



Chapter 8

Managing Stress and Anxiety

Lesson 1

Effects of Stress

Lesson 2

Managing Stress

Lesson 3

Anxiety and Teen Depression

Lesson 4

Being a Resilient Teen





Quick Write

Using Visuals. Communicating with friends, family members, and other people you trust can help you handle the stress of the teen years and help you get through the ups and downs of life. What other strategies can help relieve stress?

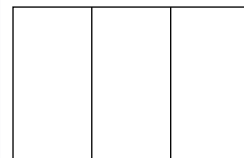
FOLDABLES™ Study Organizer

Before You Read

Use this Foldable to help you organize what you learn about the causes and effects of stress. Begin with a sheet of 8½" x 11" paper.

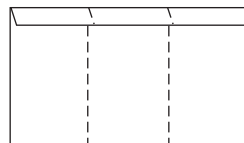
▶ Step 1

Fold the sheet of paper into thirds along the short axis.



▶ Step 2

Unfold. Fold a long end of the sheet down to form a 1" tab.



▶ Step 3

Unfold and label as shown.

Stress	Cause	Effect

As You Read

As you read and discuss the material in the chapter, use your Foldable to record examples of stress you experience, to analyze the cause of the stress, and to note the effects of the stress on your life.



Lesson 1

Effects of Stress

VOCABULARY

stress
 perception
 stressor
 psychosomatic
 response
 chronic stress

YOU'LL LEARN TO

- Examine causes and effects of stress.
- Analyze how stress can affect physical, mental/emotional, and social health.
- Discuss how substance abuse harms mental/emotional health.



List five situations that you think cause teens to feel stressed. Next to each item, write down why you think that particular situation is a source of stress for teens.



Everyone experiences stress—it's a natural part of life. **Stress** is the reaction of the body and mind to everyday challenges and demands. You might experience stress during your daily routine, such as when you're running late or when you can't find your keys. Taking an important exam, playing in a state championship basketball game, missing the bus, or arguing with a friend can all be sources of stress. No matter what the source, stress can affect your physical, mental/emotional, and social health. Learning how to manage stress is an important part of staying healthy.

Stress in Your Life

How much stress you feel depends in part on your perception of events that cause stress. **Perception** is the act of becoming aware through the senses. One way to manage stress is to change how you perceive and react to events that cause it. Imagine, for example, that you and your best friend have just had an argument. You believe that this disagreement has destroyed your friendship. Your friend, on the other hand, sees the argument as a simple disagreement that you will eventually work out. Because of your perception of the event, you are more likely to experience a higher level of stress than your friend.

Disagreements with friends can be a source of stress that affects all aspects of your health triangle.

How does your perception change the way an event affects you?





Reacting to Stress

Stress is not necessarily good or bad in and of itself, but it can have positive or negative effects. It can motivate you to do your best and give you the extra energy you need to reach your goals. For example, some people may perform better under the stress of competition. However, the effects of stress can be unhealthy at times. Losing sleep after arguing with a friend or being so worried about a test that you don't perform well are examples of the negative effects of stress.




What Causes Stress?

To learn how to manage stress, you need to know what causes it. A **stressor** is *anything that causes stress*. People, objects, places, events, and situations are all potential stressors. Some stressors affect almost everyone in a similar way. The sound of a siren, for example, heightens alertness in most people. Other stressors affect different people in different ways. Going to a new school, for example, can cause anticipation in some people but a sense of anxiety in others. Psychologists have identified five general categories of stressors:

- ▶ Biological stressors, such as illnesses, disabilities, or injuries
- ▶ Environmental stressors, such as poverty, pollution, crowding, noise, or natural disasters
- ▶ Cognitive, or thinking, stressors, such as the way you perceive a situation or how it affects you and the world around you
- ▶ Personal behavior stressors, such as negative reactions in the body and mind caused by using tobacco, alcohol, or other drugs or by a lack of physical activity
- ▶ Life situation stressors, such as the death of a pet, the separation or divorce of parents, or having trouble in relationships with peers

Part of how you perceive these stressors has to do with your past experiences. If you had a positive experience the first time you participated in a school play, you'll probably look forward to future performances. On the other hand, if you experienced stage fright, you may feel anxious about being involved in similar events. Your attitudes, values, and beliefs also play a role.

 The stress of competition motivates this teen to practice every day. *In what other ways can stress have a positive effect on teens?*



hot link

nervous system For more information about the nervous system, see Chapter 15, page 399.

endocrine system To learn more about the endocrine system, see Chapter 18, page 464.

The Body's Stress Response

When you perceive a situation or event to be a threat, your body begins a stress response. For example, if a car alarm suddenly goes off as you walk by, you may jump at the sound or feel your heart start to race. The sudden, loud noise is a stressor that affects you instantly, without you even thinking about it.

Two major body systems, the **nervous system** and the **endocrine system**, are active during the body's response to stressors. This response is largely involuntary, or automatic. It happens in three stages and can occur regardless of the type of stressor.

Alarm

Alarm is the first stage in the stress response. This is when the body and mind go on high alert. This reaction, illustrated and explained in **Figure 8.1**, is sometimes referred to as the “fight-or-flight response” because it prepares the body to either defend itself or flee from a threat.

