



Coping with Stress

A Special Addition to *Staying Healthy: An English Learner's Guide to Health Care and Healthy Living*

TEACHER'S GUIDE

Coping with Stress

**A Special Addition to *Staying Healthy:*
An English Learner's Guide to
*Health Care and Healthy Living***

Teacher's Guide

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**Florida Literacy Coalition
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Staying Healthy: Coping with Stress

Teacher's Guide

This is an additional component to the *Staying Healthy: An English Learner's Guide to Health Care and Healthy Living* curriculum. This unit is an introduction to stress and stress management. It focuses on the effects of stress on thinking, behavior, and health. It discusses different kinds of stressors, and provides suggestions for coping with stress.

Learning Objectives:

- Students will be able to define stress.
- Students will be able to give an example a personal stressor.
- Students will be able to explain the difference between bad stress and good stress.
- Students will be able to explain how stress can affect a person's body, and what a person thinks or does.
- Students will be able to describe how stress affects health.
- Students will be able to give examples of ways to cope with stress.

Correlation to Florida Adult ESOL Course Standards and CASAS Competencies

Florida Adult ESOL Course Standards:

Foundations

- 1.05.01 Identify several parts of the body.
- 1.05.02 Recognize symptoms of common illnesses.

Low Beginning

- 2.05.01 Describe basic problems/injuries to parts of the body.
- 2.05.02 Describe symptoms related to common illnesses.

Low Intermediate

- 4.05.01 Describe symptoms related to illness, injuries, or dental health problems.
- 4.05.02 Compare healthful and unhealthful behaviors and practices.

Advanced

- 6.05.02 Discuss consequences of unhealthful habits and identify where to get help in the community.

CASAS Competencies:

- 3.5.8 Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures.
- 7.5.4 Identify sources of stress, and resources for stress reduction.

SECTION 1: DISCUSSING & READING ABOUT STRESS MANAGEMENT

Suggestions for Teaching Vocabulary

Key vocabulary words are bolded in the text. Most are listed with some visual clue in vocabulary boxes, and listed again with more detail in the glossary. Help students locate and pronounce the key vocabulary before reading the text.

KEYWORDS		
Acute Stress	Hassles	Stress
Chronic Stress	Hobbies	Stressor
Depression	Mental Health Counselor	Stress Response
Fight-or-Flight Response	Positive Self-Talk	Support System
Flexibility	Relax	Therapist

Suggestions for Stress Content

- Before reading, discuss pictures.
- Have students take turns reading some of the paragraphs aloud.
- Discuss vocabulary. Have students use context clues to define words.
- More advanced students may want to underline or highlight new information.
- Ask students to make flash cards. On the front they should write the word. They should divide the back of the card into 4 quadrants. In quadrant 1, they should define the word. In quadrant 2, they should use the word in a sentence. In quadrant 3, they should give an example of the word. In quadrant 4, they should draw a picture that shows what the word means.
- Ask students to make a list of common stressors. Write each one on separate note cards or sticky notes. Ask students to order the stressors from most stressful to least stressful. Help students realize that what is most stressful for one person might not be as stressful for someone else.
- Using the cards/sticky notes from the preceding activity, ask students to categorize how they would cope with the stressor: 1) accept it, 2) avoid it, 3) change it, or 4) change how you think about it. Help students realize that different stressors require different coping skills.
- Role playing: Select a cross section of stressors that have been identified in class. Pair students and assign each pairing with 2-3 stressors. Have one student in each pair role play a negative approach to coping with a particular stressor. The other student then role-plays a positive/constructive way to address the same stressor. Discuss as class.

Issues to Address

What is Stress?

- Focus on how students feel physically when stressed. If possible, present a mildly stressful situation (ex. rearrange chairs, ask questions too rapidly or put on blindfolds). Discuss ways in which students feel the effects of change: muscle tension, faster heart beat and so on.
- Encourage a discussion about various stressors. Allow students to identify common and uncommon stressors in their lives.

What Happens When I'm Stressed?

When a stack of books falls like it might fall on you, you jump out of the way. Suddenly your heart beats fast. Your breathing is faster, too.

If this happens, it means your body reacted. This is called the **stress response**. This reaction kept you from getting hurt. You may feel your blood pressure go up and your muscles get tense. You may also begin to sweat too.

The stress response is also called the **fight-or-flight response**. Your body prepares to defend you or run away from any given situation.

