

TEACHER BACKGROUND INFORMATION EMOTIONS

Emotions are indicators of how a person is feeling mentally. The body has only a few ways to express emotions such as sweaty palms, a racing heart, shortness of breath, butterflies in the stomach, and a red face. Love and hate are expressed by the body in the same way. The difference is the external stimuli on which those feelings are based. This determines the emotions that are felt.

The difference between the adult and child is that the adult should have the ability to limit and control his/her emotions. Few expect a child to control the emotion felt with disappointment. Yelling, biting, hitting, crying, and tantrum throwing are accepted by others because the child is just that--a child. Expectations increase for an adult. Adults are expected to control their emotions. Because an adult is large in size, hitting, biting, and tantrum throwing can lead to bodily harm to oneself and others. Teens are included in this category.

Teens are so emotional because of all of the hormonal changes the body is experiencing. A wide range of feelings are experienced during one day. The behaviors used as a child to get things that are wanted are no longer acceptable. Teens who manifest childish behavior face the consequences of unacceptable behavior. Hitting, using profanity, pulling hair, breaking things, etc., are examples of childish behavior.

There are many adults who have not learned how to be adult in behavior. They have never learned how to control their emotions and deal positively with life's situations. Sometimes their developmental tasks were interrupted at a crucial time and therefore some areas were underdeveloped. Many of these adults are found in prisons and correctional facilities. Acts such as child abuse, spouse abuse, murder, and suicide are the result of adults being unable to cope in certain situations and control their emotions. All of us pay for these acts by paying the support personnel (e.g., prisons, guards, social workers, etc.) through our taxes. Communities are traumatized by acts of crime on its citizens.

Learning to control our emotions while we are young becomes a valuable tool or skill for use when we become adults. Will Foley once said, "The world is full of cactus, but we don't have to sit on it!"

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EMOTION

**AN INDICATOR
OF
HOW A PERSON IS
FEELING MENTALLY**

Name _____ Period _____ Date _____

Directions: In the first box provided, describe a strong emotion that you have felt. Next describe the situation when you felt that strong emotion. In the last box, relate how you feel now about the situation. (Did your emotion change or stay the same?)

EMOTIONAL HIGHS AND LOWS

Emotion	Situation	How You Feel Now
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

SIX BASIC EMOTIONS



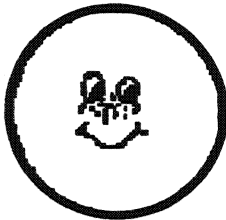
ANGER: rage, being uptight, disgust, being mad, vengeance, fury, resentment, irritation, being evil, annoyance, being upset, frustration



FEAR: shyness, timidity, terror, horror, embarrassment, worry, being scared, feeling threatened, panic, being alarmed, being startled, hysteria, shakiness, despair, apprehension, doubt, being astounded, stress, breathlessness, surprise



SAD: sorrow, depression, loneliness, dejection, gloom, unhappiness, melancholy, somberness, feeling low, regretfulness, feeling blue, shame, pain, distress



HAPPY: lucky, spirited, joyful, surprised, serene, fortunate, amazed, contented, ecstatic, glad, good, proud, cheerful, good-humored, silly, crazy, giggly, amused, sunny, animated, alive, hilarious, playful, satisfied, peaceful, positive, light-hearted, calm, excited



LOVE: fondness, puppy love, liking, admiration, affection, infatuation, attachment, friendship, devotion, dreaminess, being head-over-heels, pride, tenderness, adoration, idolizing, sympathy, kindness, caring



HATE: loathing, abhorrence, alienation, hostility, violence, rage, revengefulness, dislike, incensement, disgust, resentment, irritation, bitterness, scorn

TEACHER BACKGROUND INFORMATION COLOR AND EMOTIONS

(Taken from Patsy Jones' article, *The Power of Color*
Fall 1994 Collections)

Dr. Spuri Diamantidis, a color therapist, states that our emotions are directly affected by color. He explains that light beams of color carry energy that is transmitted to us when we come in contact with them. Research around us has proven that the colors of things around us can effect our moods.

From art classes, we have learned that bright warm colors are red, yellow, orange, gold, etc. These colors provide strong energy that can make us nervous and jittery. Cool colors--blue, green, purple, etc.--emit a calm emotion that helps to soothe us.

Here are some tips from color specialists:

- * Avoid wearing orange if you are on a diet. It stimulates the appetite. Fast food chains use this color for decor and packaging. It is suggested that you wear melon colors, corals, whites, or blues instead. They all increase energy, and blue reduces the appetite. It is suggested that you don't serve your finest meal on blue dinnerware.
- * Avoid painting a child's room bright yellow. Research has found that children cry more often in bright yellow rooms.
- * Musicians, writers, and artists can't go wrong with blue and green color schemes in their work areas. The color combination is found to increase creativity.
- * If you don't feel well, mint green and blue are the best colors to use. Green reduces symptoms and blue keeps you calm and relaxed. This is why hospitals use these colors in their recovery rooms.
- * Red is the strongest energy color. It may promote nervousness and raise the blood pressure. Red socks keep your feet warmer than blue ones.
- * Earth tones are best to wear if you are stressed out.--they make you feel more secure.

**TEACHER BACKGROUND INFORMATION
TABLE OF COLOR FACTS**

Color	Facts
Red	>Stirs passion >Brings out fear >Increases blood circulation >Increases appetite
Pink	>Tranquilizes >Saps physical strength >Promotes sense of caring
Orange	>Stimulates appetite >Promotes flight and fright anxiety >Enhances creativity
Green	>Heals >Promotes faithfulness >Calms teething infants
Yellow	>Creates joy >Can cause allergies to flare >Encourages people to talk (sometimes too much)
Blue	>Is relaxing >Brings out people's practical side
Brown	>Offers security >Reduces irritability >Promotes better communication
Black	>Commands respect >Promotes conventional behavior

Name _____ Period _____ Date _____

ROSE-COLORED GLASSES

Directions: Below you will find a list of common sayings that relate to emotions and how people feel. On the line following the saying, list the emotion(s) that is(are) being expressed with color terms.

1. She looks at the world through rose-colored glasses. _____
2. This makes my brown eyes blue. _____
3. Mike was green when his neighbor bought a new car. _____
4. "You're just yellow," said one soldier to the other. _____
5. Jeff was in the pink after talking with Susan. _____
6. Manuel saw red when his girlfriend was talking to another boy. _____
7. Jane felt peachy when the teacher gave her an A. _____
8. Everyone noticed that the boss's mood was black. _____
9. This emotion is known as the green-eyed monster. _____

For numbers 10-12, write a phrase using a color to describe an emotion.

10. _____
11. _____
12. _____



Name _____ Period _____ Date _____

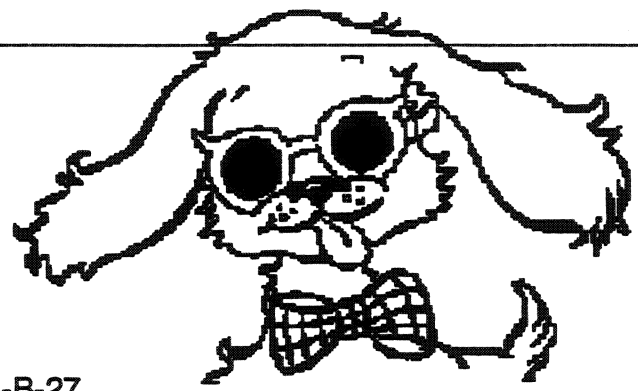
**ROSE-COLORED GLASSES
TEACHER KEY**

Directions: Below you will find a list of common sayings that relate to emotions and how people feel. On the line following the saying, list the emotion(s) that is(are) being expressed with color terms.

- 1. She looks at the world through rose-colored glasses. UNREALISTIC
EVERYTHING IS WONDERFUL
- 2. This makes my brown eyes blue. DEPRESSED
- 3. Mike was green when his neighbor bought a new car. ENVY
- 4. "You're just yellow," said one soldier to the other. A CHICKEN/COWARD
- 5. Jeff was in the pink after talking with Susan. HAPPY
- 6. Manuel saw red when his girlfriend was talking to another boy. ANGER
- 7. Jane felt peachy when the teacher gave her an A. GREAT
- 8. Everyone noticed that the boss's mood was black. SOMBER; DOWN
- 9. This emotion is known as the green-eyed monster. JEALOUSY

For numbers 10-12, write a phrase using a color to describe an emotion.

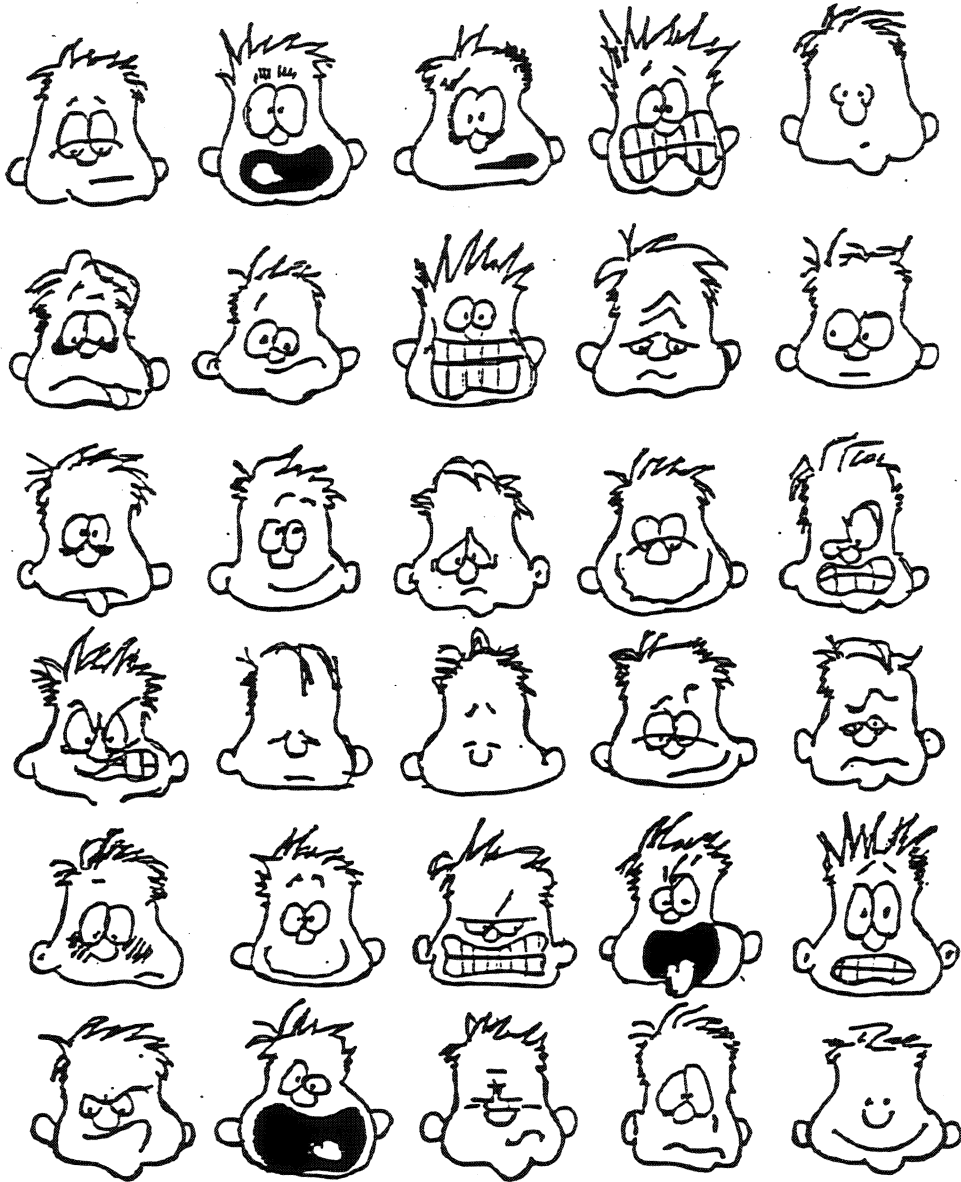
- 10. _____
- 11. _____
- 12. _____



Name _____ Period _____ Date _____

WRITTEN ALL OVER YOUR FACE

Directions: Match one of the emotions listed at the bottom of the page with each face.