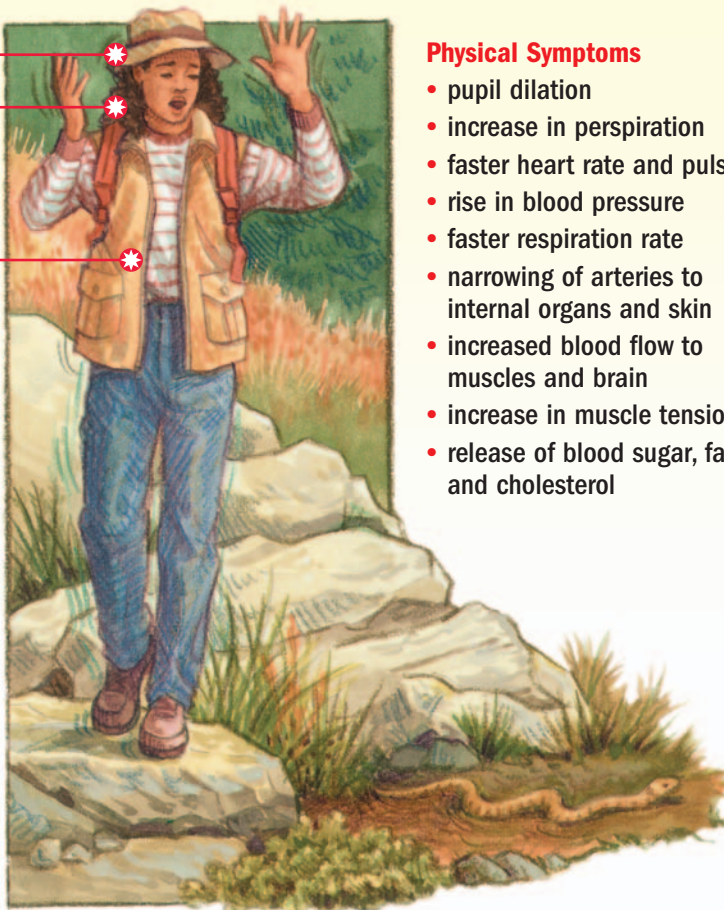
FIGURE 8.1

THE ALARM RESPONSE

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

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

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



Physical Symptoms

- pupil dilation
- increase in perspiration
- faster heart rate and pulse
- rise in blood pressure
- faster respiration rate
- narrowing of arteries to internal organs and skin
- increased blood flow to muscles and brain
- increase in muscle tension
- release of blood sugar, fats, and cholesterol



Resistance

If exposure to a stressor continues, the next stage of the stress response is *resistance*. During this stage, your body adapts to the rush created by alarm and reacts to the stressor. This is the stage in which you “fight” or take “flight.” Your body is briefly able to perform at a higher level of endurance. In the case of “fight,” your ability to resist a physical challenge or attack may be enhanced. In the case of “flight,” you may be able to run faster and farther than normal in order to escape from danger. The resistance stage is why people in extremely high-stress situations have been known to accomplish incredible feats, such as lifting an automobile to save a child trapped underneath.

Fatigue

When exposure to stress is prolonged, the body is affected and loses its ability to adapt to the situation and fatigue may set in. During *fatigue*, the third stage of the stress response, a tired feeling takes over that lowers your level of activity. In this stage, your ability to effectively manage other stressors is very low. Both the mind and body have become exhausted. Fatigue can affect the body in several ways.

- ▶ **Physical fatigue** results when the muscles work vigorously for long periods, often leading to soreness and pain. Reaction time becomes impaired, and muscles tire very quickly.
- ▶ **Psychological fatigue** can result from constant worry, overwork, depression, boredom, isolation, or feeling overwhelmed by too many responsibilities.
- ▶ **Pathological fatigue** is tiredness brought on by overworking the body’s defenses in fighting disease. Anemia, the flu, being overweight, and poor nutrition can all bring on pathological fatigue. Use of drugs such as alcohol can intensify the feeling of fatigue.

Prolonged or repeated stress can lead to stress-related illnesses caused by the changes that take place in your body during these three stages. Although a stress-related illness can be minor, such as sleeplessness or upset stomach, it can also be life threatening, such as high blood pressure, heart disease, or stroke. Even the effects of stressors that are often ignored, such as the bothersome hassles in a daily routine, can build up over time and cause problems.

Did You Know



The effects of stress can manifest as a variety of symptoms.

- **Physical Signs:** headaches, upset stomach, muscle aches and tightness, ringing in ears
- **Emotional Signs:** edginess, frustration, crying
- **Mental Signs:** trouble reading or thinking clearly, lack of creativity, losing sense of humor and perspective
- **Behavioral Signs:** not eating, overeating, compulsive talking, tapping feet, drumming fingers, changes in sleep patterns



Prolonged illness can overwork the body’s immune system and result in pathological fatigue.

What can you do to reduce stress and speed recovery during an illness?





Stress and Your Health

Stress is an unavoidable part of life. Sometimes stress can make life fun, exciting, enjoyable, and challenging. Excessive or prolonged stress, however, can have negative effects on all aspects of your health.

Physical Effects

Sometimes stress can lead to a **psychosomatic response**. This is a *physical reaction that results from stress rather than from an injury or illness*. *Psycho* means “of the mind,” and *somatic* means “of the body.” Psychosomatic responses may include sleep disorders, skin disorders, and stomach and digestive problems. Other health problems that may sometimes be stress-related include:

- ▶ **Headache.** Headache caused by stress is the most common type of headache. It is estimated that, in any given year, about 70 percent of all people worldwide will have at least one stress headache. Many headaches are related to tension. When stressed, the muscles in the head and neck contract. Migraine headaches, which affect about one in ten people, may also be triggered by stress. During a migraine attack, inflamed blood vessels and nerves around the brain cause severe throbbing, which is often accompanied by nausea and vomiting.
- ▶ **Asthma.** For some people, stress can trigger an asthma attack. During an asthma attack, breathing becomes difficult as the bronchioles, or air-carrying tubes of the lungs, constrict. The person may cough, wheeze, or fight to get air. If untreated, some cases of asthma can be life threatening. If you have asthma, it is important to discover what sets off your attacks and how to avoid or manage these triggers.
- ▶ **High blood pressure.** Prolonged stress can cause an increase in a person’s levels of cholesterol, the fatty substance that can block arteries. High cholesterol levels can result in high blood pressure, a condition that contributes to heart disease and stroke.
- ▶ **Weakened immune system.** Extended exposure to stress can reduce the body’s ability to fight disease by weakening the immune system. When your immune system is weakened, you may be more prone to colds, flu, or more severe infections.

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asthma For more information about asthma and other non-communicable diseases, see Chapter 26, page 690.

▼ Some headaches are caused by psychosomatic responses to stress. *What healthful behaviors can help protect you from the negative effects of stress?*





Exploring Issues

Change: Positive or Negative?

Change can be a source of stress for many teens. While some people take change in stride, others have a difficult time dealing with disruptions to their routine. Here are two points of view on change.

