

Stress Unit Packet

This Stress Unit will cover the following learning targets:

Concepts - *H.HS.MSE.AST.01*: Classify personal stressors at home, in school and with peers.

Accessing Information - *H.HS.MSE.AST.02*: Identify resources at home, school, and in the community for managing family and other types of healthy relationships.

During this unit we will watch a film and some short videos, read research and articles, keep track of our sleep, practice stress management techniques and have discussions all on the topic of stress. This is a very sensitive topic and we expect you to stay respectful of other's opinions and emotions. If you are feeling overwhelmed by any of the information presented, please let Mrs. Arellano know immediately and we can problem solve. If you need to report an incident, also let Mrs. Arellano (or a counselor) know immediately and we will do everything in our power to help you. The following is a tentative breakdown of each day and the schedule is subject to change.

Day 1:

- Begin Sleep Log (1 week) p1-2
- Vocabulary activity p3-4
- Stress Survey and questions p5-7

Day 2:

- Teenagers and stress video p8
- Stress Management Techniques notes p8-9
- Stress Relieving Practices p10-11

Day 3:

- Sleep IQ Quiz and notes p12-13
- Turn Your Zzz's in A's reading group p14-17
- Sleep Cycles and REM Sleep Activity p18-19
- Film preview p20

Day 4:

- Begin watching "Bang, Bang, You're Dead" and take notes p20
- "Bang, Bang, You're Dead" video response sheet p21-22

Day 5:

- Complete "Bang, Bang, You're Dead"
- Response Sheet and discuss the film

Day 6:

- Review for Exam
- Discuss Sleep Log p1-2
- Sleep Day!!!

Day 7:

- Exam

***** You must keep this packet for the entirety of the unit. You are responsible for completing it by the end of the unit. If you lose your copy you must complete another. If you work ahead then you will be very bored in class, so please stay with us. *****

Notebook Self-Management Guide

| Day | Warm-up Question and Answer | Homework |
|-----|-----------------------------|----------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

~ ~ ~ **Sleep Log** ~ ~ ~

Instructions: Before you begin, please answer the three pre-questions. Then you are to track your sleep patterns for one week. Upon completion, fill out the reflection questions.

1. How much sleep do you typically get a night?

2. How much energy do you have each day?

3. Do you think there is room for improvement in your sleep habits?

| | DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 | DAY 6 | DAY 7 |
|--|-------|-------|-------|-------|-------|-------|-------|
| How many minutes did you exercise today? | | | | | | | |
| Did you eat too much, too little, or just enough food today? | | | | | | | |
| Did you consume caffeine today? | | | | | | | |
| Did you take a nap today? | | | | | | | |
| Did anything happen that could affect your sleep? | | | | | | | |
| How long before bed did you stop using your phone/computer/TV? | | | | | | | |
| What time did you go to bed? | | | | | | | |
| Estimate how long it took you to go to sleep. | | | | | | | |
| What time did you wake up? | | | | | | | |
| How many hours of sleep did you get? | | | | | | | |
| On a scale of 1-5, how was your sleep? (1 is poor, 5 is great) | | | | | | | |

~ ~ ~ **Reflection** ~ ~ ~

1. Look at the days you didn't sleep well or when you lacked energy. Do you see any connections between these issues and the notes in your sleep log from that day?

2. What patterns did you notice with your sleep log?

3. What types of things affected your sleep?

4. What is your nighttime routine before bed?

5. How close to bedtime do you use electronics? Do you think this may affect your sleep patterns? Explain.

6. Do you feel rested when you wake up in the morning?
 - a. If no, why do you think this is?

7. Does your sleep routine change on the weekends?

8. How could you change your habits in order to get more, restful sleep?

Stress Management Vocabulary Activity

Instructions: Your group will be given a card with a word or words that pertain to the Stress Management unit. You are to create a poster for your word(s) which contains the following information:

- Definition(s)
- An example of the word in use
- A graphic depicting the word
- Make sure your group number is on your poster

You will have 15 minutes to create this poster. Then your group will present your poster to the class. During the presentations you need to take notes on the other vocabulary words. You must also get your poster proof-read by Mrs. Arellano before you can present. The best poster for each word from all of the Health 2 classes will be chosen to hang in the classroom for the duration of the unit.