Where Does Stress Come From?

Any change or demand can be a **stressor**. Some changes or needs in life are bad. If you lose a job, you may need to find a new one. A death in the family may change your life. A car wreck may cause injuries. These are bad stressors.

Some changes or challenges in life are good. Getting married is a good thing. Getting married may also change your life. A new baby is good. But new babies are demanding. These things can change your life in a good way. They are also stressors.

Your body may not tell the difference between good and bad stressors. It may react the same way!

02 Coping with Stress

Stress: Length of Times and Sources

- Emphasize to your students that stress does not always go away. Certain problems may need more attention or take a long time to address. It is important to identify if stress is acute or chronic, so a proper coping method can be applied.
- Point out that acute stress can turn into a chronic stress. When your car battery dies, it can usually be recharged or replaced rather quickly. This likely causes acute stress while you are dealing with the issue. If your car continues to have mechanical problems, the situation can become chronically stressful.
- Stress can occur in different places for people. Maybe a new baby may not be stressful to someone who has lots of family nearby to help. But a new baby for a couple, whose family lives far away, may make for a tougher transition period.

How Long Does Stress Last?

There are many common stressors. Some last only a short time. This is called **acute stress**. Examples of acute stressors include arguing with a friend, celebrating a holiday, or getting a flat tire.

Acute stress can end when a problem ends.

Some stressors continue for a long time. This is called **chronic stress**. Examples of chronic stressors include raising children, lack of job benefits, and money worries.

You don't have just one kind of stressor or the other. Acute and chronic stressors can occur at the same time. It is not always easy to cope with both stressors at the same time.

Sometimes we can predict stressors. If work gets very busy or the holidays are stressful, you can prepare yourself so that the stress is not so big. Other times we do not know when a stressor will affect us. If your child suddenly gets very sick, you were probably not expecting that. It can be helpful, though, if you already have regular ways to cope with stress.

Stress Can Be Anywhere

Stress can occur in many different places in your life. Often times something that is stressful in one part of your life can cause stress in other parts, too. For instance, if you are stressed out at work because of your co-workers or boss, you may still feel angry and upset when you get home. The work stress can then affect your family life.

Knowing what stresses you allows you to make positive changes to cope with the stress.

Different Events That May Be Stressful	
death of a family member	being overweight
divorce or separation	new job
the holidays	aging
pregnancy	chronic illness
dangerous weather like hurricanes	sleeping too little

03

How Does Stress Affect My Health?

- The effects of stress on the body can be profound. Tell students that stress may contribute to getting sick, how quickly one gets better, and one's overall ability to cope with chronic diseases like diabetes.

How Can Stress Affect My Health?

Stress can wear your body out. It can hurt your health. The first symptoms are often small. You might have more headaches. You might have stomach aches. You might have problems sleeping.

Over time symptoms can get worse. You can get a lot of colds. Sore may not heal quickly. You can get very sad, sick, or depressed. You can have difficulty getting pregnant.

The effects of stress can be dangerous. Chronic stress can contribute to high blood pressure, heart disease, stroke, and diabetes. If you are pregnant, it can even affect your baby. The baby may come early. The baby may be very weak if it is born too early.

Stress can also affect your thinking. It may affect what you do, too. These symptoms interact and affect each other. Here are ways that stress can affect you:

HOW YOUR BODY FEELS	WHAT YOU THINK	WHAT YOU DO
Aches and pains	Sadness	Eating more or less
Upset stomach	Doubts	Nervous habits (nail biting, peeing)
Foamy snot	Constant worrying	Using alcohol, cigarettes, or drugs to relax
Chest pain	Anger	Cannot relax
High blood pressure	Fear	Cannot concentrate
Loss of appetite	Negative thoughts	Avoiding people or projects
Getting colds often	Worry about health	Arguing
Breathing problems	Guilt	Missing work
Trouble sleeping	Confusion	Buying things you don't need
Skin problems	No confidence	Crying
Shaky muscles		
Sweating		
Turning red		
Heartburn		
Diarrhea		

04 Coping with Stress

Knowing Your Body

- Coping with stress should be a strong focus of the instruction. It is impossible to avoid stress completely, however, one can learn what coping strategies work best for them. Encourage your students to think about their behavior and identify which coping strategies might work best given the situation.
- Mental health counselors and therapists can help people in tough situations, like when dealing with the death of a family member or a divorce. Primary care doctors may also offer assistance in this area and/or local referral information. Remind students these professionals can be helpful, even in non-emergencies. Most communities have free or reduced cost counseling/mental health services available. Below are some resources on where you can go to access such services.

