
INDEPENDENT LIVING SKILLS

TOPIC #3: Stress Management

TIME PERIOD: 1-3 days

CORE STANDARD #1: Individual: The students will examine the principles of personal development related to self-awareness and relationships.

CORE STANDARD #4: Careers: The students will explore careers related to family and consumer sciences and health occupations, identifying skills which are applicable for both the home and the school/workplace, and the impact of career choices on family lifestyles.

OBJECTIVE: Students will discuss stress as a natural part of living and identify methods of stress reduction for personal use through classroom activities.

INDEPENDENT LIVING SKILLS (COMPETENCIES):

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|--------------|--|
| 20.0001-0108 | Analyze ways stress impacts individuals physically, emotionally, socially, and at home/school/workplace. |
| 20.0001-0109 | Identify various types of personal stressors. |
| 20.0001-0110 | List positive ways to reduce stress. |
| 20.0001-0111 | Define "stress-related" terms. |
| 20.0001-0441 | Name careers that help others deal with stress. |

LIFE SKILLS:

- * Lifelong Learning
- Complex Thinking
- Effective Communication
- Collaboration
- * Responsible Citizenship
- * Employability

RELATED CAREERS:

Psychiatrist
 Psychologist
 Social Worker
 Counselor

OCCUPATIONAL CLUSTERS:

Social-Humanitarian; Family and Consumer Sciences
 Social-Humanitarian; Family and Consumer Sciences
 Social-Humanitarian; Family and Consumer Sciences
 Social-Humanitarian; Family and Consumer Sciences

**LIST OF STUDENT ACTIVITIES:****SUPPLIES REQUIRED:**

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|--|--|
| 1. Personal Stress Test
(Motivator) | Student copies of stress test
"What's My Stress Level?" (3.10) |
| ▶ 2. Stress-Related Terms | Small posters or overhead
transparencies or stress-related
terms and definitions (3.11-3.14) |
| 3. Stress Poster or Bulletin Board | Poster paper or bulletin board
with the "Stressed Person"
illustration (3.15) and the word
STRESS in large letters, and the words
STRESSORS and REDUCERS in
medium letters (3.16-3.17)
One (1) small piece of paper for each
student
Stapler or thumb tacks or push pins |
| ▶ 4. Classroom Discussion on Stress | List of items to be included in
discussion (3.4) |
| ▶ 5. Stress Reduction Activities | Copies of student activity guide (3.18) |
| A. Positive Stress Reducers | |
| B. "Color Blue Activity" | Teacher instructions (3.19) |
| C. Biodots | Biodots for each student (optional) |
| 6. Positive Aspects of Stress | Chalkboard, chalk |
| 7. Identification of Related Careers | Career information (3.20-3.21)
Career posters (pages 3.22-3.25) |



PROCEDURE

CONCEPT: All people have "stressors" (things that create stress) in their lives. However, there are activities that can relieve or reduce stress.

1. PERSONAL STRESS TEST (MOTIVATOR)

It is recommended that the teacher verbally go through the stress test, WHAT'S MY STRESS LEVEL? (page 3.10) with the class and have each student complete his/her own test as they progress through each item. This gives the teacher an opportunity to answer questions and talk through any necessary items.

NOTE: The purpose of this activity is to help identify causes of stress, not cause stress to the students!

2. STRESS-RELATED TERMS

Using the small posters (pages 3.11 to 3.14), introduce and discuss the following stress-related terms and their definitions:

STRESS: MENTAL AND/OR PHYSICAL TENSION

(A state of the body and mind that is a natural part of living and may be either helpful or harmful)

DISTRESS: ANXIETY OR SUFFERING DUE TO EXCESSIVE STRESS

(May cause illness or disease)

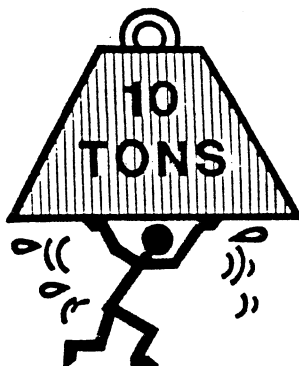
STRESSOR: ANYTHING THAT CAUSES STRESS OR TENSION

(May be emotional, physical, mental)

STRESS REDUCER: ANY ACTION OR ACTIVITY THAT RELIEVES OR REDUCES STRESS

3. "STRESS" POSTER OR BULLETIN BOARD

Place the "Stressed Person" illustration (page 3.15) and the word "STRESS" (page 3.16) across the top of a poster or bulletin board. Divide the remaining space in half and place the words "STRESSORS" and "REDUCERS" (page 3.17) at the top of these sections. (See diagram on page 3.4.) Give each student one (1) small piece of colored paper (maybe Post-It notes) and have the students write one thing that causes them stress on the small piece of paper (without their names and without using anyone else's name). Put these under "STRESSORS" on the bulletin board, categorizing them somewhat to reduce them to about five or six common "STRESSORS" to use as the discussion continues.