Viewpoint 1: Tyrone B., age 16

I don't like it when things change. It seems like whenever I'm perfectly happy with my life, something comes along to ruin it. I've been living with my mom ever since the divorce. Now my parents want me to live with Dad for the summer. I love my dad, but he lives about an hour away. I won't get to hang out with my friends all summer or play in the summer soccer league.

Viewpoint 2: Marshall M., age 16

Hey, life is an adventure, right? If things were always the same, I'd get bored. Change brings new opportunities. For instance, I couldn't get into the music class I wanted last semester, so I took an art class that I'd never considered. It was fun learning new things and meeting new people.

ACTIVITY

Are you more like Tyrone or Marshall? How do you usually deal with the changes in your life? Can you apply the same set of skills to every situation in which change occurs?

Mental/Emotional and Social Effects


Stress can also have an effect on mental/emotional and social health. It can interfere with daily activities and relationships.

- ▶ **Difficulty concentrating.** It can be hard to focus during stressful situations. This can cause negative self-talk and the distorted belief that failure is inevitable.
- ▶ **Mood swings.** Feeling happy one moment and sad the next is a common reaction to stress. Teens may experience mood swings as a result of the hormonal changes of adolescence as well as social and academic pressures. These emotional shifts may put a strain on relationships with family and friends.
- ▶ **Risks of substance abuse.** Stress can increase a person's vulnerability to **drug use**. Many people give stress as the reason they started drinking or smoking. However, use of these substances actually increases stress and leads to even bigger problems.

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drug use For more information about the harmful consequences of drug use, see Chapter 23, page 592.



 Hobbies are a great way to relax and reduce your level of stress. *What do you do to relax?*

Taking Control of Chronic Stress

One type of prolonged stress is **chronic stress**, or *stress associated with long-term problems that are beyond a person's control*. The body's reaction to chronic stress is less intense than a fight-or-flight response, but it lasts longer, sometimes for months. Symptoms can include upset stomach, headache, insomnia, change in appetite, and feeling anxious.

Fortunately, even if you can't eliminate the cause of stress, you *can* do something to reduce its effects. Taking care of yourself and keeping the three sides of your health triangle in balance is a good start. Here are some strategies for controlling the effects of stress:

- ▶ Engage in physical activity. Physical activities, such as tennis and swimming, improve your body's health and also affect your brain chemistry, helping to calm you down.
- ▶ Look for support among your friends and family. Chances are, they know exactly how you feel. Go to a movie or eat out together. Talk about what's bothering you.
- ▶ Find a hobby or activity that relaxes you. You might learn something new and make new friends.
- ▶ Avoid using tobacco, alcohol, and other drugs. These substances can lead to addiction and cause other problems.

Lesson 1 Review

Reviewing Facts and Vocabulary

1. List the five general categories of stressors.
2. Describe the three stages of the body's response to stress.
3. Define *psychosomatic response*. Examine this effect of stress.

Thinking Critically

4. **Analyzing.** What healthful alternatives would you recommend to a teen who is thinking about using drugs to deal with stress? Explain the importance of alternatives to substance abuse.
5. **Applying.** Why is it important to practice healthful behaviors and protect yourself from prolonged or excessive stress?

Applying Health Skills

Decision Making. Describe a scenario in which a teen feels overwhelmed by a stressor. Then, use the six steps of decision making to demonstrate how the teen can handle the stressful situation in an effective way.



WORD PROCESSING Use word-processing software to present your decision-making steps. For more information about word processing, see health.glencoe.com.



health.glencoe.com



Lesson 2

Managing Stress

VOCABULARY

stress-management skills
relaxation response

YOU'LL LEARN TO

- Identify personal causes of stress.
- Demonstrate refusal strategies for avoiding some stressful situations.
- Develop strategies for managing stress.
- Examine how healthful behaviors help reduce stress.



Make a T-chart. In the left column, list three sources of stress in your life. Classify these stressors as life events, physical stressors, or daily hassles. In the right column, briefly describe what you do to help deal with each particular stressor.

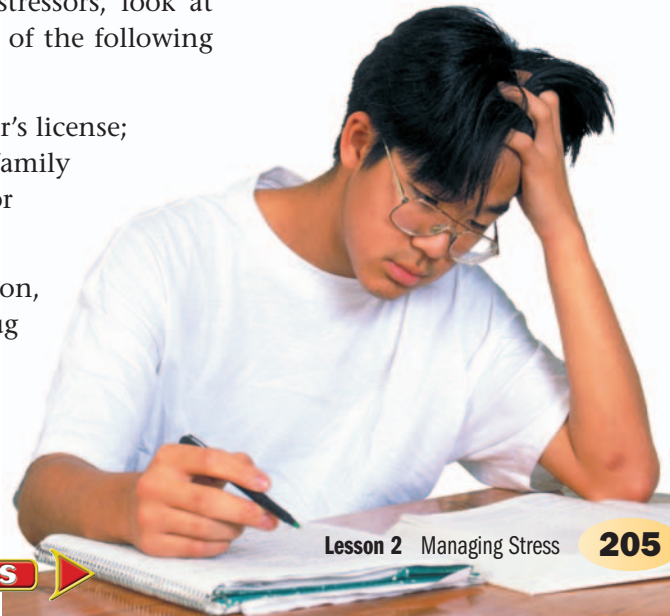
Identifying stressors and managing stress can help you stay healthy and prevent disease. Although it is impossible to live completely free of stress, it *is* possible to learn ways to manage it.

Identifying Personal Causes of Stress

The first step in stress management is to identify the causes of the stress. To help identify your personal stressors, look at what is happening around you right now. Is any of the following causing you stress?

- ▶ **Life events.** These can include getting a driver's license; graduation; moving or relocating; addition of family members by marriage, birth, or adoption; major illness; and parents' divorce or separation.
- ▶ **Physical stressors.** These can include pollution, excessive noise, physical injury, lack of rest, drug use, and excessive dieting or exercise.
- ▶ **Daily hassles.** These may include time pressures, too many responsibilities, deadlines, and conflicts with fellow students.