- | | | | | | |
|-----------|----------|-----------|------------|------------|-------------|
| ecstatic | confused | surprised | hysterical | bored | embarrassed |
| shy | guilty | sad | jealous | smug | overheated |
| anxious | lonely | cautious | ashamed | angry | lovestruck |
| depressed | happy | confident | shocked | frustrated | exhausted |
| disgusted | hopeful | enraged | frightened | suspicious | mischievous |

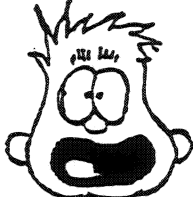
Source: Cartoons

WRITTEN ALL OVER YOUR FACE - TEACHER KEY

Directions: Match one of the emotions listed at the bottom of the page with each face.



BORED



SURPRISED



ANXIOUS



SHOCKED



SHY



EXHAUSTED



CONFUSED



ESTATIC



GUILTY



SUSPICIOUS



OVERHEATED



HOPEFUL



LONELY



LOVESTRUCK



JEALOUS



ENRAGED



ASHAMED



CAUTIOUS



SMUG



DEPRESSED



Embarrassed



HAPPY



Mischievous



DISGUSTED



FRIGHTENED



ANGRY



HYSTERICAL



FRUSTRATED



SAD



CONFIDENT

Name _____ Period _____ Date _____

MY EMOTION DIARY

Directions: Keep a record of your different emotions experienced for two or three days. Also record the conditions or circumstances that were involved with that emotion. You may write on the back of this page also.

Emotion	Conditions

EMOTIONAL APPEALS

Directions: The following editorials were written by students who were frustrated over certain events that happened in their lives. The articles appeared in a newspaper. Read the problems and answer the questions on your student activity guide.

No Wonder Teens Don't Like Police

Not long ago, I was driving to a downtown mall. As I made the exchange from I-215 to I-15, I recognized a highway patrolman driving along as well. I slowed down and merged in 100 yards behind him and proceeded to maintain about the same speed as he did. All of a sudden, he slowed down to about 45 mph, got behind me and turned on his lights. I pulled over and he told me in his own cocky authoritative tone that my wheels stuck out too far on my truck. I mentioned to him that I had had it inspected and the people at the well-respected establishment had passed it with no problem. Being a policeman, he believed he made the laws and gave me a warning. Sure, it's only a warning, but I took offense.

My main concern and point of this letter is: Why do cops think they're so special? I know that they are out to help society, but I swear I've never met a policeman without a bias against teenage boys.

In closing, I just have a few pieces of advice for Utah officers. They should be catching people who really break the law. It's no wonder we have almost tripled the crime rate in the past few years. Cops are too busy giving honest, responsible teenagers warnings for their tires. Wonder why teenagers are not fond of police? I know for me, if the bureaucracy wants to treat me like a rat, then shut up, slide me a piece of cheese, and let me go to the mall in peace.

-A frustrated 16-year-old

Constant Teasing Gets On Teen's Nerves

All of my life I've taken teasing from other kids about my skin color, voice and where I'm from, especially when I go to another town. I wonder why this just happens to some kids.

I am about to get upset and go out on a rage. People get on my nerves constantly calling me names and making bad remarks. While I really want to ignore what people say and not get upset, it seems to me that I can't do that at all. It really seems to me that if people talk and call you names constantly, they are really stupid.

-"W" in South Carolina

Name _____ Period _____ Date _____

EMOTIONAL APPEALS

1. List the emotions that you could identify from each letter:

Frustrated 16: _____

"W": _____

2. Was each teen realistic in what they felt? _____ Why? _____

3. How did "Frustrated 16" handle the emotions that he/she felt?

Was this a positive way to handle negative emotions? _____ Why or why not?

4. What advice would you give to Frustrated 16? _____

5. How did "W" handle the emotions that he/she felt?

Was this a positive way to handle negative emotions? _____ Why or why not?

6. What advice would you give to "W"? _____

7. List some ways that work for you in handling negative emotions.

TEACHER BACKGROUND INFORMATION ANGER BALLOONS

HOT ANGER: is explosive anger that often comes from the feelings I have kept inside. When my balloon gets full, it explodes and the hot anger will be hurtful to others as well as to myself. Sometimes the person who receives my hot anger is not the cause.

Directions for the **HOT ANGER** balloon:

Write words that describe "hot anger" on pieces of paper and put inside the balloon. While talking about "hot anger", blow up the balloon until it pops, illustrating what we do when we are full of "hot anger". The pieces of paper will go all over the room, like our anger.

COLD ANGER: is anger that I store in my balloon because the feelings are difficult to express. It is self-destructive anger because the feelings are not dealt with and they eat away at my insides. Cold anger can show up in physical symptoms such as headaches, depression, ulcers, drug or alcohol abuse, and other mental or emotional illnesses.

Directions for the **COLD ANGER** balloon:

Write the words "COLD ANGER" backwards on the outside of the balloon with a marker. As you blow up the balloon, you can see the words from the inside, illustrating how when we hold "cold anger" inside it begins to fester, grow, etc.

WARM ANGER: is appropriate anger. It is the expression of my feelings at the onset before they become cold or hot. Warm anger can define my personal space by letting others know what bothers me as soon as my "ouch" line is stepped on. (The "ouch" line is the point where pain or discomfort begins when my space is invaded. It is the body reacting to the invasion of personal space.)

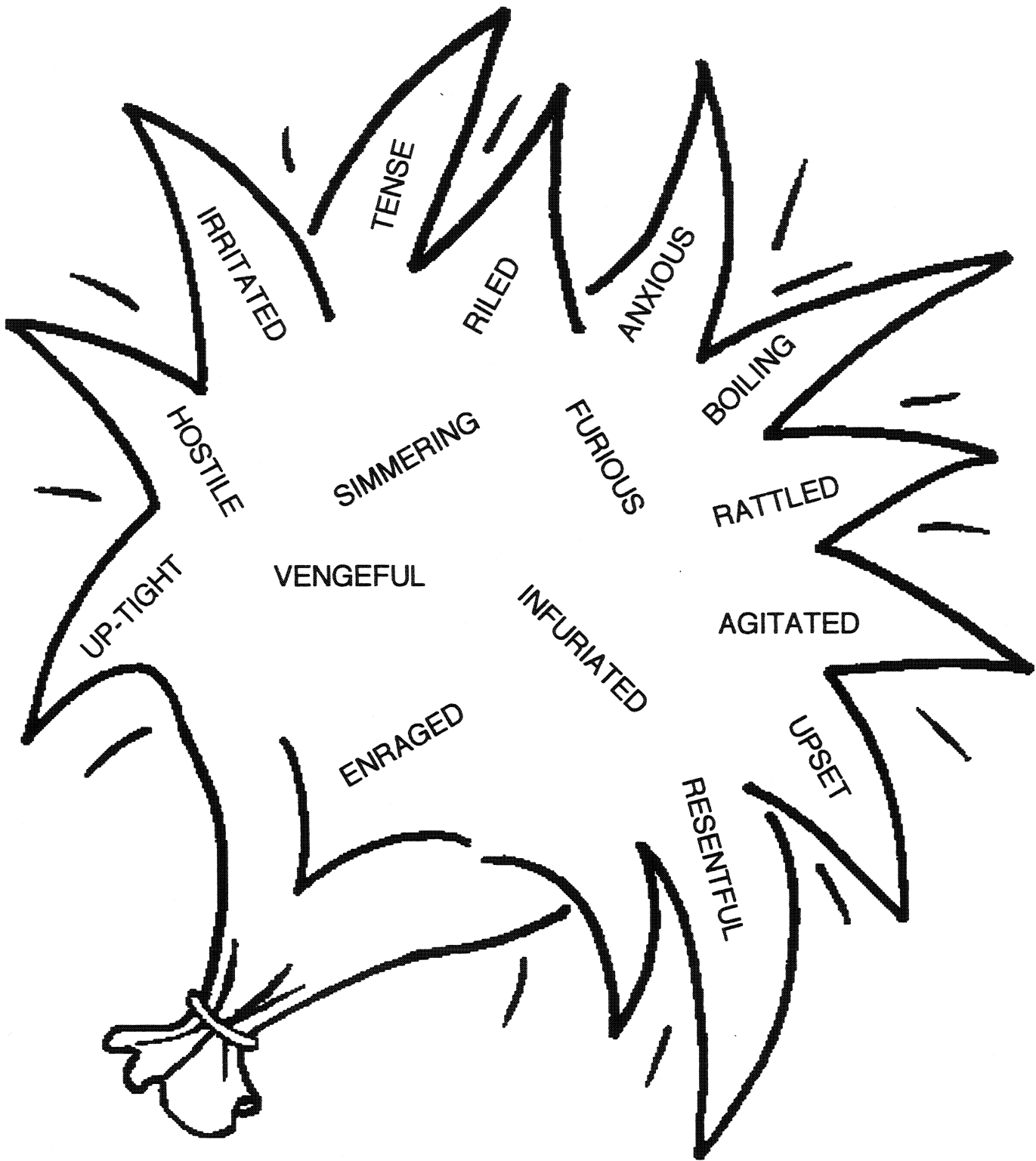
Directions for the **WARM ANGER** balloon:

Write words that describe "warm anger" on the outside of the balloon. As the balloon is blown up, they can be seen. That way they can be dealt with before they turn into "hot anger" or stored into "cold anger".

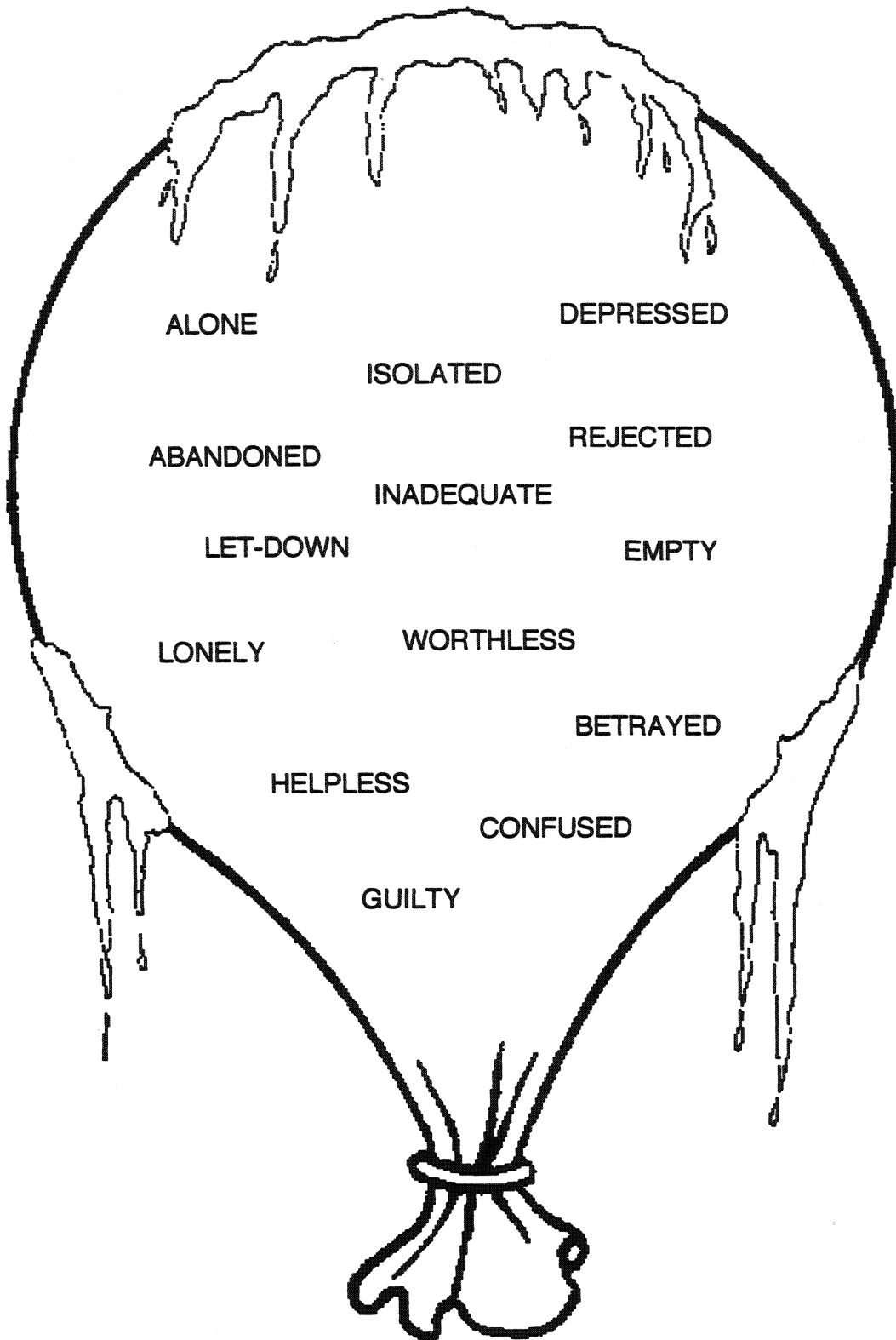
MAJOR CONCEPT: It is okay to experience anger; it's how we deal with it and control it that makes the difference.