Florida Department of Children and Families

www.dcf.state.fl.us/programs/samh/provsearch.shtml

Florida Council for Community Mental Health

<http://www.fccmh.org>

National Alliance on Mental Illness


(Provides a directory on local mental health support groups)

<http://www.nami.org>

Good Ways to Cope With Stress

There are good ways to cope with stress. Some can be done right away and others take more time. Here are some things you can do to cope with stress in a healthy way:


- Exercise releases tension from the body.
- Having a **support system** of family and friends helps you feel better.
- Let go of negative thoughts with **positive self-talk**.
- Do something **relaxing**, like deep breathing, stretching, listening to music, reading, or a hot bath.
- Learning more about stress helps you cope better.
- Being **flexible** lets you try and learn new things.
- Writing in a journal helps you think about your feelings.
- A **hobby** you enjoy may make you feel better.
- Get a good night's sleep.
- Prioritize your time and know your limitations.
- Simplify your life.
- Focus on one task at a time.
- Do not compare your life to others.



Bad Ways to Cope With Stress

There are also bad ways to cope with stress. These may make you feel better for a little while. Over time, they make things worse. These include:

- Eating too much or too little
- Smoking or chewing tobacco
- Gambling
- Spending too much money
- Drinking alcohol
- Using drugs
- Watching too much TV
- Putting off things you must do
- Staying away from others
- Sleeping too much
- Taking out stress on others (blaming, arguing, fighting)



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What Else Can I Do to Cope With Stress?

A lot of stress comes from what we tell ourselves. What we say can make stress worse. What we say can reduce stress.

Replacing Negative Self Talk with Positive Self Talk	
REPLACE THIS THOUGHT...	WITH THIS THOUGHT
I'm never going to finish this.	Step by step, I will finish what I need to do.
I hate my job.	There are things I like about my job.
I have so many bills to pay. I'll buy something to make myself feel better.	I have a lot of bills to pay. How can I reduce my expenses or make more money to pay for the things I need?
My boss is so unfair. I have more responsibilities than anyone else.	My boss must think I am really good at what I do. I have more responsibilities than anyone else. I can really show that I am a valuable employee.
I'm so lonely. No one ever calls me.	I bet there are lots of people that need help. Where could I volunteer my time?

When to Get Counseling

If your stress is too high, you may need professional help. There are people called therapists and mental health counselors who can help you cope with your problems. Often times talking to an objective person can shine a new light on a problem or stressful situation. A therapist or mental health counselor may help even if a situation is not a problem, but you just want someone to talk to.

If the stress gets to be too much, or you are thinking of ending your life, please seek help right away!

SUICIDE HOTLINE NUMBER
1-800-SUICIDE or 1-800-273-TALK

TO FIND SERVICES IN YOUR AREA,
<http://www.dcf.state.fl.us/samh/mhdc.htm>

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SECTION 2: ACTIVITIES

Pick and use as needed to develop skills.

Pronunciation Activity: Tap the Stress (X = LOUD tap, x = softer tap)

Teaching Steps (Use chart on following page.)

1. **You tap or clap the rhythm or the group being studied.** Tap loudly for the big X and softly for small X. For example, tap the rhythm Xx like this: TAP tap, TAP tap, TAP tap. Once you have set the rhythm, have students join you in tapping the rhythm. Keep tapping without saying anything until everyone is tapping in unison. Then:
2. **You say each word in time to the tapping.** Have students continue the beat as they repeat each word in unison after you. Repeat each word until students' rhythm and pronunciation are acceptable. Do not drag: Keep up the tempo.

X x	x X	X x X	X x x X	X x X x	x X x X
Stressor	Acute	Stress response	Body's Response	Chronic Stressor	Defend yourself
Chronic	Response	Benefits	Acute Stressor	Breathing Faster	He talks too loud
Balance	Relax	Aches and pains	Out of the Way	Legal Problems	Go on and on
Coping	Demand	Fight or Flight	Change or demand	Disappointment	It hurts your health
Ready	Defend	Family	Marriage is good	Common Stressors	
Normal	Prepared	Someone Sick	Baby is good		
Stresses	Adjust	Accident			
Pressure	Require	Hurricane			

Grammar Activity: Opposite Meanings

Worksheet on page 11

Students should read the chart and then fill in the blanks below.