▼ If you can identify your stressors, you have a better chance of controlling them. *What positive behaviors would help you control the stress of a particularly busy week?*





Avoiding Stress with Refusal Skills

Demonstrating refusal strategies may help you avoid certain stressful situations altogether. Sometimes, just walking away from a tense situation will calm you down. Say no at appropriate times when you see the possibility of stress, conflict, or threat. For example, you can avoid the potentially stressful situation of being at a party at which there will be no adult supervision by simply refusing to go.

Ways to Manage Stress

Sometimes, you can manage stress by changing the way you perceive or react to the stressor. You may be able to get a new perspective on a stressful situation by thinking of it as a learning opportunity instead of a threat. Other ways to manage stress include planning ahead, getting enough sleep, engaging in regular physical activity, eating nutritious food, and avoiding tobacco, alcohol, and other drugs.

Plan Ahead

When you plan ahead, you decide in advance what you want to accomplish and what steps you'll take. Thinking through a situation in advance also helps you recognize where variations to your plan may occur. This better prepares you for unexpected changes. A well-thought-out plan is not a rigid series of steps to follow but rather a flexible map with many ways of reaching your goal. **Figure 8.2** shows ways to reduce stress as you plan for and take your next test.

HEALTH

Online



TOPIC Time Management

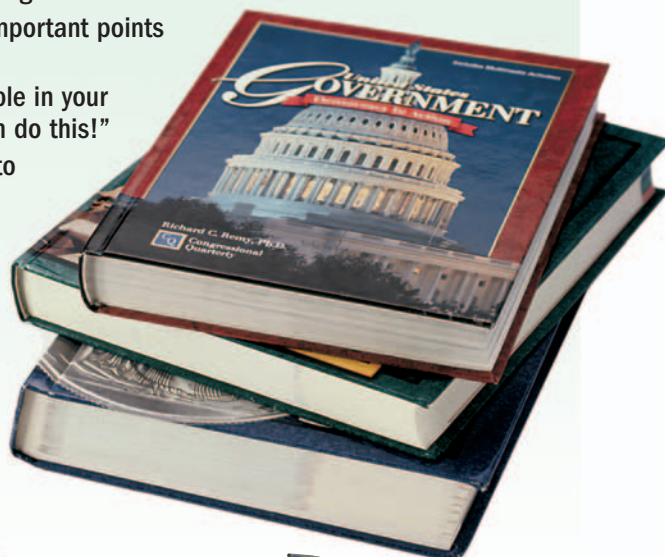
Go to health.glencoe.com and click on Tech Projects to learn about ways to manage time using graphs.

ACTIVITY After you have completed the tech project, write a sentence or two stating whether you think time management is an effective way to manage and reduce stress. Explain your position.

FIGURE 8.2

OVERCOMING TEST ANXIETY

- Plan for tests well in advance, studying a little bit each night.
- Learn to outline material, highlighting and numbering important points so you can spot them quickly.
- During the test, do some deep breathing. Get comfortable in your chair. Give yourself a quick positive message like, "I can do this!"
- Answer all the questions you are sure of; then go back to answer the ones that are more difficult.
- After getting your corrected test back, examine your mistakes and try to understand why you made them. If you don't understand them, ask questions.





Hands-On Health **ACTIVITY**

Managing Your Time

When you manage your time well, you reduce your stress. In this activity, you'll develop a time-management plan for the coming week.

What You'll Need

- pencil
- large sheet of paper

What You'll Do

1. Divide your paper into seven columns, one for each day of the week. Create and label 24 rows, one for every hour of the day.
2. Pencil in the week's activities, including time for school, work, exercise, sleep, family, and friends. Include specific goals or deadlines, such as "History paper due." Include preparation time, such as "Go to library to research history paper."
3. Analyze your schedule. Are you surprised at how much time you spend

on some activities? Where do you see conflicts? Are there things you'd like to do that you are not doing? Do you have adequate time to relax? To eat healthful meals and get plenty of physical activity?

4. Prioritize your tasks. Write "A" next to any task you need to do, "B" next to any you would like to get done, and "C" for any that can wait.
5. Rework your schedule. Be flexible, and remember that you may not be able to do everything. Try to consolidate tasks and delete low-priority activities.

Apply and Conclude

Keep your time-management schedule on hand as you go through the week. At the end of the week, evaluate your schedule and change it if necessary.

Get Adequate Sleep

Not getting enough sleep can affect your ability to concentrate. This in turn becomes a source of stress because it can interfere with schoolwork, athletics, and even relationships with others. To avoid the stress caused by lack of adequate sleep, manage your time wisely so that you get enough rest each night. Getting eight to nine hours of sleep will help you face the challenges and demands of your day. You will be in a better mood, you will think more clearly, you will look and feel better, and you will improve your chances of success.



Hotlink

physical activity For more information about physical activity, see Chapter 4, page 72. nutrition For more information about nutrition, see Chapter 5, page 108.



Sweat Your Stress Away

When you're feeling stressed:

- ▶ Go running, bicycling, or skating.
- ▶ Play soccer, volleyball, or basketball.
- ▶ Participate in aerobic dance or martial arts.

Physical activity will:

- ▶ calm you down.
- ▶ improve your mood.
- ▶ improve your appearance.
- ▶ increase your ability to handle physical and emotional stress.
- ▶ aid digestion and help you sleep better.
- ▶ help you maintain a healthy weight.
- ▶ improve immune system function.
- ▶ remind you that you are in control of your responses to life.

Get Regular Physical Activity

Participating in regular physical activity is another helpful technique for managing stress. When you are under stress, your body has an excess of nervous energy. Engaging in physical activities, such as jogging, walking, or even cleaning your room, can release this pent-up energy. As a result, you will feel more relaxed.

Eat Nutritious Food

Balanced nutrition is important for overall health, but it's also important in dealing with stress. Poor eating habits can actually be a source of stress by causing fatigue, weakness, and a reduced ability to concentrate. Inappropriate dieting and over- or undereating can also put the body under additional stress. Too much stress can cause poor absorption of vitamins and minerals, which can lead to deficiencies.

Eating healthfully can help prevent the health problems associated with stress. To help reduce stress and feel more energetic, eat a variety of different foods, drink plenty of water, and eat fresh food whenever possible. Here are a few nutrition tips that will help you when you are dealing with stress.

