.

Make a three-column chart. In the first column, list what you know about stress. In the second column, list what you want to know about this topic. As you read, use the third column to summarize what you learned.

K	W	L

Understanding Stress

Real Life Issues

Stage Fright. Cari woke up this morning with a vague sense of dread. Now, sitting at her desk at school, she has butterflies in her stomach and her palms are sweaty. Today is oral report day, and Cari is next. She is nervous about speaking in front of her classmates.



Writing Why do you think Cari is experiencing these symptoms? How might she try to calm herself for the presentation? Explain your thoughts in a paragraph.



New Vocabulary

- ▶ perception (p. 92)
- ▶ stressor (p. 93)
- ▶ psychosomatic response (p. 95)

Review Vocabulary

- ▶ stress (Ch.2, L.1)



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.

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.



Tim Fuller Photography

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.

Reacting 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.



READING CHECK

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



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.

Academic Vocabulary

anticipate (verb): to expect

■ 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?*





Your Body's Response to Stressors

Main Idea Stressors activate the nervous system and specific hormones.



Visit glencoe.com and 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” response 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.



READING CHECK

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

Figure 4.2

Stressors for Teens

Life Situations	Environmental	Biological	Cognitive (Thinking)	Personal Behavior
<ul style="list-style-type: none"> • School demands • Problems with friends, bullying • Peer pressure • Family problems, abuse • Moving or changing schools • Breaking up with a girlfriend or boyfriend 	<ul style="list-style-type: none"> • Unsafe neighborhood • Media (TV, magazines, newspapers, Internet) • Natural disasters • Threat of terrorist attacks • War • Global warming 	<ul style="list-style-type: none"> • Changes in body • Illness • Injury • Disability 	<ul style="list-style-type: none"> • Poor self-esteem • Personal appearance • Not fitting in 	<ul style="list-style-type: none"> • Taking on a busy schedule • Relationship issues • Smoking • Using alcohol or other drugs



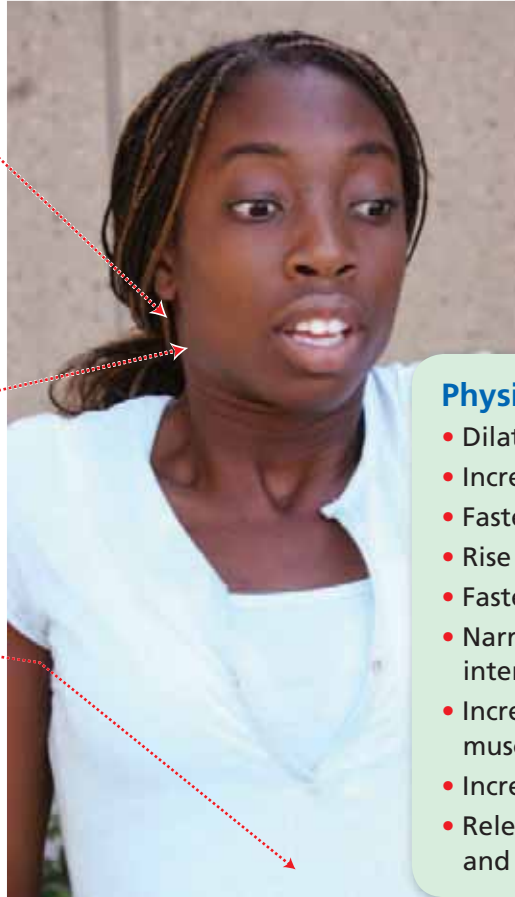
**Figure 4.3**

The Alarm Response

1 Alarm begins when the *hypothalamus*, a small area at the base of the brain, receives danger signals from other parts of the brain. The hypothalamus releases a hormone that acts on the pituitary gland.

2 The pituitary gland secretes a hormone that stimulates the adrenal glands.

3 The adrenal glands secrete *adrenaline*. *Adrenaline* is the “emergency hormone” that prepares the body to respond to a stressor.



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

Stress and Your Health

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.



Real World CONNECTION

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.

Activity Mathematics

The study received completed surveys from 600 teens.