Source: Teen Power curriculum, Jean Mitchell Workman, Utah State Office of Education

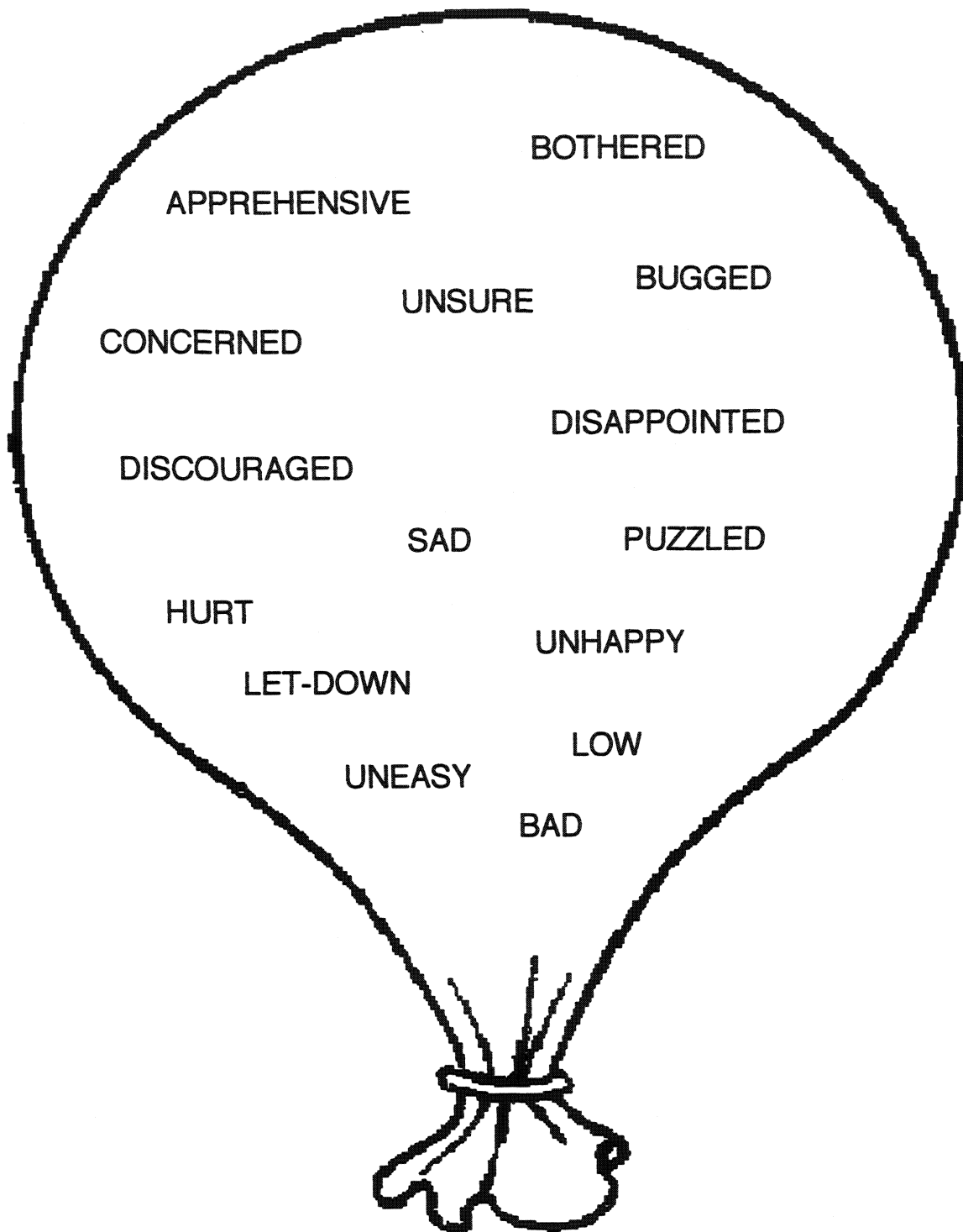
HOT ANGER



COLD ANGER



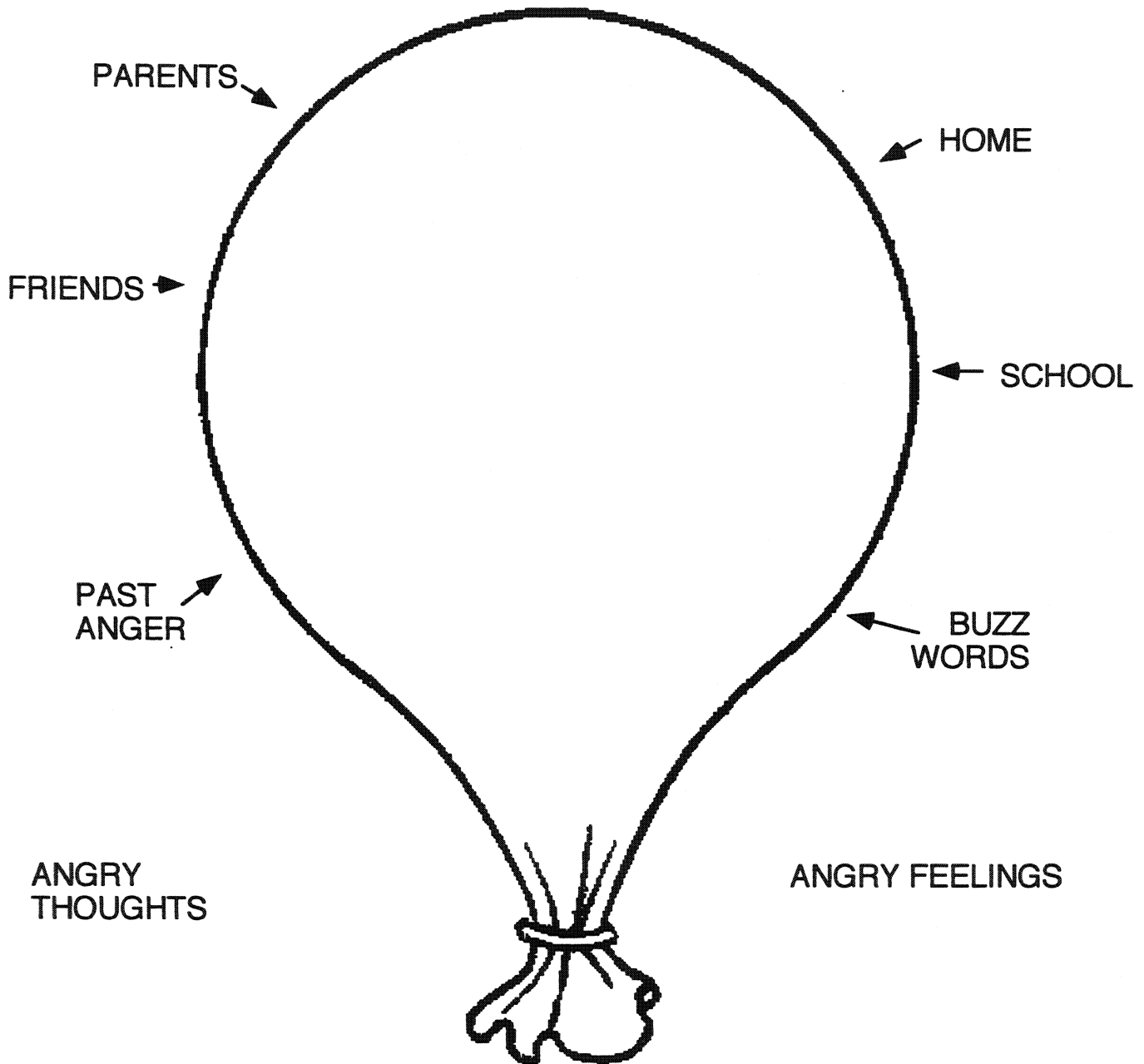
WARM ANGER

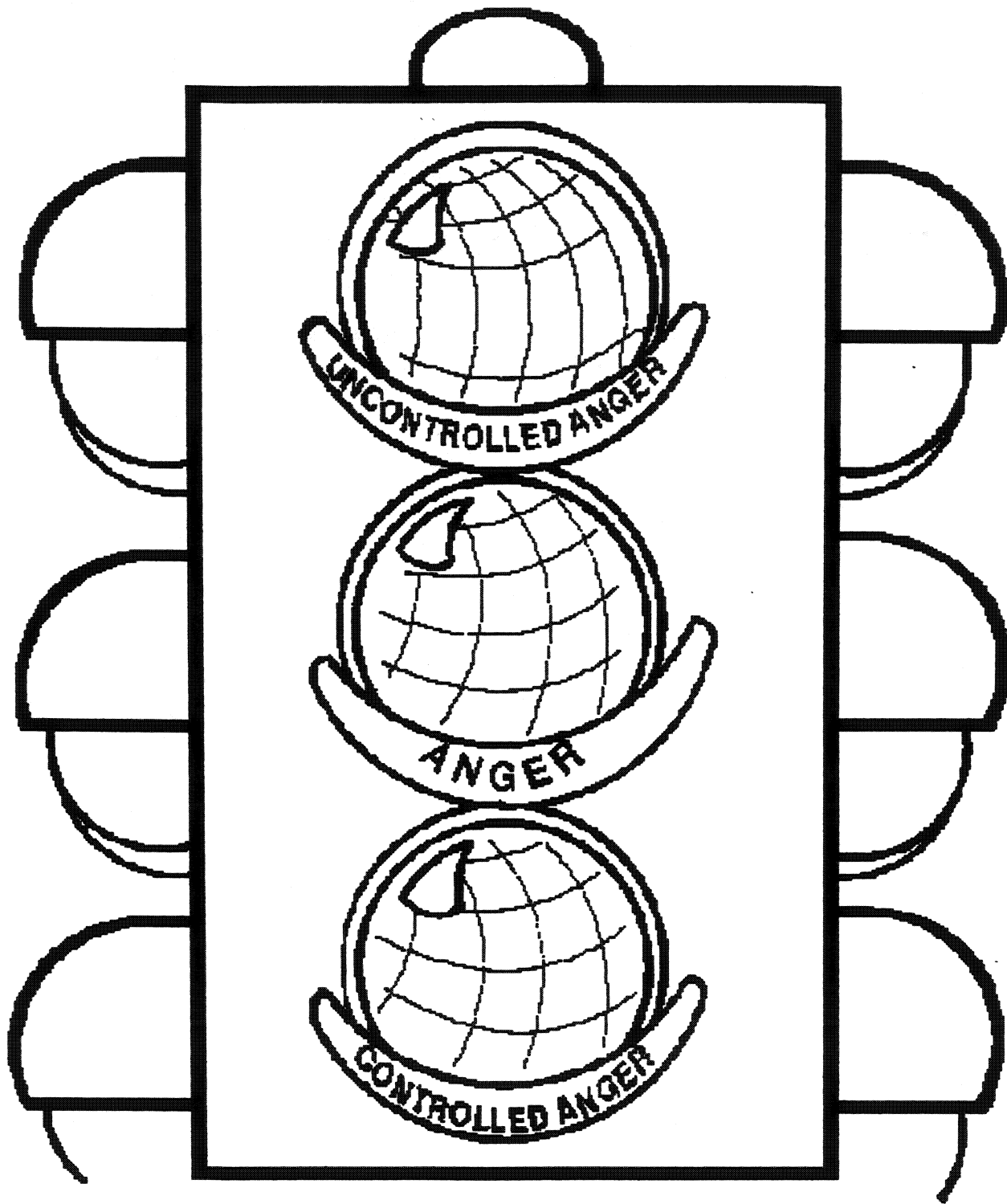


Name _____ Period _____ Date _____

MY ANGER BALLOON

Directions: Pretend this is your own personal anger balloon. Fill it with things that cause you to feel angry when your "ouch" line is stepped on.





TEACHER BACKGROUND INFORMATION PASSIVE, AGGRESSIVE, ASSERTIVE BEHAVIOR

There are three (3) types of people in this world. These individuals can be categorized into **passive, aggressive or assertive behavior types**.

Passive Types: Are people who let others walk over them.

They follow whatever wind that blows and allow others to make decisions for them.

Even though this person may not like or want to do what the others are doing, he or she does not have the fortitude or courage to express inner feelings.

Passive people are followers.

An individual who allows passivism to control his/her emotions will be disappointed in how he/she is manipulated continually by others.