- ▶ Eat regular meals. Common reactions to stress can be either snacking all day or not wanting to eat at all.
- ▶ Limit “comfort” foods. Although foods such as brownies and cookies may make you feel good or even bring back happy memories, they are loaded with fat and sugar.
- ▶ Limit caffeine. The stimulant effect of caffeine causes a rise in blood pressure. Thus, caffeine will actually increase the physical effects of stress on the body.

Avoid Tobacco, Alcohol, and Other Drugs

Some people make the mistake of turning to tobacco, alcohol, or other drugs to relieve stress. However, using these substances does not relieve stress; it increases one's problems and harms one's health. Substance use makes the body more prone to disease and has dangerous long-term effects.

Stress-Management Techniques

When stressors can't be avoided or minimized, their effects can usually be managed. Developing and practicing **stress-management skills**, or *skills that help an individual handle stress in a healthful, effective way*, is one of the steps to good mental health.






Successful techniques for managing stress include the following:

- ▶ Redirect your energy. You might work on a creative project or go jogging. No matter what you choose to do, the activity will release your nervous energy.
- ▶ Relax and laugh. The **relaxation response** is a state of calm that can be reached if one or more relaxation techniques are practiced regularly. Some relaxation techniques include deep breathing, thinking pleasant thoughts, and stretching. Laughing can help, too. Laughing lowers your blood pressure and makes you feel more relaxed.
- ▶ Keep a positive outlook. A positive outlook can help relieve stress because the way you think often determines how you feel.
- ▶ Seek out support. Confide in someone you trust, such as a parent, guardian, sibling, teacher, or close friend. Just talking with someone about your problem may help you feel better about it.



 Spending quality time with a parent or other family member can help relieve stress. *In what ways can family members help during stressful times?*

Lesson 2 Review

Reviewing Facts and Vocabulary

1. List three personal causes of stress.
2. Name three ways to protect yourself from stress.
3. Define the term *relaxation response*, and identify three relaxation techniques.

Thinking Critically

4. **Applying.** To help reduce the effects of stress, Cathy drinks milk, fruit juice, or water instead of cola drinks. Why is this an effective stress-management technique?
5. **Synthesizing.** Jarod has a big biology test on Friday. As he is heading to his room to study, his friend Ben calls and asks him to go bowling. Use the techniques discussed in this lesson to help Jarod balance his activities and manage his stress.

Applying Health Skills

Stress Management. Make a “How to Survive” flyer advising teens on ways to manage the stress of one of the following life events: moving to a new school, not making a team, getting a failing grade, winning a major award, receiving a scholarship.

TECHNOLOGY OPTION

WORD PROCESSING You can use word-processing software to give your flyer a more professional look. See health.glencoe.com for tips on using a word-processing program.



health.glencoe.com





Lesson 3

Anxiety and Teen Depression

VOCABULARY

anxiety
depression


YOU'LL LEARN TO

- Identify symptoms of anxiety and depression.
- Develop strategies for coping with anxiety and depression.
- Identify warning signs of major depression that should prompt individuals to seek professional help.



Make a list of common stressors that can cause teens to feel anxious. Pick one and write a paragraph describing ways to manage this stressor.



 Anxiety can have many sources. *What are some common sources of anxiety for teens?*

The teen years bring new pressures, challenges, and responsibilities that can sometimes seem overwhelming. School, sports, friends, and other factors can make your life seem hectic and complicated. This is also a time when you are making major decisions that affect your future. It is no mystery that these stressors can cause anxious feelings, sleeping difficulties, or even mild depression.

What Is Anxiety?

Everyone feels anxious from time to time. Brief feelings of worry, insecurity, fear, self-consciousness, or even panic are common stress responses. Occasional anxiety in life is natural. **Anxiety** is the condition of feeling uneasy or worried about what may happen. Sometimes anxious feelings can have positive results, such as motivating you to work hard on a school presentation or keeping you alert in risky situations. Other times, anxiety can get in the way of a person's performance. For example, someone giving a speech may feel so nervous that he or she stumbles on a few lines. Some symptoms of anxiety include

- ▶ feelings of fear or dread.
- ▶ perspiration, trembling, restlessness, or muscle tension.
- ▶ rapid heart rate, lightheadedness, or shortness of breath.





Some teens experience another form of anxiety when they strive for perfection. They may think that they should get perfect grades or be the best on the team. A perfectionist's anxiety comes from believing that nothing he or she does will be good enough. Placing this type of pressure on oneself can lead to frustration and unhappiness. Having realistic expectations and taking a positive view of your accomplishments can help you avoid the anxiety caused by perfectionism.

Strategies for Coping with Anxiety

Stress-management techniques, such as redirecting your energy or doing relaxation exercises, can be used to reduce the day-to-day anxieties of life. Some people try to escape their anxiety by turning to alcohol or other drugs. They don't realize that such drugs produce only a temporary, false sense of relaxation. These substances cause problems that will make it even harder for the person to function. There are much healthier, more effective strategies for coping with anxiety, including engaging in physical activity and getting support from family and friends.

What Is Depression?

Nearly everyone experiences the occasional sad mood that lasts for a few days. These are natural feelings that can usually be managed by following these suggestions:

- ▶ Write your feelings in a private journal.
- ▶ Draw, dance, or engage in some other creative activity.
- ▶ Talk about your feelings with your family and friends.
- ▶ Do something nice for someone else. It will take the focus away from you and your feelings.

Sometimes, however, these feelings indicate a more serious condition known as depression. **Depression**, a *prolonged feeling of helplessness, hopelessness, and sadness*, is much stronger than the occasional sad mood and is not as easy to manage.

There are two types of depression, depending on the cause of the feeling and the length of time it lasts.

- ▶ Reactive depression is a response to a stressful event, such as the death of a friend. While this type of depression can last longer than a case of the "blues," most times it eventually goes away as the person finds a way to manage his or her response to the event.



Overcoming Social Anxiety

Social anxiety is the condition of feeling uneasy or extremely shy in certain social circumstances.

Someone with social anxiety is:

- ▶ more likely to avoid others.
- ▶ less likely to participate in extracurricular activities.
- ▶ less likely to speak up in class.
- ▶ more likely to have difficulty initiating casual conversations.