1. How many teens felt that issues other than schoolwork caused them stress?
2. How many teens experienced no worries about returning to school?
3. **Writing** What worries you about returning to school? How do you cope with the stress of new classes?

Concept Number and Operations:

Percents A percent is a ratio comparing a number to 100. It can also be represented as a fraction with 100 as the denominator. To find the percent of a number, change the percent to a fraction or decimal, then multiply by the number.



LESSON 1



ASSESSMENT

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.



Visit glencoe.com and complete the Interactive Study Guide for this lesson.



LESSON 2

Managing Stress

Real Life Issues

Dealing with Stress. Kevin recently enrolled in a new school. He feels overwhelmed by the change and has not yet made any friends. Almost every day, he complains of headaches. His parents have noticed he has become irritable and sulks in his room after school.



Writing Write a letter to Kevin. Give him some tips that you think might help him deal with the stress that comes with changing schools.



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.

GUIDE TO READING

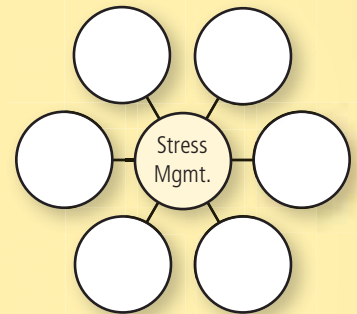


BIG Idea You can manage stress by learning skills to reduce the amount and impact of stress in your life.

Before You Read

Create a Cluster Chart.

Draw a circle and label it "Stress-Management Skills." Use surrounding circles to define and describe this term. As you read, continue filling in the chart with more details.



New Vocabulary

- ▶ chronic stress (p. 97)
- ▶ relaxation response (p. 99)

Review Vocabulary

- ▶ stress management skills (Ch.2, L.1)
- ▶ resilient (Ch.3, L.1)



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.



With school, work, and everything else, my friends and I can get really stressed out. I found that working out is the best stress reliever. When I'm feeling really stressed, I go for a run, swim, or just shoot some baskets on my own. Afterward, I always feel less stressed out. For more fitness tips, visit the Online Fitness Zone at glencoe.com.

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.





■ **Figure 4.5** Planning ahead can help you avoid or limit stress. *What other actions can you take to manage stress?*

- **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 walk or a swim, jogging, riding your bike, or playing a game of pickup basketball.



READING CHECK

Explain How can refusal skills help you avoid stress?

Academic Vocabulary

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

Figure 4.6

Progressive Muscle Relaxation

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.
2. Tighten the muscles in your toes. Hold for a count of 10. Relax.
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.



Health Skills

Activity

Stress Management

When Demands Are Too High

Juan has too many commitments and is beginning to feel the effects of stress. He writes for the school paper, volunteers on the yearbook committee, plays on the basketball and soccer teams, and is working hard to maintain a B+ average. At home, he helps take care of his younger brother and earns an allowance by doing chores such as cleaning out the garage and taking care of the family pets. On weekends, he works at a local bookstore to earn extra money. Juggling all of his responsibilities has become more and more difficult. Now his girlfriend wants him to spend more time with her.



Writing Write a letter to Juan suggesting ways that he could manage his stress. Use the following questions to guide your thinking.

1. What are Juan's stressors?
2. Which stressors, if any, can he avoid or prevent? How?
3. Which stressors can he limit? How?
4. Which stress-management techniques can help Juan deal with his stress?



- **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.

Staying Healthy and Building Resiliency

Main Idea Taking care of your health is essential to stress management.



READING CHECK

Explain What three self-maintenance habits can reduce your level of stress?

In addition to learning stress-management skills, developing habits that maintain your general health will also help reduce the effects of stress. These self-maintenance habits help you deal with stress in positive ways. They can also play a role in preventing stress, reducing stress, and helping your mind and body recover from stress.

Get Adequate Rest Too little sleep can affect your ability to concentrate. This can affect schoolwork, athletics, and even relationships. By contrast, adequate sleep can help you face the challenges and demands of the next day. Using time-management skills will allow you to get the eight to nine hours of sleep that you need each night.



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.