Aggressive Types:

Are individuals who are always looking for a fight.

Whether or not it is their business, they are right in the middle of it.

They are masters at verbal or physical battle.

Aggressive people thrive on intimidating others and others willingly acquiesce.

Aggression breeds aggression.

A person who lets aggression control his or her emotions will more than likely bring out the worst in others.

Assertive Types:

Are individuals who calmly but insistently state his or her feelings in a nonemotional way.

This individual does not allow others to manipulate, intimidate, or control his/her behavior.

"I" messages are used ("I think", "I feel", "I am", "I don't", "I want", "I won't", "I will", etc.).

If this individual is in a threatening situation, he/she will walk away and seek help if appropriate.

An assertive person considers if it is harmful, dangerous, or against the law.

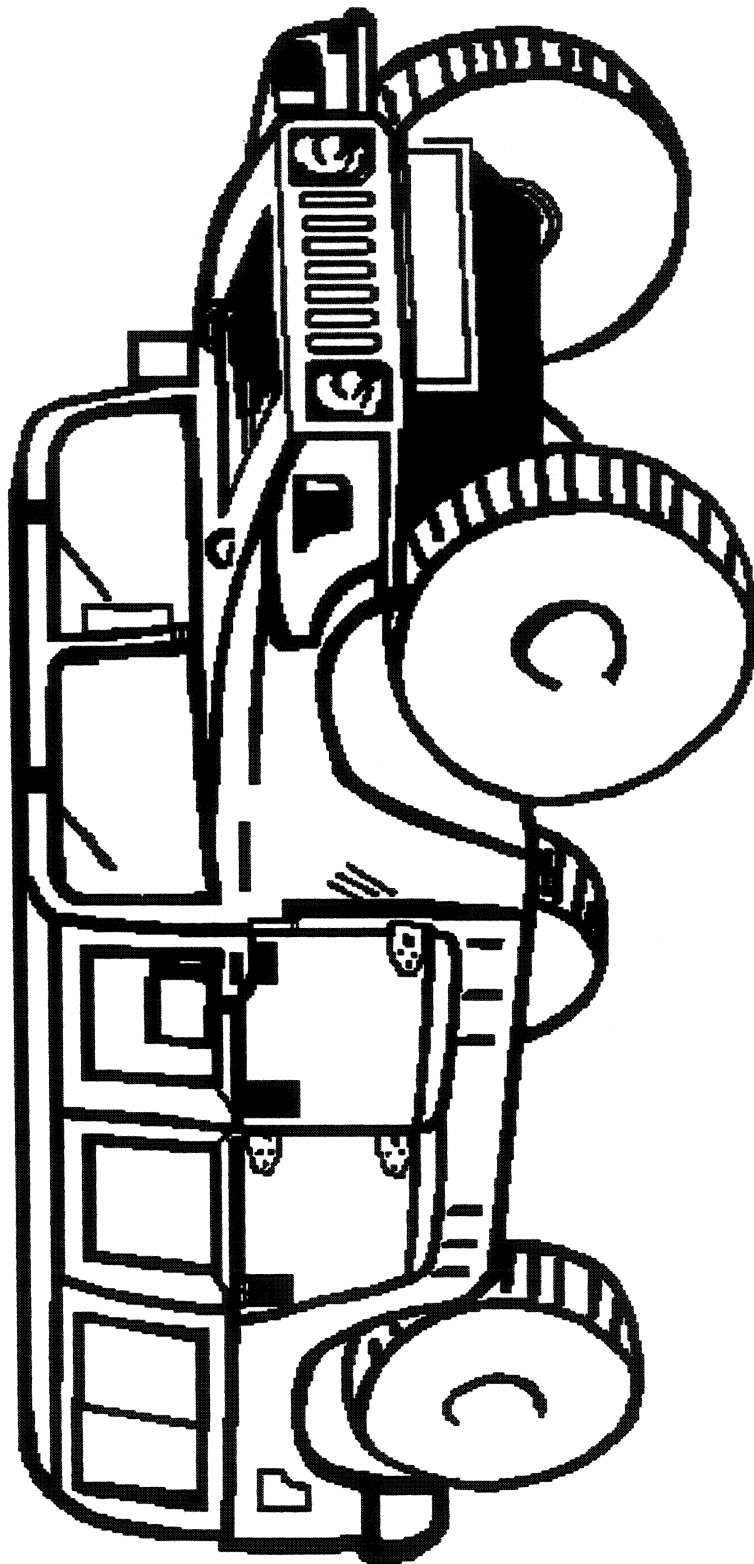
TEACHER BACKGROUND INFORMATION PASSIVE, AGGRESSIVE, ASSERTIVE BEHAVIOR

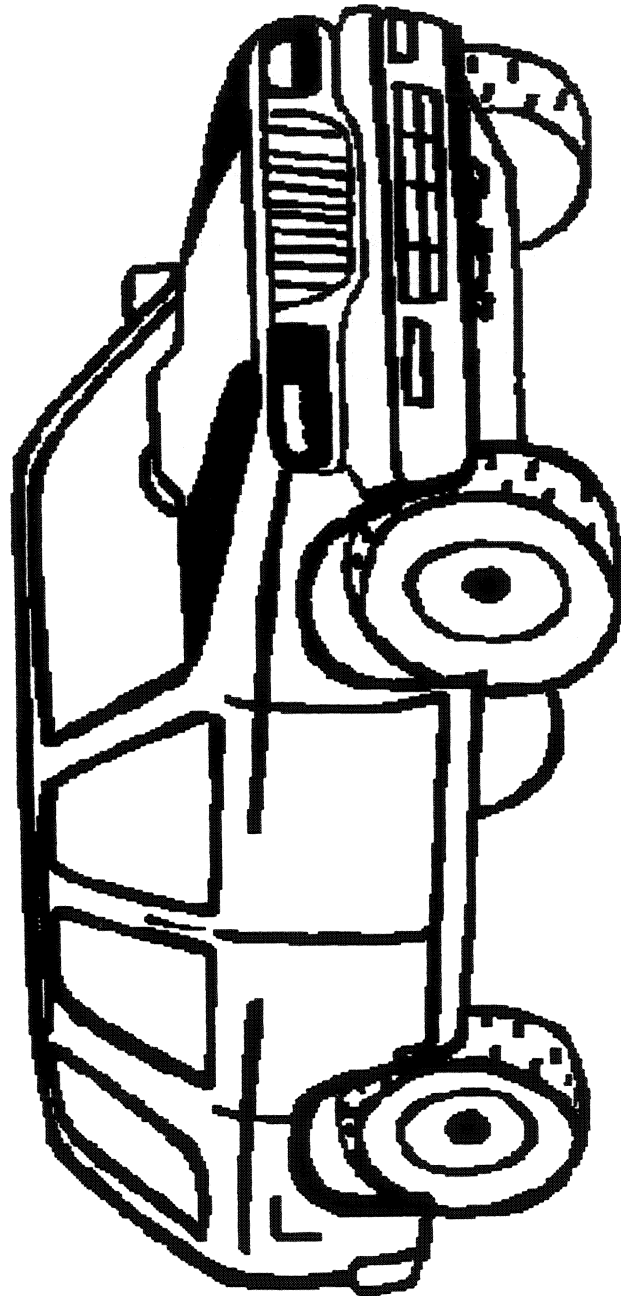
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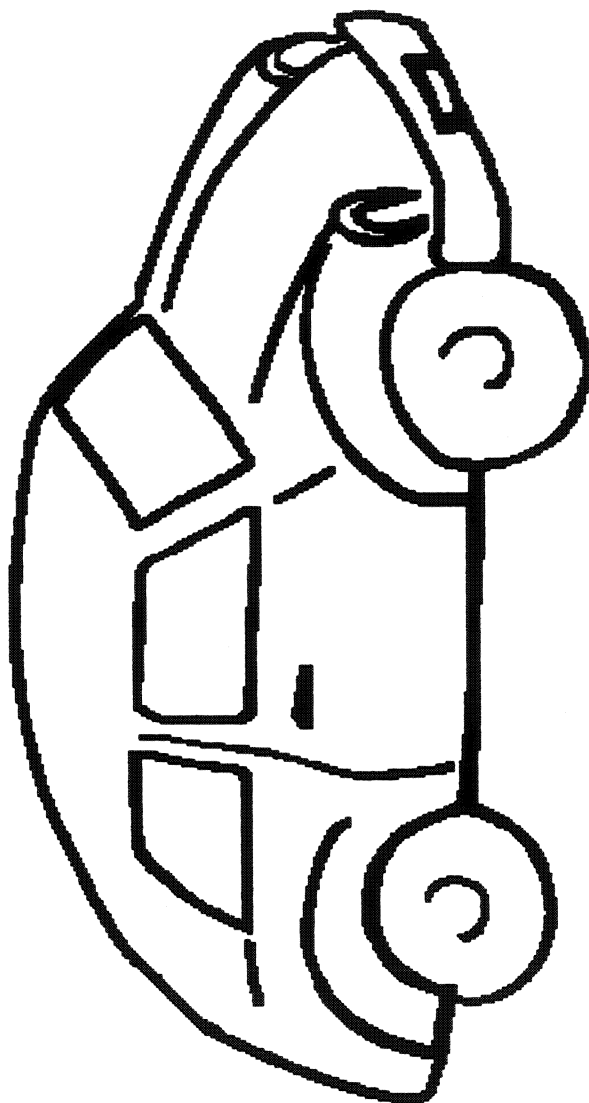
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They follow whatever wind that blows and allow others to make decisions for them.
Even though this person may not like or want to do what the others are doing, he or she does not have the fortitude or courage to express inner feelings.
Passive people are followers.
An individual who allows passivism to control his/her emotions will be disappointed in how he/she is manipulated continually by others.

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Whether or not it is their business, they are right in the middle of it.
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This individual does not allow others to manipulate, intimidate or control his/her behavior.
"I" messages are used ("I think", "I feel", "I am", "I don't", "I want", "I won't", "I will", etc.).
If this individual is in a threatening situation, he/she will walk away and seek help if appropriate.
An assertive person tells if it is a harmful, dangerous, or against the law.







Name _____ Period _____ Date _____

BEHAVIOR ANALYSIS

Directions: Identify from each situation and reaction given if the individual is passive, aggressive, or assertive.

1. Jim hit me, so I hit him back. _____
2. I saw a boy take the teacher's wallet. He told me that if I told, he and his friends would beat me up after school. Believe me, I won't tell! _____
3. I don't like it when you don't do your homework and want to copy mine!

4. Some kids called me a nerd. I ignored them. _____
5. My locker was ripped off. I reported it to the vice principal. _____
6. My sister wouldn't do the dishes for me so I called her a name I can't repeat!

7. My teacher thought it was me who was talking and gave me detention. I didn't want my friend to get in trouble so I am serving detention. _____
8. Instead of getting mad and blowing up, I feel we need to sit and discuss how to solve the problem. _____
9. My boyfriend just broke up with me because he likes another girl. I am going to tell all of my friends just what kind of a guy he is. _____
10. I don't want to cause conflict at home, so I just keep my feelings to myself.

BEHAVIOR ROLE PLAY

Directions: Role-play each of the following situations with one student playing the passive role and then the assertive role. The second student will be the receiver of the message. The third student will record the behaviors of the role player and receiver below. Alternate roles with each situation.

1. Looking for a job

Passive _____

Assertive _____

Aggressive _____

2. Exchanging shoes at a store without a receipt.

Passive _____

Assertive _____

Aggressive _____

3. Witnessing a fellow student deliberately damaging school property.

Passive _____

Assertive _____

Aggressive _____

4. An uninvited guest arrives at your party.

Passive _____

Assertive _____

Aggressive _____

5. Breaking curfew and forgetting to phone.

Passive _____

Assertive _____

Aggressive _____

6. A friend attempts to force you to try something you do not want to do.

Passive _____

Assertive _____

Aggressive _____

TEACHER BACKGROUND INFORMATION PERSONALITY TYPES

An individual's personality type or temperament affects how he/she deals with certain situations. One temperament or personality style is not better or more desirable than another. Each has strengths and weaknesses; often it is the situation that may determine whether the personality type or quality is a strength or weakness. Knowing your personality style can help you make choices that will emphasize your strengths or minimize your weaknesses.

Type A: is described as an aggressive, hardworking, impatient, and competitive person. This can be an advantage when leadership qualities are needed. Type A personalities are often people who are great achievers and role models. These people need to recognize their natural qualities and deal with situations before they become too stressful or intense.

Type B: tends to be more calm, quiet, relaxed, and easygoing. When working on a group project, these people have the natural qualities to work well with others. Type B personalities have the natural qualities to cope with stress.