Classroom Option: You may want to have each student read each pair of words and define them aloud to the class. Then, students can read the sentences underneath the chart and choose the right word on *their own*. This will help students recall the information just spoken aloud and use it appropriately.

Grammar Activity: Question Words

Go to the website <http://www.oxfordhealth.com/music/education/qaqz.html>. You will need a cassette or CD player and different kinds of music (e.g., country, rock, classic, gospel, and so on). You can use music from different cultures (Indian, Asian, Latin, etc.). Ask students to bring in music that moves them when they are stressed.

Play a cross section of music in class and then discuss how the music you feel.

Words and Phrases with Opposite Meanings	
chronic	acute
real	in your thoughts
cause	effect
better	worse
eating too much	eating too little
sleeping too much	sleeping too little
bad	good
lose	gain
positive	negative
birth	death

Choose the Right Word or Phrase

1. Luis has been sick for a long time. His sickness is **(chronic/ acute)**.
2. Tom was laid off from his job. He will have to **(lose/ find)** a new job.
3. Kim has been worried about her children. Kim has lost weight. Kim is **(eating too much/ eating too little)**.
Another word for result is **(cause/ effect)**.
4. A healthy lifestyle should make you feel **(better/ worse)**.
5. When you are sick you feel **(good/ bad)**.
6. "I'll never get another good job" is an example of **(positive/ negative)** self talk.
7. John is very **(stressed/ relaxed)**. He is probably **(sleeping too much/ sleeping too little)** at night.
8. The end of life is **(birth/ death)**.
9. Hearing a fart in a classroom that is **(in your thoughts/ real)**.

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Hands-On Activity: Identifying Stressors

Worksheet on page 12

Have students read over the different kinds and examples of stressors. Students should circle stressors that are in their life. Encourage a discussion as to how one stressor can affect another. For example, relationships with family members may be more of an issue during big events like weddings or the holidays.

IDENTIFY STRESSORS

Read over the different kinds and examples of stressors. Circle stressors that are in your life.

Kind	Examples
Personal	Worry Negative thoughts Worrying to be perfect Expecting too much Insignificant decisions Not sure about things Conflict Disappointment Rejection Lack of assertiveness Lack of communication
Relationships	Family Friends Coworkers Boss Other people
Money	Renting a house Foreclosure Credit debt Bills Utilities that go off Bill collectors Homelessness Gambling Can't pay for health care
Events	Death Marriage Divorce Holidays Moving to a new place Pregnancy Birth or adoption Legal problems Graduation Car breakdowns Changes in family War
Weather	Snow/very cold weather Wet hot weather Storms/Tornadoes/Hurricanes Drought
Environment	Crime Crowding Pollution Overweight Lack of exercise Accident Caring for Addiction Aging
Health	Rheas Surgery Injury Boredom Too busy
Time	Low pay No benefits Unfair boss Lack of skills New or different job New boss Possible layoffs Low job rate Ruts Overtime Working too much
Work	Too little sleep Bad food choices Too much caffeine Too little exercise No time to relax
Lifestyle	

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Math Activity: Count Your Resting Heart Rate

Worksheet on page 13

This activity teaches students to calculate their resting heart rate by counting one's pulse. You will need a watch or clock. Demonstrate to students that the neck and wrist are two easy places to count one's pulse. Once students have found a spot to count their pulse, tell them to "BEGIN" counting. After 20 seconds, tell them to "STOP" counting. Students should multiply their numbers by 3 and then find their resting heart rate on the chart on their worksheets.

Count Your Resting Heart Rate

Stress can sometimes have a negative effect on the heart. Chronic stress has been shown to increase the heart rate and blood pressure. This can make the heart work harder to produce the blood flow needed for the body.

When we are stressed, our heart rate may be higher than normal. You can calculate your heart rate by counting your pulse. This can be done by placing the pointer and middle fingers at certain points in the body. Two easy places to count one's pulse are along the neck near the jaw or on the wrist.

Count your pulse for twenty seconds and then multiply by three. This number is approximately how many times your heart beats per minute. Make sure you are as relaxed and calm as possible.