| Word | Definition | Example |
|----------------------------|------------|---------|
| Bullying/Harassment | | |
| Stereotype | | |
| Racism | | |
| Prejudice | | |

| | | |
|---|--|--|
| Xenophobia | | |
| Religious Intolerance | | |
| Sexism | | |
| Mob mentality | | |
| Distress and Eustress | | |
| Catastrophic Event | | |
| REM Sleep | | |
| Psychiatrist/Psychologist/ Counselor | | |

Stress Survey

Directions: Look at the table below and circle the point total for any of those events that have happened to you in the past 12 months. Only circle things that happened in the last year. Then add up your point total on the bottom and determine your score.

| # | Event | Point total |
|----|---|-------------|
| 1 | Death of spouse, parent, boyfriend/girlfriend | 100 |
| 2 | Divorce (or yourself or your parents) | 65 |
| 3 | Puberty | 65 |
| 4 | Pregnancy (or causing a pregnancy) | 65 |
| 5 | Marital separation (or breakup of boyfriend/girlfriend) | 60 |
| 6 | Jail term or probation | 60 |
| 7 | Death of other family member (other than spouse, parent, boyfriend/girlfriend) | 60 |
| 8 | Broken Engagement | 55 |
| 9 | Engagement | 50 |
| 10 | Serious personal injury or illness | 45 |
| 11 | Marriage | 45 |
| 12 | Entering college or beginning next level of school (entering junior high or high school) | 45 |
| 13 | Change in independence or responsibility | 45 |
| 14 | Any drug and/or alcohol use | 45 |
| 15 | Fired at work or expelled from school | 45 |
| 16 | Change in alcohol or drug use | 45 |
| 17 | Reconciliation with a partner or family member | 40 |
| 18 | Trouble at school | 40 |
| 19 | Serious health problem of a family member | 40 |
| 20 | Working while attending school | 35 |
| 21 | Working more than 40 hours a week | 35 |
| 22 | Changing course of study | 35 |
| 23 | Change in frequency of dating | 35 |
| 24 | Sexual adjustment problems (confusion of sexual identification) | 35 |
| 25 | Gain of new family member (new baby or parent remarries) | 35 |
| 26 | Change in work responsibilities | 35 |
| 27 | Change in financial state | 30 |
| 28 | Death of a close friend | 30 |
| 29 | Change to a different kind of work | 30 |
| 30 | Change in number of arguments with family, friends or partner | 30 |
| 31 | Sleep less than 8 hours a night on average | 25 |
| 32 | Trouble with in-laws or partner's family | 25 |
| 33 | Outstanding personal achievement (awards, grades, etc.) | 25 |
| 34 | Partner or parents start or stop working | 20 |
| 35 | Begin or end school (school year) | 20 |
| 36 | Change in living conditions (visitors in the home, remodeling, change in roommates) | 20 |
| 37 | Change in personal habits (start of stop smoking, or dieting or something of that nature) | 20 |
| 38 | Chronic allergies | 20 |
| 39 | Trouble with your boss | 20 |

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| | | |
|----|--|----|
| 40 | Change in work hours | 15 |
| 41 | Change in residence | 15 |
| 42 | Change to a new school (other than graduation) | 10 |
| 43 | Presently in pre-menstrual period | 15 |
| 44 | Change in religious activity | 15 |
| 45 | Going into debt (you or your family) | 10 |
| 46 | Change in frequency of family gatherings | 10 |
| 47 | Vacation | 10 |
| 48 | Presently in the winter holiday season | 10 |
| 49 | Minor violation of the law | 5 |
| | Total score | |

We have asked you to look at the last twelve months of change in your life. This may surprise you. It is crucial to understand, however, that a major change in your life has effects that carry over for long periods of time. It is like dropping a rock into a pond. After the initial splash, you will experience ripples of stress. And these ripples may continue in your life for at least a year. If you have experienced stress in the last twelve months of **250** or greater, even with normal stress tolerance, you may be **OVERSTRESSED**. People with low stress tolerance may be overstressed at levels as low as **150**. Overstress can make you sick. Sooner or later you may not be able to handle it any longer. We want to look at our scores and learn how to manage our stress to make ourselves healthier, overall.

REFLECTION

1. How does your score make you feel?
2. Do you feel more or less stressed after seeing your score?
3. Why do you think some people are stressed at 250 and some people barely register being stressed?
4. Who is one person (student) you could talk to here at school about your stress?
5. Who is one person (an adult) you could talk to here at school about your stress?
6. Who is one person (an adult) outside of school you could talk to about your stress?
7. Who is your counselor here at school? (You should know this unless you are a new student, if you don't know the answer, look it up!)