To overcome social anxiety:

- ▶ Practice replacing self-critical thoughts with more supportive ideas.
- ▶ Start small, such as by smiling, nodding, and greeting people.
- ▶ Speak in a louder voice, and use frequent eye contact.
- ▶ As a listener, ask open-ended questions during conversation.
- ▶ Become more knowledgeable about current events or another area of interest so you'll have some conversation starters.
- ▶ Practice conversation and positive-thinking skills often.





► **Major depression** is a medical condition requiring treatment. It is more severe and lasts much longer than reactive depression. Major depression may develop from reactive depression, or it may be the result of a chemical imbalance in the brain or a genetic tendency. Major depression will be discussed in greater detail in the next chapter.

Symptoms of Teen Depression

Although depression is a common emotional problem among teens, its symptoms can sometimes go unheeded. Many young people who are suffering from depression don't act sad or seem outwardly different to their family or friends. Symptoms of depression can include an irritable or restless mood; withdrawal from friends and activities that were previously important or enjoyable; a change in appetite or weight; feelings of guilt or worthlessness; and a sense of hopelessness.

Health Skills Activity

Communication: Being a Supportive Friend

Sandy and Karen have been friends for a long time. A few days ago, Sandy's boyfriend and his family moved to another state. On a Friday night, Sandy was feeling especially sad because that was the night she and her boyfriend usually went to the movies. Karen knew Sandy would be feeling this way so she dropped by to offer her support. Sandy was crying in her room when Karen arrived.

Karen put her arm around her friend. "I know it's hard. I'm here if you want to talk."

"He hasn't even been gone a week and I'm feeling so lost. We always went out on Friday nights. I don't know how I'm going to get through this," Sandy cried.



What Would You Do?

Write an ending to this scenario in which Karen comforts Sandy and shows her support through strong communication skills.

1. Use "I" messages.
2. Speak calmly and clearly.
3. Listen carefully.
4. Show respect and empathy.




Many people experience a few of these symptoms once in a while. This is normal. It's *not* normal to experience several of them at the same time for two weeks or more. In addition, if depression causes a person to start using drugs or to have thoughts about suicide, professional help is needed.

Getting Help for Anxiety and Depression

Strategies for coping with mild forms of anxiety and depressive feelings include talking with supportive people, getting more physical activity, or volunteering. If anxiety or depression persists, however, a person may begin to lose interest in activities that used to be enjoyable. Changes in mood, sleep patterns, or energy levels may result, causing difficulty concentrating in school or inability to perform day-to-day activities. When anxiety or depression begins to interfere with life in such a manner, it's time to seek help.

Both anxiety and depression are very treatable. Talk to a parent or other trusted adult, and seek help from a counselor, school psychologist, or other health care professional.



 Some teens and their parents visit the school counselor for confidential help regarding emotional health. *Who else might you turn to for help with a mental or emotional problem?*

Lesson 3 Review

Reviewing Facts and Vocabulary

1. Define the term *anxiety*. What might be a positive result of anxiety? What might be a negative result?
2. List two strategies for managing day-to-day anxieties.
3. What is *depression*? Under what circumstances should a depressed teen seek professional help?

Thinking Critically

4. **Evaluating.** Why might participating in activities such as volunteering help relieve mild depression?
5. **Analyzing.** Why might a teen experiencing anxiety turn to alcohol or other drugs? Why is this dangerous?

Applying Health Skills

Analyzing Influences. Divide a sheet of paper into three columns. Head one column *Family*, one *Friends*, and one *School*. In each column, list how anxiety could affect your relationships and responsibilities.



SPREADSHEETS Using spreadsheet software will help you organize your table. See health.glencoe.com for information on how to use a spreadsheet.



Lesson 4

Being a Resilient Teen

VOCABULARY


resiliency
protective factors

YOU'LL LEARN TO

- Explain what it means to be resilient.
- Develop strategies to promote resiliency throughout the life span.
- Explore methods for developing protective factors.
- Evaluate how having protective factors helps people avoid risk behaviors.



List five difficult events that a teen may experience. Then, brainstorm factors that might help the teen bounce back from such events. Write a few sentences explaining how these factors would help someone get through difficult times.

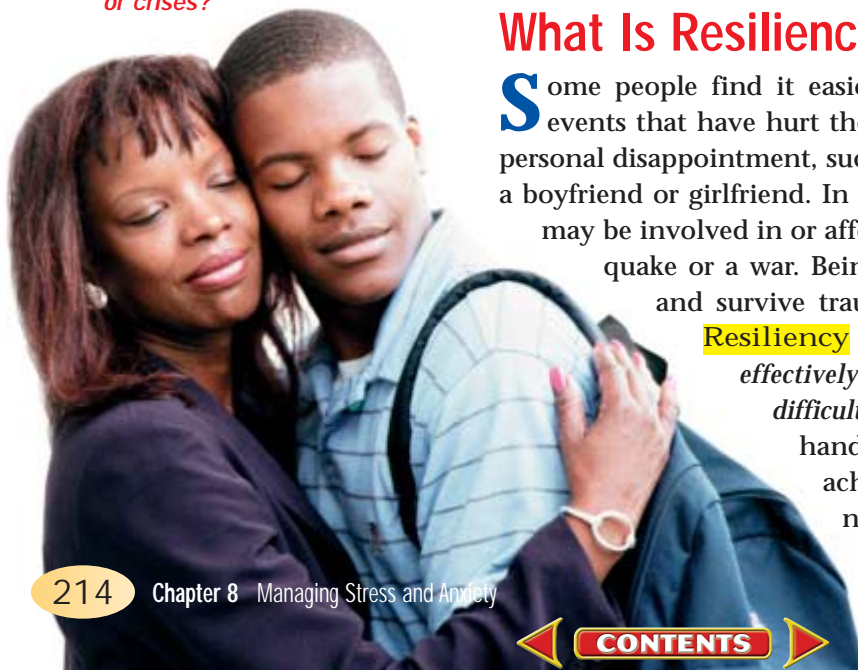
 When difficult events occur, seeking and giving support is one way to cope. *What else can help a person bounce back from disappointments or crises?*

Everyone goes through times of stress, disappointments, and difficulty. Sometimes, people have no control over events that can change their lives. A natural disaster may strike, or a loved one may die. When hardships and tragedies happen, it can be hard for people to cope with the situation and with their feelings.