For more practice with vocabulary, go to the Interactive Health Tutor at glencoe.com.

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

After You Read

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.



Visit glencoe.com and complete the Interactive Study Guide for this lesson.

LESSON 3

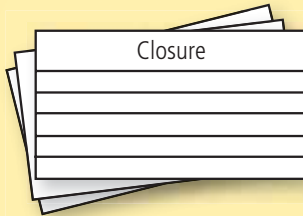


GUIDE TO READING

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

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 (p. 103)
- ▶ closure (p. 103)
- ▶ coping (p. 103)
- ▶ mourning (p. 104)
- ▶ traumatic event (p. 105)

Coping with Loss and Grief



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

Main Idea Acknowledging a loss is one way to help begin the healing process.

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.



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?*



■ **Figure 4.8** Memorial services and sites help people grieve and show respect. *What are other ways to remember a loved one?*



Coping with Death

Main Idea Coping with death involves receiving and showing support.



Explore [glencoe.com](https://www.glencoe.com) and complete the Student Web Activity on grief and coping with loss.

Death is one of the most painful losses we can experience. Even if a person dies after a long illness, it's likely that the survivors will grieve. If the death was sudden or traumatic, the survivors may also experience shock.

Most people respond to loss by **mourning**, *the act of showing sorrow or grief*. Mourning includes talking about the person, experiencing the pain of the loss, and searching for meaning. It may be difficult for some people to move out of the mourning process. Dwelling on things that can't be changed will only add to your hurt. Instead, try to think about how the relationship was positive in your life.

Showing Empathy

Grieving alone makes the process more difficult. The friendship and support of others who are also grieving may make the process easier. If you can't talk to family and other loved ones, try talking to a supportive friend.

If you know someone who is grieving, there are ways you can show support.

- Help the person to recall happy, positive memories.
- Be a sympathetic listener, and use silence when appropriate. Sometimes, just nodding your head shows that you understand what the person is saying.
- Don't rush the grieving process or attempt to **resolve** the person's grief in one day. Remember, no one can lead another person through this process or hurry through it.

Academic Vocabulary

resolve (verb): to deal with successfully

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.



READING CHECK

Explain What are ways to support someone who is grieving?

Coping with Traumatic Events

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.



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.



Visit glencoe.com and complete the Interactive Study Guide for this lesson.

Hands-On HEALTH

Activity Juggling Stress

Do you sometimes feel overwhelmed and exhausted trying to juggle everything in your life—school, homework, activities, family and household responsibilities—all at once? This activity will help you identify your stressors and find ways to manage stress.

What You'll Need

- 3 large index cards
- pen or pencil

What You'll Do

Step 1

In the middle of each index card, draw a 1-inch circle. Write one stressor that is currently affecting your life.

Step 2

Your teacher will demonstrate the tennis ball activity. Each of your stressors is like a tennis ball you juggle as you try to balance your daily activities.

Step 3

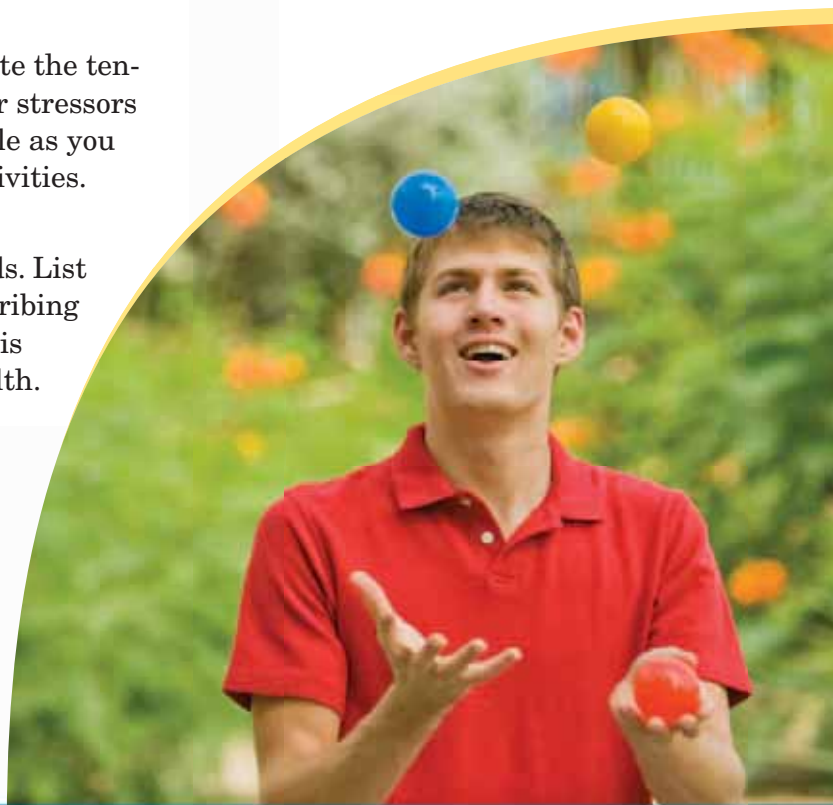
Select one of your index cards. List four signs or symptoms describing how this particular stressor is currently affecting your health.