8. What is one thing you can do today to help manage some of your stress?

9. Name some common stress relieving practices that you have heard of before.
 - a. Which do you think would work for you, and why?

 - b. Which do you think would not work for you, and why?

10. Classify your stressors:
 - a. What are some things that stress you out here at school?

 - b. What are some things that stress you out at home?

 - c. What are some things that stress you out in your social group?

 - d. Can you think of anything else that stresses you out that doesn't fit into the three categories above?

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After viewing the YouTube clip: 5 Reasons Teens are More Stressed Than Adults, write down your thoughts and how it relates to your life in the space below. Link: <https://www.youtube.com/watch?v=Scot0rJGtUA>

Stress-Management Techniques

Each of these techniques can help you cope with stress.

Deep Breathing

Progressive Relaxation

Selective Awareness

Sense of Humor

Meditation

Physical Activity

Visual Imagery

Stress Relieving Practices

We discussed as a class different ways to reduce our stress earlier in this unit. Today we will identify different categories of stressors and then brainstorm ways to relieve stress in those categories. You will be given 3 sticky notes. You need to think of one stressor for each category. Write it on a sticky and then put it in on its correct category poster. Also record what you wrote for each event below:

Catastrophic event

Your example:

| Classmates' examples | Ways to relieve these stresses |
|----------------------|--------------------------------|
| | |

Major life event

Your example:

| Classmates' examples | Ways to relieve these stresses |
|----------------------|--------------------------------|
| | |

Daily Hassle

Your example:

| Classmates' examples | Ways to relieve these stresses |
|----------------------|--------------------------------|
| | |

Stress Relief

Working with a partner, use your Chromebook, research the benefits of low levels of stress. Also research the hazards of too much stress in one's life. (Please use reputable websites, ask if you are unsure about the validity of a website.)

Benefits of a low stress life:

Hazards of too much stress:

What is the difference between a psychologist, psychiatrist, a therapist and a counselor?

How would seeing one of the above professionals help someone who is stressed out? Give examples.

Sleep IQ Quiz and Notes

How much do you know about sleep and the consequences of sleep deprivation? Take this quiz and find out! Circle T if you think the statement is true and F if you think it is false. We will correct the quiz and take some notes on each question together as a class.

1. True or false: During sleep, your brain rests. **(T or F)**

2. True or false: You can learn to function normally with two or three hours less sleep than your body actually needs per night. **(T or F)**

3. True or false: Teenagers go to sleep and wake later because they are lazy. **(T or F)**

4. True or false: Although you may not get enough sleep during the week, you can still catch up on your sleep on the weekends and still have healthy sleep habits. **(T or F)**

5. True or false: Boredom makes you feel sleepy, even if you have had enough sleep. **(T or F)**

Turn Your ZZZ's Into A's Group Reading Instructions

- Assign each person in your group a number (1, 2 or 3)
- Each person should read the section that is assigned to their number, out loud to the group
 - #1: The beginning of the article to "Tired or Wired"
 - #2: "Tired or Wired" to "Give it a Rest"
 - #3: "Give it a Rest" and the "Stop Being a Sleepyhead" 8 tips
- When you are finished reading as a group, using a marker, crayon, colored pencil, or highlighter, mark the text for each of the following:
 - Green: Something that was new information to you
 - Blue: Something that you want to share with someone you know
 - Yellow: Something you will try in your life
 - Pink: Something that you have a question about (and write down your question)
- Then, as a group, discuss and write down the answers the following questions:
 - What can happen to your health if you do not manage your sleep?
 - What types of things contribute to your lack of sleep?
 - Which of these 8 tips do you think you will try? Explain.

Turn Your ZZZs into As

By, Pippa Wysong

There was a time when 13-year-old Kelsey Jo from Trenton, Neb., didn't know what a good night's sleep was. A complex medical condition affected her breathing at night. Kelsey Jo could never sleep well, even if she went to bed early.

"I wanted to nap during the day, and it was really bad trying to get up in the morning," she told Current Health. Kelsey Jo spent most days feeling tired and moody. Sleepiness made paying attention in class difficult for her and led to poor grades.