What Is Resiliency?

Some people find it easier than others to bounce back from events that have hurt them in some way. The event may be a personal disappointment, such as failing a test or breaking up with a boyfriend or girlfriend. In some cases, a large number of people may be involved in or affected by an event, such as a big earthquake or a war. Being able to overcome disappointments and survive traumatic events is a sign of resiliency.

Resiliency (ri-ZIL-yuhn-see) is *the ability to adapt effectively and recover from disappointment, difficulty, or crisis*. Resilient people are able to handle adversity in healthful ways and achieve long-term success in spite of negative circumstances.





Factors That Affect Resiliency

Many factors can influence a person's level of resiliency. Having some of the developmental assets discussed in Chapter 7 will very likely strengthen a person's resiliency. For example, having a supportive family and a strong sense of self-worth can help an individual bounce back from setbacks or other difficulties. The factors that affect a person's resiliency can be divided into two categories: external and internal.

External Factors

These factors include your family, your school or community, and your peers. They may also include elements that are less concrete, for example, opportunities to participate in school projects or community events. Although you may have little control over these factors, you can work to strengthen some of them. For example, you could join a community youth program in order to have access to more opportunities and to form healthy peer relationships.

Internal Factors

Internal factors are the ones you have control over. Making a conscious effort to strengthen these factors will increase your resiliency and improve your mental/emotional health. Your attitudes, perceptions, and behaviors make up your internal factors, which also include:

- ▶ **Commitment to learning.** Being actively engaged in your education increases your self-esteem and gives you a sense of belonging in the school community.
- ▶ **Positive values.** You demonstrate positive values through your words and actions. For example, you show caring when you help a younger sibling study for a test. By avoiding risk behaviors, you show that you take responsibility for your health. When your behavior reflects positive values, you will feel good about yourself and the decisions you make.

hotlink

developmental assets For a list of developmental assets, see Chapter 7, page 179.



By contributing to the community, these teens are also building their protective factors. *How might helping others strengthen a teen's resiliency?*





CHARACTER CHECK

Responsibility. Although you can't control external events, you *can* control how you respond to them. For example, you can choose to adapt to and learn from each situation and challenge. Think about a recent disappointment or difficulty. How did you bounce back from the situation? How can you apply what you learned about yourself to similar events in the future?

Teens who respect themselves and care about their futures are better able to resist pressure to engage in high-risk behaviors.

What other protective factors might help a teen say no to risky behaviors?

- ▶ Social competency. Being socially competent means that you have empathy and friendship skills. It also means that you can resist negative peer pressure and resolve conflicts nonviolently.
- ▶ Positive identity. Having a positive identity gives you a sense of control over what happens to you. It indicates positive self-esteem and a sense of purpose. You are also likely to have a positive view of your future, an asset that allows you to recover more easily from setbacks.

Resiliency and Your Protective Factors

In addition to strengthening your resiliency, your developmental assets also protect you from risk behaviors such as drug use, sexual activity, and gang involvement. For this reason, developmental assets are often seen as **protective factors**, conditions that shield individuals from the negative consequences of exposure to risk. These factors can reduce the possible harmful effect of a difficult event or risky situation. They may also influence a person to respond to a situation in a healthy way.

Building Resiliency by Strengthening Your Protective Factors

Teens who do not have all their external protective factors in place can strengthen the ones they do have. For example, developing a better relationship with the adult members of your family can enhance positive family communication. Teens can also find support from teachers, coaches, clergy, or other caring adults. Internal protective factors can also be improved. Actions you can take include the following:

- ▶ Become involved in extra-curricular activities at school.
- ▶ Make a commitment to learning by reading for pleasure at least three hours per week.
- ▶ Stand up for your beliefs, and refuse to act against your values.
- ▶ Be honest with yourself and others.
- ▶ Resist negative peer pressure, and avoid dangerous situations.
- ▶ Learn about people from other cultures or ethnic backgrounds.
- ▶ Develop a sense of purpose.
- ▶ Develop a positive outlook about your future.





Real-Life Application

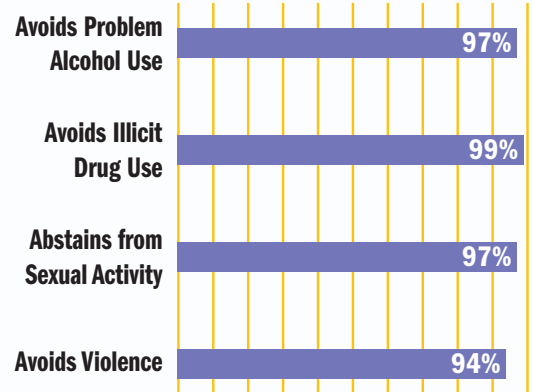
The Power of Assets

Developmental assets strengthen your resiliency, and they can protect you from participating in risk behaviors. The more assets you have in place, the more equipped you are to avoid unsafe behaviors. This graph illustrates how teens with more than 30 assets steer clear of activities that will harm their health.

ACTIVITY

Make a two-column table. Next, review the list of developmental assets in Chapter 7 and select five assets. List these in the left column of your table. In the right column, explain how you think each specific asset can protect you from the risk behaviors in the graph shown here.

Protective Factors and Risk Avoidance



Source: Search Institute statistics

Lesson 4 Review

Reviewing Facts and Vocabulary

1. Define *resiliency*. Why is it important?
2. List three external factors and three internal factors that can affect a person's resiliency.
3. How do protective factors help a person avoid risk behaviors?

Thinking Critically

4. **Analyzing.** Make a list of at least five of your personal stressors. What protective factors do you have or can you develop to help you deal with each one?
5. **Synthesizing.** How does developing a positive outlook strengthen your resiliency?

Applying Health Skills

Goal Setting. Review your protective factors. Is there an area you would like to strengthen? Using the steps of goal setting, make a plan to develop a specific protective factor. Then, put your plan into action!



PRESENTATION Use presentation software to develop your plan. Visit health.glencoe.com for more information about presentation software.



Battling DEPRESSION

Building off traditional treatments, we're discovering new ways to fight depression. Here are a few.