STRESS

STRESSORS | **REDUCERS**

|
 |

▶ 4. **CLASSROOM DISCUSSION ON STRESS**

Discuss the following items:

- a. The various stressors identified by the students.
- b. Why it is important to recognize excess stress.
- c. The fact that people react differently to stress and the amount they can handle.
- d. What stress can do to you emotionally.
Examples: may cause depression, moodiness
- e. What stress can do to you physically.
Example: may cause illness
- f. What stress can do to you socially.
Examples: may cause impatience, withdrawal
- g. What stress can do to you at school/on the job.
Examples: may cause poor performance, accidents
- h. Why it is important to learn how to handle excess stress.
- i. How you know when you have too much.



➤ 5. **STRESS REDUCTION ACTIVITIES**

A. Positive Stress Reducers

Working with the student activity guide POSITIVE STRESS REDUCERS (page 3.14), review the various types of stress reducers with the students and have them underline the actions or activities they think would work for them. Direct the discussion toward identifying specific stress reducers to fit the five or six main causes previously identified in Activity 3: "Stress Poster or Bulletin Board." Be sure all the suggestions on the student activity guide are reviewed with the students. Ask the students to identify additional actions or activities that could be added to the list. Again, condense the stress reducing activities to about five or six common categories and put them under "REDUCERS" on the bulletin board.

B. "Color Blue" Activity

Use the "Color Blue" Activity (page 3.19) as a means of relaxing class members and demonstrating one method of reducing stress. At the end of the activity, explain that this is a good activity the students can do by themselves when the need occurs.

C. Biodots

Each student can be given a biodot to determine their current level of stress. This is done by placing the dot on the hand, leaving it there for a short period of time, and observing any color change. (See page 3.6 for purchasing information.)

The POSITIVE STRESS REDUCERS student activity guide could be included in the "Independent Ideas" Handbook.

6. **POSITIVE ASPECTS OF STRESS**

Review with the students some of the positive aspects of stress, the main stressors they have, and some of the simple techniques they can use to combat stress. Try to help students feel that they can control their stressful feelings and take charge of their lives.

Some examples of positive aspects of stress that can be included are:

- We have to use our time better
- We concentrate more to meet a goal
- We try harder
- We can experience accomplishments
- We learn about ourselves

**7. IDENTIFICATION OF RELATED CAREERS**

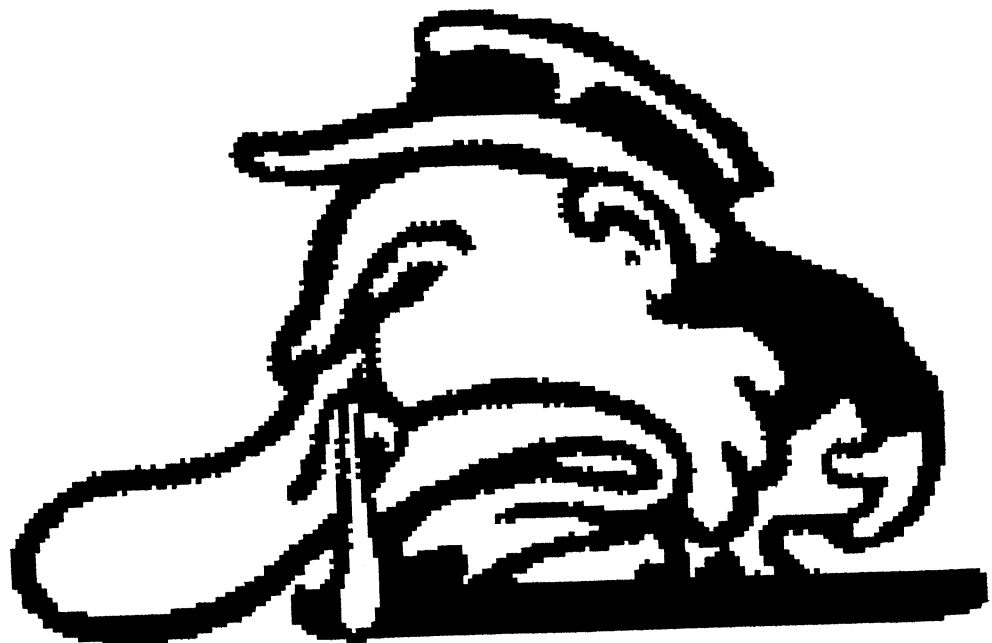
Identify the careers related to stress management by using the career information (pages 3.20-3.21) and the career posters (pages 3.22-3.25). These posters can be hung in the room or displayed in the presentation area for reference as the teacher talks about these careers.