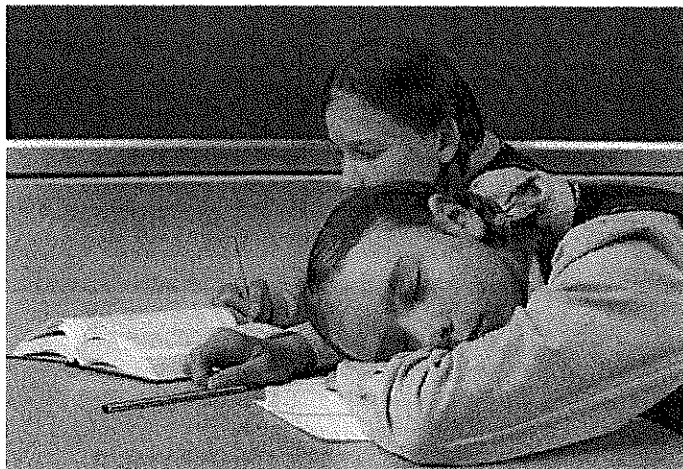
Kelsey Jo's experiences reflect current thinking about teens and sleep, according to the National Sleep Foundation (NSF). Insufficient sleep, the NSF has found, can affect listening, concentration, learning, and problem-solving abilities. Indeed, the amount of sleep you get can have a huge effect on your performance in school.

Nothing to Yawn At

Why should you lose sleep over losing sleep? Because getting enough shut-eye has health and lifestyle benefits. Most teens need nine or more hours of uninterrupted sleep each night. Yet studies show that the majority get only about six and a half hours of sleep on school nights. One study found almost 46 percent of teens are sleepy during the day, and 56 percent have trouble concentrating in school at least one day a week. So it may come as no surprise that teens who are regularly tired have lower grade point averages than more-awake students.

Lack of sleep can cause problems outside of the classroom too. When you're feeling tired, you're more apt to yell at friends or lose your patience. Your immune system isn't in fighting form when you're sleep-deprived, so you're more likely to become sick.

Not getting enough rest can slow your reflexes and reaction times, reducing your performance in sports. Slowed reaction times also influence driving abilities, and sleepy drivers have a greater risk of car accidents. About 100,000 reported car crashes each year are attributed to drowsy drivers.



Tired or Wired

For many teens, sleep is a luxury that often falls victim to a busy schedule. School, jobs, homework, extracurricular activities, online chats, computer games, and TV are all in the mix and can push back bedtimes.

Sleep isn't high on 17-year-old Jessie A.'s priority list. The Philadelphia teen often goes to bed between 2 and 4 a.m. on school days--largely because there just aren't enough hours in the day for schoolwork, synchronized-swimming practice, and a social life. First period at school starts at 7:20 a.m., so Jessie usually wakes up just after 6.

Being tired at school "isn't usually much of a problem. I bounce back by around second or third period," Jessie tells *Current Health*. She attributes that second wind to being young, although she does drink coffee.

Still, those first classes are a bit fuzzy. Jessie admits she can have a tired, sluggish day if she stays up super late two or three nights in a row. "I can't think as quickly, and it's hard to stay awake if videos are being shown in class," she admits.

Billy A., 14, Jessie's brother, doesn't have as much of a sleep deficit. He turns in at about 11 each night and is up at 7 for school. "It's pretty rare that I'm tired during the day," notes Billy.

Most teens have to get up early. With many schools starting as early as 7:15 a.m., getting the right amount of sleep can be difficult. At schools where classes start later (8:30 or 9:00 a.m.), students may still hit the sack at the same time as students who go to schools that start earlier. But they tend to be less sleepy during the day, says the NSF.



Sleep and Your Brain

As Jessie's and Billy's experiences show, the number of Z's you get makes a big difference in your performance in school. "Sleep affects learning and memory," says Kelly Byars, a sleep medicine psychologist at Cincinnati Children's Hospital Medical Center. There is a biological need for sleep. Not only does your body need adequate shut-eye, your brain does too.

Everyone has a circadian rhythm. That's basically an internal clock that is set by the brain. Circadian rhythm is linked to the day night cycle and makes

humans stay awake during the day and sleep during the night.

However, during puberty, that internal clock shifts, partly because of all the hormonal changes happening in the body. Specifically there is a change in when the brain releases the sleep hormone melatonin. That hormone help regulate the sleep cycle and is released later at night in teens than in adults. So it's easier for teens to stay up late than it is for adults.