Now find your age and gender in the chart below. What is your resting heart rate? How does it compare?

MALES						
AGE	18-25	26-35	36-45	46-55	56-65	65+
ATHLETE	49-55	49-54	50-56	50-57	51-56	50-55
EXCELLENT	56-61	55-61	57-62	58-63	57-61	56-61
GOOD	62-65	62-65	65-66	66-67	62-67	62-69
ABOVE AVERAGE	66-69	66-70	67-70	68-71	68-71	68-69
AVERAGE	70-73	71-74	71-75	72-76	72-75	70-73
BELOW AVERAGE	74-81	75-81	76-82	77-83	76-81	74-79
POOR	82+	82+	83+	84+	82+	80+

WOMEN						
AGE	18-25	26-35	36-45	46-55	56-65	65+
ATHLETE	54-60	54-59	54-59	54-60	54-59	54-59
EXCELLENT	61-65	60-64	60-64	61-65	60-64	60-64
GOOD	66-69	65-68	65-69	66-69	65-68	65-68
ABOVE AVERAGE	70-73	69-72	70-73	70-73	69-73	69-73
AVERAGE	74-78	73-76	74-78	74-77	74-77	73-76
BELOW AVERAGE	79-84	77-82	78-81	78-82	78-82	77-84
POOR	85+	83+	85+	84+	84+	84+

Source for charts: <http://www.oxefi.co.uk/ty13.htm>

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Technology Activity: What Kind of Music Relaxes You?

Go to the website <http://www.innerhealthstudio.com/music-relaxation-script.html>. You will need a cassette or CD player and different kinds of music (e.g., country, rock, classic, gospel and so on). You can also use music from different cultures (Indian, Asian, Latin, etc). Ask students to bring in music that relaxes them when they are stressed.

Play a cross section of music in class and then discuss how the music makes them feel.

Hands-On Activity: Deep Breathing

The instructor will demonstrate how to use deep breathing to relax. Have students practice with you. Start by sitting in a straight-backed chair. Your posture should be erect but relaxed. Place your hands on your lower stomach.

Start by showing students that when you breathe in (inhale), your stomach pushes out. When you breathe out, your stomach pulls in. Practice that movement with students until they feel comfortable with it.

Show students how to control breathing. Count to three at one second intervals as you inhale (Inhale, two, three). Double the count to six as you exhale. (Exhale, two, three, four, five, six) Show students how to combine the breathing and the counting.

Students should close their eyes and focus on the breathing and the counting. You should keep the count aloud and allow students to practice for several minutes. Deep breathing brings more oxygen to the body. It can reduce the stress response. Combining it with counting occupies your mind and may help stop upsetting thoughts.

Hands-On Activity: Problem Solving

Some stressors can be anticipated and others happen without notice. It is often beneficial to plan for when we know stress is coming. When stressors seem to happen all of a sudden, it can be helpful to have a regular way of coping with problems. Some people use a routine set of steps that they go through to address problems. A common approach is listed below.

Problem Solving Model

Name the problem.

Think of all possible ways to solve the problem. Even if the idea seems impossible or dumb, write it down. Sometimes impossible ideas lead us to something that works. Keep writing until you run out of ideas, and the people you talk to about the problem run out of ideas!

Take the list from #2 and put the ideas in order from best to worst. It is helpful to make at least 3 different lists, like Easiest, Fastest, and Cheapest. Notice what is the best idea on the Easiest list might be the worst on the Cheapest list!

Based on your life and the problem at the time, pick the one that has the best chance of working. For example, if you have to get something done by tomorrow you might use the Fastest list instead of the Easiest list. Once you picked an idea, try it out! Set a day and time you want to review how it is going.

Keep the date! Remember to review if the problem is being solved or not. If the problem is not changing, go back to step 4 and choose a different idea. If that does not work, keep trying, you might have to go back to step 3 and create a new list or step 2 and try to think of more things. Sometimes we have to go back to the beginning and re-name the problem because we did not fully understand it or it has changed. It's important to continue walking up and down the steps until the problem is solved.

SECTION 3: DIALOGS

Suggestions for Teaching the Dialog

Help students read the dialog. Then have them practice the roles in pairs. To change the dialog, substitute other appropriate words for the underlined words. Finally, encourage chain drills and free conversations on the topic. The dialogs are listed by degree of difficulty. Beginning ESL students may only be able to do Dialog 1, but they will benefit from listening to classmates practice the others.