Apply and Conclude

Think about the stressors that you identified. List stress-management techniques that you can practice to reduce or manage the stressful situations you identified. Implement your plan and evaluate its effectiveness.

Checklist: Stress-Management Skills

- ✓ Identification of situations that cause stress
- ✓ Techniques you can use to avoid stressful situations
- ✓ Ways to manage stress
- ✓ Evaluate the effectiveness of the techniques you use to manage stress





To download quizzes and eFlashcards to your PDA, go to glencoe.com and click on the Study to Go icon.

LESSON 1**Understanding Stress****Key Concepts**

- ▶ Stress is a natural part of life; everyone experiences stress.
- ▶ The specific effects of stressors on your life depend on your experiences and perception.
- ▶ Too much stress can be unhealthy.

Vocabulary

- ▶ stress (p. 92)
- ▶ perception (p. 92)
- ▶ stressor (p. 93)
- ▶ psychosomatic response (p. 95)

LESSON 2**Managing Stress****Key Concepts**

- ▶ You can manage stress by using refusal skills, planning ahead, thinking positively, and avoiding tobacco, alcohol, and other drugs.
- ▶ Stress-management techniques include relaxation, redirecting your energy, and seeking support.
- ▶ Taking care of your health can help you prevent and reduce stress, as well as recover from its effects.

Vocabulary

- ▶ chronic stress (p. 97)
- ▶ stress-management skills (p. 98)
- ▶ relaxation response (p. 99)
- ▶ resilient (p. 100)

LESSON 3**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)





LESSON 1

Vocabulary Review

Use the vocabulary terms listed on page 107 to complete the following statements.

- _____ is the reaction of the body and mind to everyday challenges and demands.
- Anything that causes stress is called a(n) _____.
- A physical reaction that results from stress rather than from an injury or illness is called a(n) _____.

Understanding Key Concepts

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

- The amount of stress that you experience mostly relates to
 - the type of friends that you have.
 - where you go to school.
 - your perception of stressors.
 - how your parents respond to stress.
- Which of the following is *not* an environmental stressor?
 - Unsafe neighborhood
 - TV
 - Tornado
 - Personal appearance
- During which stage of the body's stress response are hormones released?
 - Resistance
 - Alarm
 - Fatigue
 - Recovery
- Which of the following is *not* a physical symptom of the alarm response?
 - Faster heart rate and pulse
 - Decreased blood flow to muscles and brain
 - Increase in perspiration
 - Decrease in blood pressure

Thinking Critically

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

- Identify.** What are the five categories of stressors?
- Infer.** How would trying an activity for the first time affect your stress level?
- Synthesize.** Suppose you've been assigned to work on a project with three students you don't know. How might this affect your perception of doing the project?
- Analyze.** Describe how mental fatigue that results from stress can affect your ability to study.
- Describe.** List three physical symptoms of stress.
- Infer.** You've spent three months feeling stressed while studying for an important exam. What impact could this stress have on your health?



LESSON 2

Vocabulary Review

Correct the sentences below by replacing the italicized term with the correct vocabulary term.