Think a big latte will help you overcome these challenges? Think again. While the caffeine in many beverages can give you short-term lift, too much (especially with a lot of sugar) can make you crash and leave you feeling sleepier than before. Or it may keep you up all night. (See "Wake-Up Call.")

Give It a Rest

So you've dropped your Jolt cola habit, but you're still burning the midnight oil and in a foggy daze each morning? Relax. You can reset that circadian rhythm of yours by designing a routine to help you get the right amount of sleep. (For tips, see "Stop Being Sleepyhead.") Waking in the morning feeling alert and refreshed is a good sign that you got sufficient sleep the night before, according to Byars. Needing multiple alarms to get you out of bed may indicate that you did not get enough sleep.

Improving your sleep routine can have dramatic effects on your well-being. Sleep deprived Kelsey Jo eventually underwent surgery to correct a bone deformity that caused some of her nightly breathing problems. She now uses a device that helps her breathe at night. Once Kelsey Jo's sleep problem was

solved, school was suddenly a different experience. "I could understand what was going on because I could focus better, and can remember stuff. It was hard doing that before," she says. You might say she woke up to a whole new world.



WAKE-UP CALL

Many people drink coffee, energy drinks, or soda to feel more awake. It's true that, in small amounts, the caffeine in drinks can make you feel more energetic and alert. But if you overdo it--with multiple cups or cans in one sitting--your temporary boost in mood might be preempted by jitters, headaches, or insomnia that can keep you from getting the sleep you need.

STOP BEING A SLEEPYHEAD

Getting enough sleep isn't that tough, but it does mean sticking to a routine. Here are some tips from Carole Kline, a nurse practitioner in sleep medicine at the Children's Hospital of Denver.

1. Establish regular bedtime and wake-up times. Do not vary by more than one hour on weekends and vacations.
2. An hour before bedtime, end any distracting activities. That means no TV, video games, or online chats. Besides being stimulating, the bright light from screens can interfere with production of the sleep hormone melatonin.
3. Limit your intake of caffeine and sugar in the evening.
4. Make your bedroom a relaxed place. Keep it cool, dark, and quiet.
5. Wrap up sports or exercise more than three hours before bedtime.
6. Don't eat or drink at least two hours before tucking in.
7. Start a bedtime ritual, such as putting on your pajamas, then brushing your teeth, then reading quietly. Doing the same sequence of things nightly before turning in helps cue your brain that it's time to sleep.
8. Avoid thinking about stressful things at bedtime. And don't stress about the sandman. If you don't fall asleep within a half hour, get up and do a quiet activity, such as reading, until you feel sleepy.

Sleep Cycles and REM Sleep

Instructions: Read the following article and highlight the information about the stages of sleep. Then use the Chromebooks and go to the website listed below. Plan out an ordinary week for yourself and use the website to calculate when you should go to bed.

Sleep Problems in Teens

Taken from Kidshealth.org

Most teens don't get enough sleep, usually because their schedules are overloaded or they spend too much time texting or chatting with friends until the wee hours of the morning. Other teens try to go to sleep early, but instead of getting much-needed rest, they lie awake for hours.

Over time, nights of missed sleep (whether they're caused by a sleep disorder or simply not scheduling enough time for the necessary ZZZs) can build into a sleep deficit (or sleep debt). Teens with a sleep deficit can't concentrate, study, or work effectively. They also can have emotional problems, like depression.

What Happens During Sleep?

As we sleep, our brains pass through five stages of sleep. Together, stages 1, 2, 3, 4, and REM (rapid eye movement) sleep make up a sleep cycle. One complete sleep cycle lasts about 90 to 100 minutes. So during an average night's sleep, a person will experience about four or five cycles of sleep.

Stages 1 and 2 are periods of light sleep from which a person can wake up easily:

- During these stages, eye movements slow down and eventually stop, heart and breathing rates slow down, and body temperature decreases.

Stages 3 and 4 are deep sleep stages:

- It's harder to wake someone up during these stages, and when awakened, a person often will feel groggy and confused for a few minutes.
- Stages 3 and 4 are the most refreshing of the sleep stages — this is the type of sleep we crave when we're very tired. They're also the sleep stages during which the body releases hormones that contribute to growth and development.

The final stage of the sleep cycle is called REM sleep because of the rapid eye movements that occur:

- During REM sleep, other physical changes take place — breathing is rapid, the heart beats faster, and the limb muscles don't move. This is the stage of sleep when we have our most vivid dreams.