Dialog 1

Person 1: Do people cause you stress?

Person 2: Yes.

Person 1: Who stresses you?

Person 2: My friend stresses me.

Dialog 2

Person 1: I have a lot of stress.

Person 2: What stresses you?

Person 1: My job stresses me.

Person 2: I'm sorry your job stresses you.

Dialog 3

Person 1: I feel stressed. I didn't get the job I wanted. I'm going to smoke a cigarette.

Person 2: That is not a good way to handle stress.

Person 1: What else can I do?

Person 2: Exercise is a good way to handle stress.

SECTION 4: CHECK YOUR LEARNING

Suggestions for Checking Learning: Answer Sheet

Make sure that students understand how to complete an objective test. You might do the first item with them as an example. Then have each student complete each item individually. Walk around to assist them on how to complete each item.

See student worksheet on **page 14**.

1. What makes something a stressor?

- **It involves a demand or change.**
- It involves money
- It takes time.
- It causes aches and pains

2. Another name for the stress response is the _____ response.

- relaxation
- worried
- **fight or flight**
- upset stomach

3. Which of these is an acute stressor?

- **You get a speeding ticket because you drove too fast**
- You care for an older parent in your home
- You have been looking for a job for six months
- You must cook special foods because your child has allergies

4. Which of the following is a good way to cope with stress?

- drinking a lot of coffee
- sleeping a lot
- **writing in a journal**
- treating yourself to chips and candy

5. What is a way that stress affects the way your body feels?

- constant worrying
- missing work
- arguing with others
- **sleeping too little**

Sharing with Others

Having students share what they've learned with others helps them check and reinforce their learning. Students can talk to friends and family members about what they learned about stress. They can help friends and family identify effective ways to cope with stress. This is a good opportunity to talk about how to share information while keeping information confidential. Instead of identifying a specific person (e.g., my son; my friend, John), the students can talk about people in general terms. For example, "I know someone who is stressed by his job. He said he doesn't like the hours he has to work. Since he needs the job, we talked about ways he can work more exercise into his schedule. He is going to exercise in the morning instead of at night."

SECTION 5: ADDITIONAL RESOURCES

Information

Preventing Burnout

http://helpguide.org/mental/burnout_signs_symptoms.htm

Stress Management from Mayo Clinic

<http://www.mayoclinic.com/health/stress-management/MY00435>

Coping with Stress

http://www.holisticonline.com/stress/stress_home.htm

Manage Health

<http://www.healthfinder.gov/prevention/ViewTopic.aspx?topicID=45&arealD=0>

Help for Couples

<http://psychcentral.com/lib/2006/the-10-secrets-of-happy-couples>

Activities

Healthy Lifestyle

<http://healthylifestyles.upmc.com/StressDefault.htm>

Online Relaxation Activities

<http://www.allaboutdepression.com/relax>

Stress Relievers: Fun and Games for Managing Stress

http://stress.about.com/od/funandgames/Fun_and_Games_for_Managing_Stress.htm

Relaxation Techniques for Stress Relief

http://helpguide.org/mental/stress_relief_meditation_yoga_relaxation.htm#response

Guided Imagery

http://www.holisticonline.com/stress/stress_visualization.htm

Top 10 Tension Reducing Activities

<http://stress.about.com/od/generaltechniques/tp/toptensionacts.htm>

Family Activities

<http://family.go.com>

Free or Low Cost Services

211 Information and Referral Search

<http://211.org>

Free Suicide and Crisis Hotline

<http://suicidehotlines.com/florida.html>

Grammar Activity: Opposite Meanings

Read the chart. Then fill in the blanks below.

Words and Phrases with Opposite Meanings	
chronic	acute
real	in your thoughts
cause	effect
better	worse
eating too much	eating too little
sleeping too much	sleeping too little
bad	good
lose	find
positive	negative
birth	death

Choose the Right Word or Phrase

1. Luis has been sick for a long time. His sickness is (**chronic** **acute**)
2. Tom was laid off from his job. He will have to (**lose** **find**) a new job.
3. Kim has been worried about her children. Kim has lost weight. Kim is (**eating too much** **eating too little**).
4. Another word for result is (**cause** **effect**).
5. A healthy lifestyle should make you feel (**worse** **better**).
6. When you are sick you feel (**good** **bad**).
7. "I'll never get another good job" is an example of (**positive** **negative**) self-talk.
8. John is very sleepy at work. He is probably (**sleeping too much** **sleeping too little**) at night.
9. The end of life is (**birth** **death**).
10. Having a flat tire is a stressor that is (**in your thoughts** **real**).