- Using refusal skills, planning ahead, and practicing relaxation techniques are examples of *chronic stress*.
- You are *relaxed* if you are able to adapt effectively and recover from disappointment, difficulty, or crisis.
- Practicing stress-management techniques can help you achieve a state of calm, or a *chronic stress*, when stressed.
- Stress associated with long-term problems beyond one's control is known as *resilient*.



Understanding Key Concepts

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

18. Which is not a relaxation technique?
 - a. Taking a warm bath
 - b. Laughing
 - c. Eating a comfort food
 - d. Deep breathing
19. 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.
20. 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
21. 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. **Explain.** How does identifying personal stressors help in the development of a stress-management plan?
23. **Analyze.** Why are the effects of stress additive? How can additive stressors affect your health?

24. **Synthesize.** What might be some important considerations when planning ahead for a research project that is due in three weeks?
25. **Analyze.** Why shouldn't people smoke cigarettes as a way to relieve stress?
26. **Analyze.** Explain how having resiliency can help you manage your stress.

LESSON 3

Vocabulary Review

Choose the correct term in the sentences below.

27. *Closure / Coping* is acceptance of a loss.
28. *Coping / Mourning* is the act of showing sorrow or grief.
29. 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.

30. Which is *not* a stage of grief?
 - a. Remorse
 - b. Empathy
 - c. Acceptance
 - d. Denial
31. The needed outcome of grieving is
 - a. anger.
 - b. sympathy.
 - c. remorse.
 - d. closure.
32. 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.



Assessment

33. During which stage of grief do people make a promise to change if what was lost can be returned?
 - a. Denial
 - b. Depression
 - c. Bargaining
 - d. Hope
34. Which of the following strategies can help someone cope with a traumatic event?
 - a. Spending time alone
 - b. Delaying getting back to a daily routine
 - c. Putting off grieving
 - d. Seeking support from the community
35. **Describe.** What are four examples of loss that could cause someone to experience the grieving process?
36. **Evaluate.** How do you think the ability or inability to remain open to relationships could affect the way a person responds to loss?
37. **Analyze.** What is necessary in order for healing to occur after a loss?
38. **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?
39. **Explain.** How do mourning rituals following a death help individuals during the grieving process?
40. **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.

Project-Based ASSESSMENT

The Stages of Grief

Background

We all have to cope with a significant loss sometime in our lives. A best friend may move to another city, or a close family member may pass away. Grieving for someone we loved, such as pets, friends, and family members is natural. The grieving process occurs in stages, and understanding those stages will help you cope with loss.

Task

Research the grieving process. Write a short play about a student grieving over a loss. Have students fill out a questionnaire describing what they learned.

Audience

Students in your class

Purpose

Help students learn about the grieving process.

Procedure

- 1 Form small groups. Divide the tasks. Some members may want to conduct research and write the play. Others may want to perform in the play.
- 2 Using the information in Chapter 4 and additional library or Internet resources, research the stages of grief.
- 3 Write a script for a play about a student who has suffered a significant loss. The play should show the student moving through all the stages of grief.
- 4 Write a questionnaire about the stages of the grieving process.
- 5 Perform the play for your classmates.
- 6 Assess the effectiveness of the play by having students fill out the questionnaire.



Standardized Test Practice

Math Practice

Interpret Tables. Angelika conducted a survey of 300 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.

Student Stressors at Washington High	
Greatest Stressor	Number of Students
Grades	93
Peer conflict	81
Family issues	64
Work responsibilities	24
After-school activities	8
Personal health	8
Other	18

- What percentage of students did not feel that work responsibilities were a stressor?
A. 88% C. 19%
B. 76% D. 92%
- What number of students reported that family issues caused them the most stress?
A. 202 C. 192
B. 78 D. 53
- 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.



For more test practice, visit glencoe.com and complete the Online Quizzes for Chapter 4.

Reading/Writing Practice

Understand and Apply. Read the letter below, and then answer the questions.

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

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

National Education Standards

Math: Data Analysis and Probability
Language Arts: NCTE 1, NCTE 3, NCTE 4