By knowing your personality style and your temperament, you can recognize and control your behaviors. If you tend to get angry easily, you can recognize this behavior and take steps to control your responses by taking the time to think through what you want to say in an effective manner.

Name _____ Period _____ Date _____

PERSONALITY TYPE SURVEY

Check all items that apply to you:

- a. _____ I have a temper and start to yell when I get mad.
- b. _____ I have to do more than one thing at a time.
- c. _____ I don't push myself with people or become upset in situations.
- d. _____ I stand up while I eat or eat while I am walking.
- e. _____ I don't watch the clock. If things happen, they happen.
- f. _____ I don't like to do more than one thing at a time.
- g. _____ When in conversations with others, I try to get them to talk about things I know something about. If I can't, I just stay quiet and think of my own interests.
- h. _____ I don't like to tell people about my achievements unless I am forced to.
- i. _____ I feel guilty that I should be doing something when I am relaxing.
- j. _____ Before I can do something fun, I need to complete all of my work.
- k. _____ I don't like to compete with others. If I play basketball, it is for fun, not to win.
- l. _____ I can work without feeling frustrated..
- m. _____ I would rather have a new car or stereo than have lots of friends..
- n. _____ I bite my nails, wiggle my foot, or tense my muscles a lot.
- o. _____ I don't compare myself to others.
- p. _____ I feel proud when I accomplish something and don't feel I have to accomplish more than other people.
- q. _____ I think success means making a lot of money or getting straight "A's".
- r. _____ I can leave some tasks undone while I relax and enjoy myself.

**PERSONALITY TYPE SURVEY
ANSWER KEY**

CHARACTERISTIC BEHAVIOR TRAITS

TYPE A

TYPE B

a

c

b

e

d

f

g

h

i

k

j

l

m

o

n

p

q

r

Check your responses against this key.

If you placed most of your check marks next to items that are characteristic of a "Type A" personality, you are an achiever and self-starter, but may be a candidate for "burnout" without careful management.

If most of your answers fell into the "Type B" personality column, you have a more balanced approach to life. This usually means you will subject your-self to less stress and live happier, healthier and longer.

TEACHER BACKGROUND INFORMATION CONSEQUENCES OF UNCONTROLLED EMOTIONS

For this activity, break the students into six groups and assign one topic of legal, mental, social, ethical, physical, and financial consequences to each group. The class will be given a newspaper article and each group will examine the article from the perspective of their topic. Using the student activity guide on the following page, have the students answer the questions on the topic assigned to the group. Have each group report to the class.

For ease of class discussion, define the following terms for the students before they begin working in groups.

Legal consequences: The results in choosing behaviors that are against the law. (Going to jail, restitution for crime victims, community service, etc.)

Mental consequences: Those factors that affect an individual emotionally because of the behavior. (Stigmas of going to prison, living with the fact that someone was harmed or killed, depression, and other types of mental anguish.)

Social Consequences: Effects on the community, family, and individuals because of behavior. (Curfew enforced to keep individuals under control, not enough prisons and detention centers to house offenders, unsafe neighborhoods because some criminals have to be released, etc.)

Ethical consequences: Moral and religious values that are violated because of behavior. (Adultery, stealing, killing, treason, perjury [false swearing], etc.)

Physical consequences: Harm or injury that can come to people because of the behavior. (Loss of life, serious injury, loss of home, job, family, etc.)

Financial consequences: Dollar costs to individuals and communities as a result of behavior. (Taxes can be raised to support more police protection because of crimes, victims left without financial support, costs of trial and lawyers, tax dollar support of criminals, etc.)

Name _____ Period _____ Date _____

CONSEQUENCES OF UNCONTROLLED EMOTIONS

Directions: As a group, read the newspaper article you have been given and answer the questions below according to your assigned topic.

Group Topic: _____

1. According to your topic, what would the consequences of the behavior in the article be? (For example, if your topic was legal consequences, what would the legal consequences of the behavior in the article be?)

2. What were the consequences of the behavior on the individual committing the crime? _____

3. What were the possible consequences of the behavior to the family or friends?

4. How does this behavior affect the community in which we live?

5. What costs would the community have to pay as a result of this behavior?

Name _____ Period _____ Date _____

**CURRENT SOCIAL ISSUES
RESEARCH REPORT**

Directions: Complete the research report, following the guidelines listed below.

Due Date: _____

1. Choose a topic:
 - a. Of current interest,
 - b. That is relevant to Teen Living, and
 - c. Of serious concern.

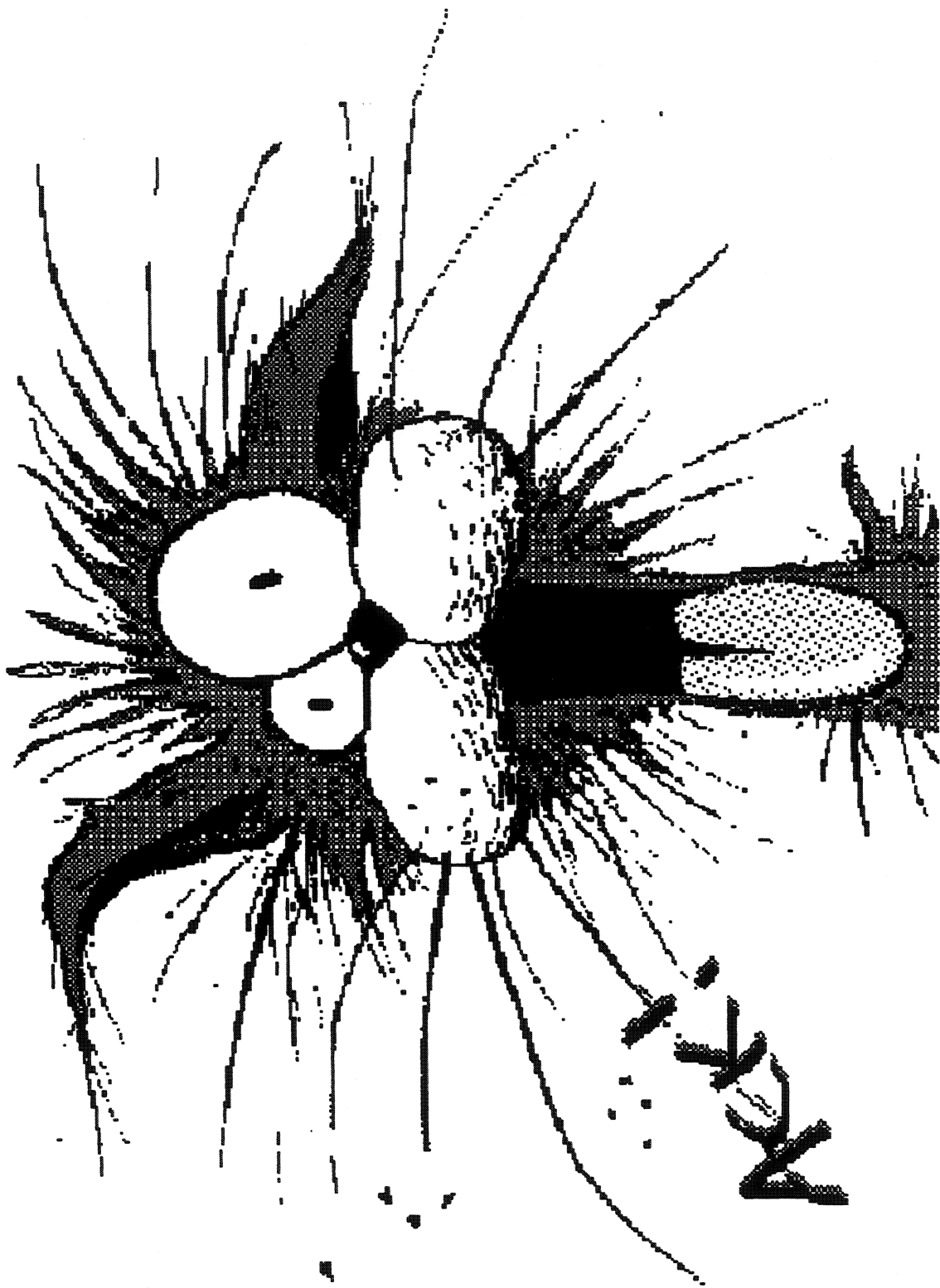
2. Research the topic and do the following:
 - a. Write a ten-page report on your topic.
(It must be typed or word-processed; double spaced.)
 - b. Use at least five (5) different sources for your information.
 - c. Include a bibliography of researched material.

3. Information to be covered (included):
 - a. General nature of the social issue.
 - b. People involved in the issue, their background, and opinions. Include information from at least three (3) prominent figures.
 - c. General resolutions of the issue, written in outline form.

4. Your solution to the social issue:
 - a. Brainstorm all possible solutions (at least 20).
 - b. Choose three (3) solutions that are the most logical and practical for today's society.
 - c. Discuss each of the three solutions in depth, listing the reasoning behind each solution. Tell how each solution would affect you.

5. Make a visual display that includes:
 - a. A large poster to help illustrate the social issue,
 - b. A lot of color, and
 - c. A bar graph in the upper right hand corner.

6. Prepare a class presentation that:
 - a. Presents your research on the social issue to the class,
 - b. Shows visual displays and a bar graph,
 - c. Discusses each major aspect of your research, and
 - d. Includes a handout for the class with an outline of your presentation.



STRESS

**MENTAL
AND/OR
PHYSICAL
TENSION**

DISTRESS

**ANXIETY OR
SUFFERING
DUE TO EXCESSIVE
STRESS**

EUSTRESS

**POSITIVE
OR
GOOD
STRESS**

STRESSOR

**ANYTHING
THAT CAUSES
STRESS OR
TENSION**

**STRESS
REDUCER**

**ANY ACTION OR
ACTIVITY THAT
RELIEVES OR
REDUCES STRESS**

TEACHER BACKGROUND INFORMATION

WHAT IS STRESS?

CONCEPT: Stress is not entirely bad. Everyone is under stress at all times, even when we are asleep. Some stress in our lives is necessary to keep us alert, vital, and interested in what we are doing. Too little stress makes people bored and depressed. Too much stress can cause people to "burn out", become ill or even die.

Stress has been defined by Dr. Hans Selye, the father of stress research, as "a non-specific response of the body to any demand made on it." Drawing from research that goes back to the 1930's, we have reason to believe that stress is the cause of many diseases. Medical proof exists that indicates we experience a dramatic rise in cholesterol, blood sugar, and blood pressure levels while we are under stress.

The body's initial reaction to any stress is alarm--a chemical rallying of the body's defenses. This is not harmful when it happens every now and then, but when the stress is constant and continued over a long period of time, the stress then becomes destructive, draining the body of its ability to defend itself.

Two Kinds of Stress

There are two kinds of stress: 1) good stress (eustress), and 2) bad stress (distress). Stress is caused by life-changing events--events which somehow require readjustment on our part. The life-changing event may be either pleasant (e.g., a wedding, special date, etc.) or unpleasant (e.g., the death of a family member, divorce, etc.). Regardless of the kind of life-changing event we experience, our body is still subject to the stress that accompanies the event. Your perception of the life-changing event you are encountering is an important factor in determining the degree of stress you suffer.

If managed properly, stress can be good for us. For this to happen, we must first become completely aware of the stressors in our lives. Stressors may be found anywhere--at home or school, with friends, etc. You must honestly examine your life and identify those things, both positive and negative, that are causing you stress. Since we can't always control other people's behaviors or events that happen, we must realize that we can only control our reaction or reactions to those behaviors or events.

The body has conditioned itself to produce what has been called a "fight/flight" response to stress. In ancient times, primitive man would either attack or retreat from a threatening situation. Today, our 20th century society does not allow us to react instinctively in the same way; we fight or retreat through our behavior or physical actions. The physical reaction is most often internal and the retreat attitudinal.

TEACHER BACKGROUND INFORMATION - CONT'D

WHAT IS STRESS?

This often results in damage to one or many physical systems of the body (circulatory, digestive, etc.) and/or to the emotional and psychological well-being of the individual.

Signs of Stress

When individuals are feeling the effects of too much stress, they often describe their feelings in terms of physical, emotional, or behavioral reactions. You may feel uptight, pressured, or anxious. You may feel tense, have butterflies, or cry a lot. Stress can manifest itself in a variety of ways that may affect one's behavior or physical and mental health. The signs of stress are depicted like this:

Physical Signs:	How you look
Emotional Signs:	How you feel
Behavioral Signs:	How you act

Causes of Stress

Stress can be experienced in many areas of a person's life. Once you understand the definition and signs of stress, you can identify typical situations that cause stress in your life. You typically experience stress in one or more to the following areas: 1) in school, 2) with your family, 3) with friends, 4) at work, or 5) in the larger environment. At other times, stress is caused by poor time management, or even by being recognized for outstanding achievement. Stress may be experienced in different categories over time, depending on the individual and the stage of life.