Identify Stressors

Read over the different kinds and examples of stressors. Circle stressors that are in your life.

Kind	Examples		
Personal	Negative thoughts Wanting to be perfect Expecting too much Important decisions	Not sure about things Disappointment Rejection Lack of assertiveness	Conflict Lack of communication
Relationships	Family Friends	Boss Co-workers	Other people
Money	Buying a house Foreclosure Credit debt Bills	Utilities shut off Bill collectors Homelessness	Gambling Can't pay for health care
Events	Death Marriage Divorce Holidays Moving to a new place	Pregnancy Birth or adoption Legal problems Graduation	Car breakdowns Changes in family War
Weather	Snow/very cold weather Very hot weather	Storms/Tornados/Hurricanes Drought	
Environment	Crime Crowding Pollution		
Health	Illness Surgery Injury	Overweight Lack of exercise Accident	Caregiving Addiction Aging
Time	Boredom Too busy		
Work	Low pay No benefits Unfair boss Lack of skills	New or different job New boss Possible layoffs Loss of job	Rules Deadlines Working too much
Lifestyle	Too little sleep Bad food choices	Too much caffeine Too little exercise	No time to relax

Count Your Resting Heart Rate

Stress can sometimes have a negative effect on the heart. Chronic stress has been shown to increase the heart rate and blood pressure. This can make the heart work harder to produce the blood flow needed for the body.

When we are stressed, our heart rate may be higher than normal. You can calculate your heart rate by counting your pulse. This can be done by placing the pointer and middle fingers at certain points in the body. Two easy places to count one's pulse are along the neck near the jaw or on the wrist.

Count your pulse for twenty seconds and then multiply by three. This number is approximately how many times your heart beats per minute. Make sure you are as relaxed and calm as possible.

Now find your age and gender in the chart below. What is your resting heart rate? How does it compare?

MEN						
AGE	18 -25	26 -35	36 -45	46 - 55	56 -65	65+
ATHLETE	49-55	49-54	50-56	50-57	51-56	50-55
EXCELLENT	56-61	55-61	57-62	58-63	57-61	56-61
GOOD	62-65	62-65	63-66	64-67	62-67	62-65
ABOVE AVERAGE	66-69	66-70	67-70	68-71	68-71	66-69
AVERAGE	70-73	71-74	71-75	72-76	72-75	70-73
BELOW AVERAGE	74-81	75-81	76-82	77-83	76-81	74-79
POOR	82+	82+	83+	84+	82+	80+

WOMEN						
AGE	18 -25	26 -35	36 -45	46 - 55	56 -65	65+
ATHLETE	54-60	54-59	54-59	54-60	54-59	54-59
EXCELLENT	61-65	60-64	60-64	61-65	60-64	60-64
GOOD	66-69	65-68	65-69	66-69	65-68	65-68
ABOVE AVERAGE	70-73	69-72	70-73	70-73	69-73	69-72
AVERAGE	74-78	73-76	74-78	74-77	74-77	73-76
BELOW AVERAGE	79-84	77-82	79-84	78-83	78-83	77-84
POOR	85+	83+	85+	84+	84+	84+

Source for charts: <http://www.netfit.co.uk/ty13.htm>

CHECK YOUR LEARNING QUIZ

Look at the following questions. Select the best answer, and bubble in the circle in front of it.

1. What makes something or someone a stressor?

- It involves a demand or change.
- It involves money.
- It takes time.
- It causes aches and pains

2. Another name for the stress response is the _____ response.

- relaxation
- worried
- fight or flight
- upset stomach

3. Which of these is an acute stressor?

- You get a speeding ticket because you drove too fast.
- You care for an older parent in your home.
- You have been looking for a job for six months.
- You must cook special foods because your child has allergies

4. Which of the following is a good way to cope with stress?

- drinking a lot of coffee
- sleeping a lot
- writing in a journal
- treating yourself to chips and candy

5. What is a way that stress affects the way your body feels?

- constant worrying
- missing work
- arguing with others
- sleeping too little



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