The software, CHOICES and/or CHOICES, JR., is available in your career counseling center to obtain current salary and job demand information regarding the careers listed, as well as any other related careers.

SUMMARY: Stress is a normal, natural part of everyone's life. A stressor is something which causes us stress. We can take specific steps to relieve some of the stress we experience.

TEACHER RESOURCES:

1. Biodot International, Inc., P. O. Box 2246, Indianapolis, IN 46206, AC 317-637-5776.
2. Utah Wage Rate\$, 1995, Utah Department of Employment Security, 801-536-7800.





CORE TEST QUESTION BANK

UNIT: INDEPENDENT LIVING SKILLS

TOPIC: STRESS MANAGEMENT

20.0001-0108 Analyze ways stress impacts individuals physically, emotionally, socially, and at home/school/workplace.

- 1. Stress can affect: a. Our emotions b. Our physical well-being c. Our relationships with friends and family d.* All of the above
2. Listed below are some ways we can be affected by stress. Some are positive aspects; some are negative aspects. Put a "P" in front of the three (3) positive aspects listed.
3. Place a check by the four (4) items that could be signs of excessive stress.



TEST QUESTIONS

20.0001-0109 Identify various types of personal stressors.

1. Place a check by each of the four (4) items that could cause extra stress to a person.

- | | | |
|-------|----|--|
| ___ * | a. | You received a failing grade |
| ___ * | b. | You had a fight with your parents |
| ___ * | c. | One of your parents lost his/her job |
| ___ * | d. | You are on an athletic team or dance group |
| ___ | e. | You have all of your homework completed for tomorrow |
| ___ | f. | You finished your duties at home before you watched television |

20.0001-0110 List positive ways to reduce stress.

1. Place a check by the three (3) items that can help to reduce the impact of stress in your life.

- | | | |
|-------|----|---|
| ___ * | a. | Get enough sleep, rest, and exercise regularly |
| ___ | b. | Start doing your homework close to bedtime |
| ___ * | c. | Complete tasks on time |
| ___ | d. | Yell at other family members |
| ___ | e. | Find someone else to blame when things go wrong |
| ___ * | f. | Get your school clothes ready at night for the next day |

20.0001-0111 Define "stress-related" terms.

1. Anxiety or suffering due to excessive stress is called:
- Stress
 - * Distress
 - Stressor
 - Stress reducer
2. Anything which causes stress or tension is called a:
- Stress
 - Distress
 - * Stressor
 - Stress reducer



TEST QUESTIONS

3. Mental and/or physical tension is called:
- * Stress
 - Distress
 - Stressor
 - Stress reducer
4. Any action or activity that relieves or reduces stress is called (a):
- Stress
 - Distress
 - Stressor
 - * Stress reducer
5. Stress:
- Is natural
 - Can be good if controlled and monitored
 - Can cause physical harm if excessive
 - * All of the above answers are true
6. Match the terms on the left with the definitions on the right by putting the letter of the term in the space before the definition.
- | | | | |
|----|----------------|-------|--|
| a. | Stress | __b__ | Anxiety or suffering due to excessive stress |
| b. | Distress | __c__ | Anything that causes stress or tension |
| c. | Stressor | __a__ | Mental and/or physical tension |
| d. | Stress Reducer | __d__ | Any action or activity that relieves or reduces stress |

20.0001-0441 **Name careers that help others deal with stress.**

1. Some medical career persons that help people deal with stress are:
- Dentists and hygienists
 - Optometrists and ophthalmologists
 - * Psychologists and psychiatrists
 - Podiatrists
2. Some nonmedical career persons that help people deal with stress are:
- Hair stylists
 - * Counselors and social workers
 - Truck drivers and bus drivers
 - Construction workers