Facts About Stress

We often tend to focus on the negative aspects of stress and sometimes fail to recognize the positive effects that stress can have on a person's life. It can motivate us to do our best and stimulate us. Individuals vary in the ways they perceive stress. The amount, intensity, and duration of stressful situations can determine whether a person experiences positive or negative effects. Just as people are different, the amount of stress that each person can adequately manage varies from person to person. Stress tends to vary with situations. At one time in a person's life an event may be perceived as stressful, while at another point in time, the same event is not perceived this way.

Coping With Stress

Self-awareness is the first step in coping with stress. The goal of stress management is not total elimination of stress, but the ability to manage it in a positive way so that physical and emotional health are not impaired. Through diet, exercise, regular sleep, and relaxation, stress can be controlled to a degree. Another way to manage stress is to have good interpersonal relationship skills. Time management skills are a third way that individuals can control stress, such as establishing routines, setting priorities, and taking advantage of periods of the day when one works best.

Name _____ Period _____ Date _____

SIGNS OF STRESS

Directions: After the class discussion on stress, list some physical, emotional, and behavioral signs of stress.

PHYSICAL (How you look)	EMOTIONAL (How you feel)	BEHAVIORAL (How you act)
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____

How might these students react in the following situations?

- Julie broke up with her boyfriend and just discovered she is pregnant.
Physical: _____
Emotional: _____
Behavioral: _____
- Tom's parents are separated and considering a divorce. In that event, Tom and his sisters will have to live with different parents in different cities.
Physical: _____
Emotional: _____
Behavioral: _____
- Sarah's friends are all trying out for cheerleading. They have been pressuring her to try out, too, but Sarah is afraid.
Physical: _____
Emotional: _____
Behavioral: _____

Name _____ Period _____ Date _____

STRESS GETS TO KIDS, TOO

(Excerpted from Benchmark, Roger Reed Adolescent Program)

Stress doesn't suddenly enter our lives when we turn 21. Children and teenagers experience stress, too. Stress overload can cause tension in young people just as in adults. Some of the ways young people try to cope with stress are harmful. Teens may turn to smoking, over or undereating, drinking, drug use, reckless driving, crime, or even suicide. No one today is too young (or old) to run the risk of being overstressed. The following exercise can help determine the amount of stress in your life.

Directions: Circle each event that has happened to you during the past year. Total the numbers you have circled.

Parent dies	100	Trouble with teacher(s)	24
Parents divorce	73	Change in personal habits	23
Jail term or juvenile detention	65	Change to a new school	20
Death of a close family member	63	Vacation with family	20
Personal illness or injury	63	Change in recreation	19
Parent remarries	55	Change in social activities	19
Parent loses job	47	Owe money to school or friends	18
Change in health of family member	45	Join a new club/organization	18
In trouble at school	39	Change friends/peer group	18
Birth of a sibling	39	Sibling leaves home	18
Change at school (new teacher or class)	39	Run for office/tryout for group	17
Change in family's financial situation	38	Attend summer camp	17
Death of a close friend	37	Change in sleeping habits	16
Changes in responsibilities at home	36	Change in eating habits	15
Starting or changing a job	35	Change in number of family events	15
Threatened by violence at school	31	Weight loss and/or gain	14
Outstanding personal achievement	28	Change in amount of TV viewing	13
Move to another location	26	Birthday party	12
Start school for the year	26		
Change in living conditions	25	Total Score	_____

Scoring:
 0-150 = average stress load
 151-300 = above average stress load
 300 or above = high stress load

**THE ACT OF FLEEING FROM
A SITUATION OR EVENT
EITHER EMOTIONALLY OR
PHYSICALLY OR BOTH**

**WHAT IS
RUNNING AWAY?**

RUNAWAYS

Ann is a very pretty girl with a round, child-like face, lovely smile and large brown eyes. She dresses colorfully and delights in collecting stuffed animals, bunnies mostly, and baby dolls. When she moves from one cheap hotel to another, as she frequently does, she piles her toys into two enormous plastic garbage bags and drags them with her.

Ann is 15. Like hundreds of other runaways, she hangs out around First and Post Streets in Seattle, a derelict in an area of porn shops, saloons, flea bag hotels. She sleeps late, spending her nights wandering the streets or sitting in the Donut Shop. While it's an unpleasant place, runaways feel welcome there, safe from those who would abuse them, and from the cops. For many, the Donut Shop is the only place they have to go.

I sat opposite Ann at one of the long formica tables, under harsh fluorescent lights. I asked her why she didn't go home to her family.

"Every time I try to go home to live, my Dad starts hitting me," she said. "Now I only go home on Christmas, Thanksgiving and on my birthday. I owe them that. I'd like to live at home again, but I know it would start all over again, Daddy drinking and beating me up. That's why I left. The first time I ran away, I was 11. When I was 12, I was gone for good. I got a job at the Exotic Body Exercise Club downtown near the Donut Shop."

"After I lost that job, I met this old man on the street. He said he needed a babysitter and I'd get paid well. He lived in a hotel in Chinatown. He had a woman who worked for him, and she had a baby I took care of. After a while, I began to work for the old man. I was 13-years-old, and I had no place to go."

"The old man knew all these Japanese guys who'd come to the hotel and use me. Two or three times a week I'd have customers--usually five or six a night. They each paid the old man \$40 for my services. He was good to me. Sometimes he gave me \$7 to go to the disco, and \$10 to spend. But I left him after nine months."

Ann glanced around the Donut Shop at the other kids. Then she leaned forward, lowering her voice, not wanting the other children to hear. Her modesty was touching and sad.

"After I left the old man," she continued, "I started mud wrestling on weekends all over the country. I was 14." Ann told me about the mud show circuit, how she was auctioned off after each match to the highest bidder. She added that her life was OK. Anyway, what choice did she have? Nobody since she first ran away had ever tried to help her--nobody.

RUNAWAYS - Page 2

We left the Donut Shop. Kids were huddled in doorways or walking back and forth to keep warm, some as young as 10, waiting around in the cold for someone to stop and buy their bodies for a few dollars or a meal or a warm place to stay. Police cars cruised by, as did men peering through closed car windows, looking for kids to pick up.

Up to 1 million children in the United States run away from home each year, according to the federal Health and Human Services Administration. And most, after a few weeks, turn to walking the streets and theft for survival. The average age of a runaway child is 15.

Forty-seven percent of runaways are girls, the agency says. More than half leave home because of child abuse. One-third are sexually abused. Of these children, 83 percent come from Caucasian (white) families. The majority are never even reported as missing by their parents. Knowing all that, it was still disheartening to see so many kids with nowhere to go in Seattle.

As we walked, Ann introduced me to other street children, two of whom I asked to interview. Most of the runaways I met were unusually bright, attractive, lonely and hungry for adult regard and affection.

Before I left Ann, I asked how she envisioned her future. It was now after midnight. She stood on a street corner, her small hands shoved in her jacket pockets, looking weak and defenseless. "Oh, I don't plan to walk the streets for the rest of my life," she declared. "In Seattle, most of the runaway girls on the street end up in prostitution. It's do or die. The same with boys. Do you know how hard it is for a kid to get a job in Seattle?" She shook her head. "If I had my life to do all over again, I wouldn't live like this. I would have stayed home. I'd rather be abused at home than this. Seriously, I would." She paused. "But it's too late now."

For three days in San Diego, a runaway named Patrick took me to places where children on the lam gather--they're not hard to find. They sleep in the bus depot, or in the parks, particularly the area near the zoo. You find them in abandoned cars or empty houses or grouped around fires on the beaches. They are everywhere. They survive by doing odd jobs, stealing, and helping each other out.

We came to the park two days after the police had raided it, and we saw children with bruised faces and cuts on their heads. The police don't like children living in the parks.

RUNAWAYS - Page 3

Among the runaways I interviewed there was Steven, 15, from Ocean Beach, California. He ran away when he was 13, he said. Like most runaways, his chief concern was getting enough food and a dry place to sleep. He comes from a good family, but he can't go home again.

"It's frightening to be a runaway," Steven said, "because you don't know where you're going to eat or live. Am I going to be all right? Will I be able to sleep somewhere other than in the park? You got nothing to grab onto because all that you own is what's on your back. Nothing is mine. When I want something to eat, I steal it.

"Why don't kids want to go home?" I asked.

"Some of them get beat up so bad," he said. "But the streets are bad too. The cops hassle you. Sometimes they beat you up."

"I don't want to go home because I really hate my mother. When I was 13, she kicked me out."

"If I had a child who ran away, I'd find him. I'd do my best. I'd sit down and ask him what was on his mind. And after we talked, I'd try to change the things he didn't like. We'd compromise. What's troubling you, kid?"

"I want to go back home, but I can't. I see how small I am--I'm nothing. I can't live on my own. It's mad out there. It's crazy and scary! I can't pay my own way and I know it."

The day I was to leave San Diego, Patrick and I went to Ocean Beach to interview more runaways. I talked to a girl and a boy who lived in a broken down car, to a girl of 15 with a year-old baby, and her friend of 13. They had been traveling together for two years and could not see beyond tomorrow. Also, there were young runaways spaced out on drugs or staggering about on cheap booze, children obviously undernourished, unhealthy, unwanted. America's children.

But Patrick's story seemed to be the most disturbing. He had a pretty hard life. "I don't want to tell you all of it," he said. "I was always made to feel less. My mom hated me because I reminded her of my dad. Then when I was 13, I was sent to live with my grandparents," he said. "They cheated and lied. When I was 15, they sold me to a lady for \$500. I ran away. So I never had a real family. I never saw my real father. I was always lonely, feeling like there must be something wrong with me. How come nobody ever loved me? I must be bad. I feel like I don't exist because nobody ever loved me.

RUNAWAYS - Page 4

"My mom used to beat me with boards," he continued. "You wouldn't believe some of the stuff she whipped me with--Hot Wheels Tracks. And my stepfather? He whipped me 25 times on the back of the legs with a rubber hose. I tried to block it, and I got hit on the hands. I counted every swat. Twenty-five times he hit me. And now he beats my little brother. How can I get even? I can't get even. But I'll remember it, believe me."

I asked Patrick if that was why he ran away, because of the beating.

"I didn't want to be a runaway," he said. "I didn't want to steal. I had nowhere to go. There's a lot of things I don't know, and I'd like to learn. I want to learn to survive legally," he went on. "I don't have my ID and I don't know how to get it. I'm willing to learn. I don't want to be a bum, because I'm better than that. Do you understand where I'm coming from? I need to know things to survive! I don't know anything. I can barely read, to tell you the honest truth. My mom never helped me with my school work. They didn't care about me."

I looked at him, his eyes expressing pain and deep humiliation. "I can barely read."

"Patrick," I began and gave up. I had no answer to give him.

"Don't you think loving is hard?" he asked. He glanced at me, and then he declared manfully, "I never cry!"

With that Patrick rushed to the fence, climbed it, and like a circus acrobat ran along the top of it quickly -away from me.

National Runaway Hot line (1-800-231-6949) or the National Runaway Switchboard (1-800 621-4000).