What Prevents an Early Bedtime?

Research shows that teens need about 9 hours of sleep a night. So, a teen who needs to wake up for school at 6 a.m. would have to go to bed at 9 p.m. to reach the 9-hour mark. Studies have found that many teens have trouble falling asleep that early, though. It's not because they don't want to sleep. It's because their brains naturally work on later schedules and aren't ready for bed.

During adolescence, the body's circadian rhythm (an internal biological clock) is reset, telling a teen to fall asleep later at night and wake up later in the morning. This change in the circadian

rhythm seems to be due to the fact that the brain hormone melatonin is produced later at night in teens than it is for kids and adults. So, teenagers have a harder time falling asleep.

Sometimes this delay in the sleep-wake cycle is so severe that it affects a teen's daily activities. In those cases it's called delayed sleep phase syndrome, also known as "night owl" syndrome. And if your sleep-deprived teen brings mobile devices into bed, surfing or texting late into the night, the light exposure could also disrupt circadian rhythm and make it harder to sleep.

Access the website sleepyti.me and use it to calculate your betimes for a typical week. Include when you must wake for school, work, and other activities, even on the weekends.

****Don't forget to calculate for the average time it takes to fall asleep into your bedtime.****

| Day | Time you wake up | Calculated bedtime |
|-----------|------------------|--------------------|
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |
| Saturday | | |
| Sunday | | |

1. Is this bedtime schedule plausible for you? Why or why not?
2. Will you try it in the near future? Why or why not?
3. We have all been sleep deprived at some point in our lives. List the side effects you felt when you were sleep deprived.
4. How do you feel when you get the right amount of sleep?

Preview and Video Notes

Next class we will begin watching the film "Bang, Bang, You're Dead". Before we watch the film choose one of the following characters to study throughout the film:

- Trevor (the "mad bomber")
- Sean (leader of the Troggs)
- Val Duncan (drama teacher)
- Jenny (the new girl in school)
- Mr. Adams (Trevor's father)
- Brad (#32 on the football team)

Focus on the 3 questions below and take notes as you observe your character during the film.

1. Throughout the movie, what choices did your character make that had an impact on others? What were the consequences of those choices for either that person or anyone else?
2. What factors, events, or pressures affected those choices?
3. Did your character have other choices that he/she could have made? What were they? Why didn't they choose them?

“Bang, Bang, You’re Dead” Response

Respond to the video “Bang Bang You’re Dead”, by answering the following questions.

1. What similarities did you see between the school in the film and our school?

a. What differences did you observe?

2. How does bullying cause stress?

3. What examples of “mob mentality” did you observe in the film?

4. What sorts of thing did the Trogs do to release their stress/anger?

a. What didn’t the Trogs do in order to manage their stress/anger?

5. What is that thing (X) that keeps people from responding to stress with violence?

6. Why do you think some people don't have X?

a. If you were worried about not having X, what resources could you use so you don't resort to violence?

7. What could Trevor (or Mr. Ducan) have done to avoid what happened in the film?

a. What would you do if you thought something like that were to happen at Sunset?

8. Do you think stress at school, stress at home and stress with peers are connected in some way? Explain how.

Stress Unit Sources

Film:

Bang, Bang, You're Dead. Dir. Guy Ferland. Perf. Tom Cavanaugh and Ben Foster. Showtime, 2002. DVD.

Teenagers and Stress Video:

Josh Sundquist. "5 Reasons Teens Are More Stressed Than Adults." *YouTube*. YouTube, 08 Apr. 2014. Web. 09 Aug. 2016.

REM website:

"Sleepyti.me Bedtime Calculator." *Sleepyti.me Bedtime Calculator*. N.p., n.d. Web. 09 Aug. 2016.

Progressive Relaxation Script:

Bourne, Edmund J. "Progressive Muscle Relaxation." *Encyclopedia of Pain* (2013): 3188. *Progressive Muscle Relaxation Script*. Web. 9 Aug. 2016.

Sleep Article:

Wysong, Pippa. "Turns Yours ZZZ's into A's." *Current Health* 2 Sept. 2007: 19-21. Print. Vol. 34 Issue 1, p18

Teens and Sleep Article:

Gupta, Rupal Christine, Dr. "Sleep Problems in Teens." *KidsHealth.org*. The Nemours Foundation, Aug. 2014. Web. 25 Aug. 2016.