Name _____ Period _____ Date _____

RUNAWAYS

1. Children that run away are largely from the _____ class.
2. Why did Ann leave? _____
3. How did Ann earn money? _____
Why didn't she get a respectable job? _____
4. Up to _____ children in the US run away from home each year.
5. Most runaways turn to _____ for survival.
6. The average age of a runaway child is _____.
7. _____ % of runaways are girls.
8. More than 1/2 leave home because of _____.
9. 1/3 are _____.
10. 83% come from _____ families.
11. Runaways are _____ and _____ for adult attention.
12. Where do children on the lam generally sleep? _____
13. What is the chief concern of most runaways? _____
14. Why is it frightening to be a runaway? _____

15. Why don't kids want to go home? _____
16. What did Steve say was important that a parent and child do?

17. If you were in a situation where you wanted to run away, what alternatives could you take instead? List at least five (5).
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____Ex. _____
Ex. _____
Ex. _____

Name _____ Period _____ Date _____

RUNAWAYS - TEACHER KEY

1. Children that run away are largely from the middle class.
2. Why did Ann leave? because of child abuse at home
3. How did Ann earn money? prostitution
Why didn't she get a respectable job? no skills
4. Up to one million children in the US run away from home each year.
5. Most runaways turn to theft for survival.
6. The average age of a runaway child is 15.
7. 47 % of runaways are girls.
8. More than 1/2 leave home because of child abuse/abusive parents.
9. 1/3 of those that run away are sexually abused.
10. 83% come from Caucasian/white families.
11. Runaways are hungry and lonely for adult attention.
12. Where do children on the lam generally sleep? in cars or abandoned homes
13. What is the chief concern of most runaways? food to eat & a place to sleep
14. Why is it frightening to be a runaway? you don't know where you are
going to live or if you will have anything to eat
15. Why don't kids want to go home? because of the abuse
16. What did Steve say was important that a parent and child do?
talk & compromise
17. If you were in a situation where you wanted to run away, what alternatives could you take instead? List at least five (5).
 1. stay with friends or other relatives
 2. social/youth services
 3. talk to counselors
 4. talk to a teacher
 5. try to settle things at home

Ex. _____

Ex. _____

Ex. _____

POSITIVE STRESS REDUCERS

1. **Recognize and identify what is causing you stress.**
2. **Change your daily routine--try something new.**
3. **Learn and practice relaxation skills.**
4. **Watch your weight and your diet.**
5. **Exercise regularly.**
6. **Get enough sleep.**
7. **Develop more interests, activities, and relationships.**
8. **Set reasonable expectations and goals.**
9. **Learn to say "NO" politely when you don't want to do things.**
10. **Learn to accept things you can't change or have no control over.**
11. **Don't blame other people for your problems. Be in control of your own life.**
12. **Don't procrastinate--do things when they should be or as they need to be done.**
13. **Do volunteer work.**
14. **Avoid unnecessary competition--don't compare yourself to others all of the time.**
15. **Choose friends who enjoy things you enjoy and have the same values.**
16. **Look for the humor in stressful situations.**
17. **Write down the things that frustrate you, then identify ways to reduce the frustration or stress.**
18. **Talk to someone about your stressors.**
19. **Pick an activity you enjoy doing, and do it when you feel distressed.**
20. **Practice relaxation techniques.**
21. _____
22. _____
23. _____
24. _____
25. _____

Name _____ Period _____ Date _____

STRESS SURVIVAL KITS

Directions: Choose one of the two types of stress kits described below and assemble one of them. Pass it off with the teacher for credit.

Physical: The contents of this kit includes anything that will reduce those stressful times in school when you have an emergency or you need something that you have forgotten. Some ideas of things to include in this kit are: extra pencils and pens, a quarter to use the phone, extra money for lunch, a needle and thread, aspirin or other medication, a dryer sheet to control static, bandaids, safety pins, elastic bands, your favorite snack or treat, etc. Make this kit personal by adding your own stress reducing items. Put all the contents in a small container or plastic bag and keep in your locker.

Emotional: The contents of this kit includes anything that will reduce those times at home when you are feeling stressed, overwhelmed, or down. Pull out this kit and remind yourself that you are a good person and you can make it through this stressful situation. Some ideas of things to include in this kit are: a tape, CD, or words to your favorite uplifting song (music can really influence your moods), a scenic picture of a favorite place or just a place you'd love to visit (postcards and calendar shots are good for this one), a note, card, thank-you, or anything written to you from someone else telling you that someone else is thinking of you (this could be a birthday card or any positive note from a teacher, family member, or friend), a favorite tangible possession that you can put your hands on and feel (this needs to be something that really means something to you), a poem, thought, saying, or story about success, etc. Make this kit personal by adding your own stress reducing items that have special meaning to you. Put all the contents in a small container or bag and keep it in your room.

P. S. Both kits can be done for extra credit.

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Emotional: The contents of this kit includes anything that will reduce those times at home when you are feeling stressed, overwhelmed, or down. Pull out this kit and remind yourself that you are a good person and you can make it through this stressful situation. Some ideas of things to include in this kit are: a tape, CD, or words to your favorite uplifting song (music can really influence your moods), a scenic picture of a favorite place or just a place you'd love to visit (postcards and calendar shots are good for this one), a note, card, thank-you, or anything written to you from someone else telling you that someone else is thinking of you (this could be a birthday card or any positive note from a teacher, family member, or friend), a favorite tangible possession that you can put your hands on and feel (this needs to be something that really means something to you), a poem, thought, saying, or story about success, etc. Make this kit personal by adding your own stress reducing items that have special meaning to you. Put all the contents in a small container or bag and keep it in your room.

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TAKE TIME TO RELAX

Teacher introduction: When you relax, you loosen up. You become less tense; you are at ease. When you relax, your stress begins to melt away. What one person does to relax may not help another person at all. Some sing, some jog, some take a nap. Here are some activities that might help you to relax. (The teacher can lead the students through the exercises, but needs to allow enough class time for the students to return to a normal state before dismissing.)

ACTIVITY 1

1. Sit in a comfortable chair with your eyes closed.
2. Make a tight fist with your right hand. Then relax your hand.
3. Let your whole arm relax and go limp.
4. Make a tight fist with your left hand. Then relax your hand.
5. Let your whole arm relax and go limp.
6. Next, with your arms hanging limp at your sides, raise your eyebrows, crinkle or tighten your forehead, and tighten the muscles of your scalp. Relax all these muscles. Tighten them again. Relax them.
7. Work your way down your body. Tighten and relax the muscles in your eyes, your nose, your jaw, your neck, your shoulders, your chest, your stomach, your thighs, your calves, your ankles, and finally your toes.
8. When you finish, each part of your body should be relaxed and seem heavy. Sit quietly for a few minutes. Then open your eyes.

ACTIVITY 2:

1. Close your eyes.
2. Relax all your muscles, starting at your feet and go up to your face. Keep all your muscles relaxed.
3. Breathe through your nose. Mentally count each breath as you inhale. Breathe easily and naturally. Keep on counting silently. Try not to think about anything except your breathing and counting.

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ACTIVITY 2:

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2. Relax all your muscles, starting at your feet and go up to your face. Keep all your muscles relaxed.
3. Breathe through your nose. Mentally count each breath as you inhale. Breathe easily and naturally. Keep on counting silently. Try not to think about anything except your breathing and counting.

TAKE TIME TO RELAX - CONT'D

4. Continue for ten to fifteen minutes.
You may open your eyes to check the time, but don't use an alarm clock.
When you finish, sit quietly for a few minutes with your eyes closed.
Then open your eyes slowly.
Do not stand up for a few minutes.

NOTE: DO NOT DO THIS ACTIVITY IMMEDIATELY AFTER A MEAL.
WAIT SEVERAL HOURS FOR MAXIMUM EFFECTIVENESS.

ACTIVITY 3:

1. Take a mind vacation by sitting in a chair with both feet on the floor.
2. Close your eyes.
3. Think of your favorite place--in the mountains, in a forest, on an ocean, by a stream, on the desert, at the beach.
4. Relax there. Feel the breeze blow. Smell the fresh air. Hear the natural sounds.
5. Stay on your mind vacation at least 15 minutes.
Then slowly return to reality.



SWEET SOLITUDE

Nancy N. Rue

You're strolling along with your friends and you see a boy having lunch alone in the corner of the cafeteria or absorbed in a book in a cranny of the library. You think, "I wonder why he's sitting there all alone. He must not have many friends."

Although that lone luncher/reader may not have chosen his solitary status, he may also *want* to be alone. Experts agree that, contrary to popular belief, few very solitary people are unhappy or disturbed. Everybody needs some time alone, and some need more time than others.

Taking some time for solitude--some time to relax, to think, or to kindle your creative energies--isn't going to isolate you from humanity or turn you into a recluse or hermit. Some things are often best done alone--like reading a novel or writing in your journal. With all these things to do, being alone doesn't have to mean being lonely.

Balancing public and private worlds--

As a young person, you especially need time away from parents, teachers, and friends in order to figure out who you are and what you want to do. Alone, you can sort through the possibilities without being influenced by other people's spoken--or unspoken--opinions. Maybe you feel like you're on an emotional roller-coaster; quiet and privacy will help you get back on a more level plane. In your teen years, you'll make a lot of decisions in a short time that will affect you for a long time. It's hard to make them wisely if you never sit down alone by yourself and think.

Being alone is an ability that doesn't always come easily. "The capacity to be alone," writes Anthony Storr, author of *Solitude: A Return to the Self*, "is as much an aspect of emotional maturity as the capacity to make mature relationships on equal terms." Some "introverted" people always find plenty to do when they are alone, and they rarely feel lonely. On the other hand, some "social butterflies" have to make many emotional leaps before they learn to fly happily on their own. You can be too alone, or too dependent on the companionship and approval of others. Happiness, it seems, is gained by achieving the proper balance between both your private world and public world.

Tapping your inner resources--

Much research has been done to investigate the positive physical and psychological effects of solitude. The following are just a few of the good things solitude can do for you:

- *Expand your sense of self.* Alone, you can peel away the public layers and find out who you really are and how you fit into the world, giving yourself a chance to establish what Dolores Curran, in *Traits of a Healthy Family*, calls your "private being".
- *Control your own destiny.* In your life of 200-student study halls and three-in-a-seat school buses, it's nice to have some space away from the watchful eye of Anybody and controlling influence of Anything. Your school curriculum may be planned out for the next four years, but alone you can set your own agendas, giving you more of a sense of control over your life. Without this degree of autonomy, you can feel suffocated and resentful.
- *Raise your grades.* One 1981 study showed that students who practiced meditation or relaxation techniques before studying and taking exams achieved higher grades than those who didn't take quiet

SWEET SOLITUDE - Page 2

time for private relaxation and reflection. Students in this University of Chicago study said during their time alone they enjoyed heightened powers of concentration and lengthened attention spans.

- *Become inspired and imaginative.* The imagination can flourish in solitude. When you're all by yourself with no distractions, you can fantasize. No story was ever written, no song ever composed, no invention ever invented without first visualization by its creator. When you run into a problem that seems unsolvable, "sleeping on it"--taking time alone either in sleep or quiet relaxation--can help you find creative solutions. You don't have to be a poet or painter; say you want to design a costume or come up with a football strategy--mental seclusion can be the best context for both visualizing and revising your plans.

- *Feel less stress.* Dr. Peter Suedfeld, psychology professor and dean at the University of British Columbia in Vancouver, says it has been demonstrated that people placed in special quiet atmospheres have an increase in the alpha waves that are associated with well being, and a decrease in levels of cortisone, the hormone secreted in response to stress.

- *Become more fun to be around.* In a study at the University of Chicago, 75 volunteer high school students were tested regarding the amount of time they spent alone and the effect it had on their moods. Those who spent more than one-quarter of their waking hours by themselves reported they felt in better spirits later when they were with other people.

Creating solitary spaces

Solitude doesn't mean isolation. Solitude can be achieved even when other people are in the house--or the park, the library, or the lunchroom. You don't need to find a solitary place as much as a place that is simply away from your usual routine, inhibitions, and expectations. Absorption in your own thoughts is more important than the place or the silence.

For some, solitude is just a state of mind. If you're a *screenner*, a person who can filter out background noise, you can enjoy being alone almost anywhere--even in the midst of crowds.

If you're a *non-screenner*, one who is acutely aware of all the noise and activity that goes on around you, you'll need more isolation and quiet in order to find solitude. In either case, you'll probably have to carve out your own solitary moments, because in today's go-go-go world, they aren't just going to happen. Some of these suggestions might help:

- A favorite spot--a park bench, a living room chair, or a nook in the library--when reserved for only solitary activities, can condition your mind to shut everything out and get in a creative or meditative mood.

- Music, whether you're making it or listening to it, can absorb you or provide background to your thinking. If you want to use your private time for creative writing, however, pick music that won't distract you. You don't want to be thinking about the words to a song you are listening to, but conjuring up the words to your own song!

- Exercise transports you away from it all. When you're jogging, few people are going to break your stride to strike up a conversation. On a bicycle, you're even more difficult to talk to. There are many solitary sports--swimming, cross-country skiing--that allow you to exercise your body while you clear your mind.

SWEET SOLITUDE - Page 3

- If you share a room, establish at least a corner for yourself. Let your roommate know that when you're in your corner, you're to be left alone.

- Furnish your room to cut down noise so you'll be more insulated from the world. Noise bounces off hard surfaces and is absorbed by cushions, rugs, and drapes.

The busy life of the mind--

Now that you're alone, what are you going to do? First of all, you don't have to do anything. Secondly, even if it looks physically like you're just watching the grass grow, you can be doing a lot of mind-bending mental work.

You can use your time alone to meditate and clear your mind of all thoughts and concerns. You can also use your time alone to be creative. Write in a journal. Load your camera and take some pictures. Improvise on a musical instrument. Experiment with paints. Make up a poem, a song, a story. Do whatever the rest of your day doesn't allow you to do that's itching to be done. "Many ordinary interests, and the majority of creative pursuits involving real originality, continue without involving relationships," says Storr. Take time in your private time to pursue further both the ordinary and extraordinary things that interest you.

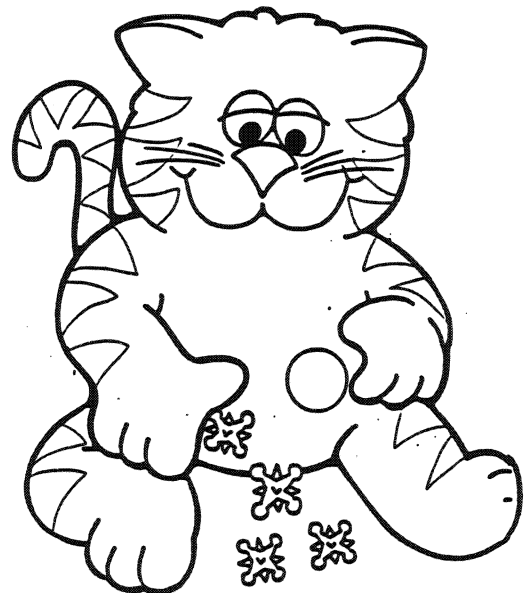
To thine own self be true--

A lot of people may be influencing your life at every turn now, but you will basically make your life's journey alone. In the end, you call the shots. You determine who you are, you make it all happen. By learning how to be alone now, you'll learn to recognize your inner voice when it says, "Get me out of here! I need some space to think!" And you'll know how to navigate that journey. Spend some time with yourself. Learn to like yourself. You have a long way to go together.

from CURRENT CONSUMER AND LIFESTUDIES, February 1990, pp.16-17.



I-B-75



Name _____ Period _____ Date _____

SWEET SOLITUDE

1. Who needs solitude? _____
2. Taking the time for solitude--some time to _____, to _____, or _____ your _____--isn't going to isolate you from humanity or turn you into a recluse or hermit.
3. Explain the difference between being alone and being lonely. Which one is a positive experience and which one is a negative experience?
Being alone _____

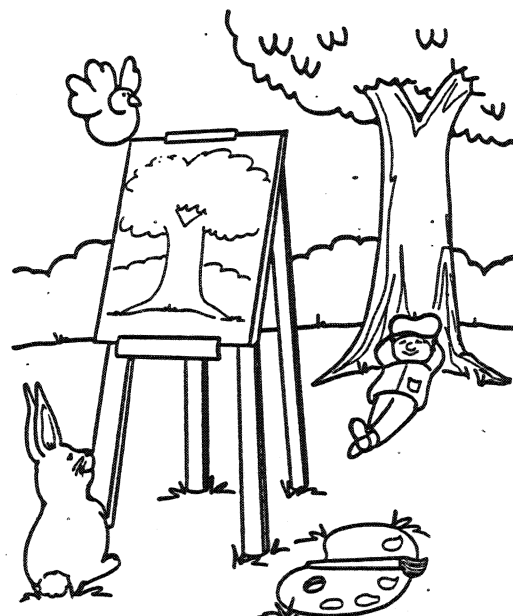
Being lonely _____

4. Give three reasons why teenagers need time to think--explain your answers.
 1. _____
 2. _____
 3. _____
5. Happiness is gained by achieving the proper balance between both _____ and _____
6. List six possible benefits of solitude, and explain each briefly.
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
7. Can you think of any other possible benefits of solitude for you? List below.
 1. _____
 2. _____
8. Describe the term *solitude*. _____
9. Describe the term *screener*. _____
10. Are you a screener or a non-screener? _____

SWEET SOLITUDE - Page 2

- 11. List six possible ways a non-screener can achieve solitude, and explain briefly.
 - 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____
 - 6. _____
- 12. Can you think of any other possible ways to achieve solitude?
 - 1. _____
 - 2. _____
- 13. Once you are alone, what can you do? Identify at least four things.
 - 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
- 14. What do you like (or would like) to do alone?

- 15. Explain what the phrase, "To thine own self be true", means.



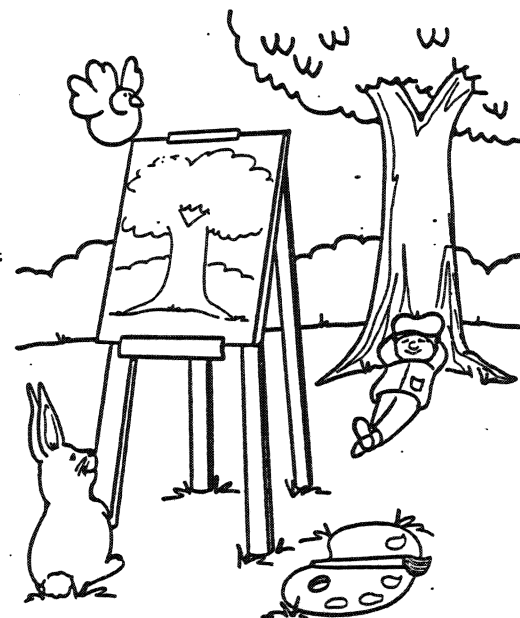
Name _____ Period _____ Date _____

SWEET SOLITUDE - TEACHER KEY

1. Who needs solitude? Everyone does--some more than others
2. Taking the time for solitude--some time to relax, to think, or kindle your creative energies --isn't going to isolate you from humanity or turn you into a recluse or hermit.
3. Explain the difference between being alone and being lonely. Which one is a positive experience and which one is a negative experience?
Being alone Positive Gives an individual an opportunity to think, reflect, and breathe in their own space
Being lonely Negative When a person is truly left alone: a person without a family
4. Give three reasons why teenagers need time to think--explain your answers.
 1. Sort out possibilities without being influenced by others' opinions
 2. Get your life on an even plane and/or stop the roller-coaster ride
 3. A lot of decisions for your future are made now and they need to be right
5. Happiness is gained by achieving the proper balance between both your private world and your public world
6. List six possible benefits of solitude, and explain each briefly.
 1. Expand your sense of self
 2. Control your own destiny
 3. Raise your grades
 4. Become inspired and imaginative
 5. Feel less stress
 6. Become more fun to be around
7. Can you think of any other possible benefits of solitude for you? List below.
 1. _____
 2. _____
8. Describe the term *solitude*. being alone, away from usual routine
9. Describe the term *screener*. a person who can filter out background noise
10. Are you a screener or a non-screener? _____

SWEET SOLITUDE - Page 2 - TEACHER KEY

11. List five possible ways a non-screener can achieve solitude, and explain briefly.
- 1. Find a favorite spot
 - 2. Use background music
 - 3. Use exercise as a means to get away
 - 4. If you share a room, schedule time alone
 - 5. Furnish your room to cut down noise
12. Can you think of any other possible ways to achieve solitude?
- 1. _____
 - 2. _____
13. Once you are alone, what can you do? Identify at least four things.
- 1. Think Meditate Reflect
 - 2. Plan Evaluate Create
 - 3. Do a project that you've been itching to do
 - 4. Pursue personal interests
14. What do you like (or would like) to do alone?
- _____
- _____
15. Explain what the phrase, "To thine own self be true, means.
- It's your own life; listen to yourself as well as those around you;
- recognize your inner voice; give yourself the benefit
- _____
- _____



SOLITUDE

**TO SPEND
SOME TIME ALONE:
AT PEACE**

Name _____ Period _____ Date _____

AN EMBARRASSING EXPERIENCE

Directions: Write about or draw an embarrassing experience you've had.

How did you feel after the above experience? (Identify three (3) feelings.)

Did you handle the situation as an adult or as a child? _____

Explain your answer? _____

Are there any other feelings about this experience you would like to share? _____

If so, what? _____

EMBARRASSING EXPERIENCES

Directions: This story can be used to introduce the topic of most embarrassing experiences. It is a true story with the names being changed to protect the innocent. The students should understand that we can laugh at ourselves instead of lashing out. Laughter sometimes is the best medicine.

BOTTOMS UP!

Josh had always had a way with the ladies. He had to feel as if he would be in control at all times. His hair, clothes, face, and car had to be able to impress them. He was very particular with whom he was seen. The choice had to compliment his best qualities.

One day, Josh got ill to the point where he needed to see the doctor. When he arrived at the doctor's office, he noticed the attractive nurses that the physician employed. Wanting to impress them, he strutted by as he was escorted into the examining room. He hoped that they had noticed how good looking he was.

The attractive nurse took the usual blood pressure, temperature, etc. The doctor examined him and discovered that he had strep throat. The doctor told Josh that he would send in the nurse to give him a shot of penicillin.

Josh panicked because he knew that penicillin shots were given in the "rear". How could he be cool and come off in control with this cute nurse giving him a shot in a most embarrassing place. He decided that he would be one up on her. So he lowered his pants and lay across the examining table so he wouldn't have to look at her.

As the nurse came into the room, she gave a muffled giggle. That put Josh on edge. What in the world was she laughing about? She approached Josh, rolled up the sleeve on his shirt, and gave him the shot in the arm!

Humiliated, Josh waited for the nurse to leave and then quickly pulled up his pants and walked to the reception area. As Josh made his way to the door, the nurse giggled, waved, and said, "Have a nice day!"

(It should be noted that Josh retells this story with the greatest humor. He has the ability to laugh at himself!)

EMBARRASSING EXPERIENCES - CONT'D.

I LIVED THROUGH IT

By Jackie Dalley

One day I was introduced to a very nice looking young man by a mutual friend. I was quite impressed with him and when I saw him on campus I spoke to him--the usual, "Hi, how are you?", etc. I took his return comments and looks as a positive message, but it was really a "who are you?"

One afternoon about two weeks later I needed a speech for the next day, so I went to the library to get some information. When I got downstairs where the card catalog was kept, there sitting at the back table was this nice looking young man. Thinking that he really knew who I was, I placed my hands over his eyes and said in a nice quiet voice, "Guess Who?" He didn't have a clue who I was! I have never felt so awkward and I needed someplace to hide fast. I went to the farthest dark corner of the library and tried to compose myself. As I was sitting there almost in tears, this same young man came over to me and was really nice! He offered to help me with my speech and that made me feel somewhat better. We got along great and had many fun times after that terrible experience.

This story does have a very happy ending--ten months later we got married! We often talk about that day and wonder what if I hadn't been so bold? As I look back at this time in my life I have to laugh, but at the time the floor did not open up fast enough for me to hide. But, as you can tell, I lived through the experience.



TEACHER BACKGROUND INFORMATION TIME MANAGEMENT AS A STRESS REDUCER

Students are often stressed because they forget to bring something to school that is needed for the day, or they forget to study for a test they really wanted to do good on, etc. One way they can learn to take responsibility for their actions and make use of their time is by using some type of planner! Many students have not yet learned that good habits of time management make them successful--and much less stressed.

There are a number of commercial planners available for students today, and many students purchase these for their time management and personal organization. Some schools provide special planners for their student body as a part of registration. The kind or type of planner is not important; what is important is that the student use something! Some very generic pages have been devised and included on page I-B-85 that can be reproduced, and/or changed to meet whatever needs are presented by the students involved.

The main idea, of course, is to simply introduce the students to the merits of planning for effective time management, achieving success, and accomplishing goals. As a teacher, you can be a dynamic force for good in the lives of your students. Learning the rewards of using a planner and meeting goals is one of the most basic tools the student can learn. Simply stated:

There are three major steps in effective time management:

- 1) knowing **WHAT** is to be done; (recording it in your planner)
- 2) deciding **WHEN** you are going to do it; (blocking out time in your planner)
- 3) **DOING** it; (following your plan).

Some guidelines for effective use of a planner are:

- Always carry it with you; it won't do any good if it is somewhere other than where you are.
- Make it a habit to look at your planner frequently; check it when you get home from school and before leaving home in the morning.
- Keep a record of your homework assignments and plan when you will work on them.
- Record your grades for each class in a grade record section.
- Write in appointments, lessons, errands, home tasks, and special practices you have.
- Make a record of your promises and agreements with teachers, friends, or parents.

Major Concept: It's better to overplan than to plan nothing and accomplish nothing!
 If you never plan to get something done, probably you won't!

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Major Concept: It's better to overplan than to plan nothing and accomplish nothing!
If you never plan to get something done, probably you won't!

**Dealing with stress
is like a tea kettle...**

**When the heat is on, and
hot water is up to its nose**

**Some will sit and boil
While others sing!**