Talking Cures

Today's Treatments Many therapists encourage patients with depression to probe the unconscious roots of their problems by simply talking. Once they are out in the open, these problems can be easier to handle. Newer techniques like cognitive therapy teach patients to recognize destructive patterns in their lives and develop steps for changing bad mental habits.

On the Horizon Meditation has long been used to relieve stress. Now many believe that it may help people with depression by lowering levels of cortisol, a hormone released during stress.

Medicines

Today's Treatments Most antidepressants work by adjusting levels of various neurotransmitters, the chemicals that carry signals in the brain. Unfortunately, many of these drugs produce unwanted side effects.

On the Horizon Researchers are exploring certain molecules that are responsible for 90 percent of chemical signaling in the brain. Because they control so much of the brain's activity, their

levels must be fine-tuned in ways that relieve depression without affecting other brain functions.

Alternative Therapies

Today's Treatments Many patients help themselves using over-the-counter supplements, such as St. John's wort. On the down side, these can have side effects. Researchers are still investigating how effective these supplements are.

On the Horizon Omega-3 fatty acids (found naturally in fish oils) may promote the health of nerve-cell membranes. Scientists hope to discover how these fatty acids can help those suffering from depression. ■

TIME
to **THINK...**

About
Treating
Depression

The hormone cortisol is mentioned in the above article. Using the Internet or your school's media center, investigate this substance. What part of the body produces it and why? How can it have a negative effect on health? Report your findings to the class.



Health Skills Application



1. **Accessing Information.** Using library resources or the Internet, research the relationship between stress and disease. Write a paragraph explaining what you learned. Identify your sources, and explain why you think they are reliable. (LESSON 1)



2. **Refusal Skills.** Describe a scenario in which demonstrating refusal strategies could help you avoid a potentially stressful situation. Then, write three effective refusal statements you could use to avoid the situation. (LESSON 2)



3. **Communication Skills.** Suppose you have a friend who is showing symptoms of depression and has withdrawn from activities you used to share and enjoy. How would you talk with your friend? How could you identify whether he or she needed professional health services in this situation? (LESSON 3)



4. **Analyzing Influences.** Consider the protective factors in your life. Which have the strongest influence on your health behaviors? Why do you think this is so? (LESSON 4)

CAREER Corner

Time Management Consultant

Are you a good organizer? Are you able to handle many tasks efficiently? If so, time management may be the career for you. Many time management



consultants have business degrees with an emphasis on project management. In their work, they apply their time management skills to get more done in less time.

Time management consultants can be found in almost every industry. To become a time management consultant, you will need an undergraduate degree in business. You can find out more about this and other health careers by clicking on Career Corner at health.glencoe.com.



BEYOND the Classroom

Parent Involvement

Accessing Information. With a parent, investigate stress-management resources in your community. Make a list of agencies and their services. Discuss which resource your family members would most likely use if daily stress were to become a health concern. Which resource would be most helpful in dealing with a highly stressful event?

School and Community

Stress Management Classes. Contact a wellness center in a hospital in your area. Ask whether there are stress-management seminars or classes that you could observe. Attend a session and report to your class on what you have learned.





Chapter 8 Review

After You Read

Review the information you have recorded in your Foldable about the causes and effects of stress. Write a short paragraph explaining why it is important to learn how to manage stress and anxiety.



▶ EXPLORING HEALTH TERMS *Answer the following questions on a sheet of paper.*

Lesson 1 *Match each definition with the correct term.*

stress	perception
stressor	psychosomatic response
chronic stress	

- The act of becoming aware through the senses.
- An event or situation that causes stress.
- A physical reaction that results from stress rather than from injury or illness.

Lesson 2 *Fill in the blanks with the correct term.*

relaxation response
stress-management skills

Redirecting your energy, keeping a positive outlook, and seeking out support are examples of (4).
Using techniques such as laughing and deep breathing exercises can cause a (5).

Lesson 3 *Identify each statement as True or False. If false, replace the underlined term with the correct term.*

anxiety **depression**

- Depression is a prolonged feeling of helplessness.
- Some symptoms of depression are rapid heart rate and shortness of breath.

Lesson 4 *Fill the blanks with the correct term.*

resiliency
protective factor

A condition that shields a person from the negative consequences of exposure to risk is a (8). If you are able to recover from difficulty, disappointment, and crisis, you are said to have (9).

▶ RECALLING THE FACTS *Use complete sentences to answer the following questions.*

- What occurs in your body during the alarm stage of the stress response?
- Which type of fatigue is the effect of the stress of illness?
- What is the effect of prolonged stress on the immune system?
- How does planning help you manage stress?
- How does physical activity help reduce the effects of stress?
- How is nutrition related to stress?
- How might perfectionism lead to anxiety?
- What are three strategies for coping with mild depression?
- What are three symptoms of depression?
- Over which category of the factors that affect resiliency does a person have the most control?
- What does “commitment to learning” mean?
- List three things you can do to build your protective factors and strengthen your resiliency.





▶ THINKING CRITICALLY

- 1. Summarizing.** Examine the causes and effects of stress. Write a paragraph describing common stressors and effects of stress.
- 2. Synthesizing.** Describe one potentially stressful situation for which planning might reduce your stress. Make an outline of a plan for that situation.
- 3. Analyzing.** Compare the physical symptoms of anxiety with those of depression. What do anxiety and depression have in common?
- 4. Evaluating.** How might learning about people of other cultures or ethnic backgrounds strengthen your resiliency?

Standardized Test Practice



Read the passage below and then answer the questions.

Dear Moniqua,

Things are really bad around here since you guys moved away. They say that more than 2,000 people are unemployed now that the factory has closed, so more people will probably be leaving town the way you and your family did. Dean and his family are gone, too, and so now both of my best friends have left.

My parents won't tell me what is going on, but I can tell that things are not good. I overhear them talking a lot, but they just clam up when I ask anything or they tell me not to worry. At least Dad is working, even though he is not making as much money as he used to at the factory.

Please write to me and let me know what it is like back east. Do your parents have work? Have you made a ton of new friends?

Love,
Jasmine

- The tone of the letter can best be described as
 - A** angry and bitter.
 - B** confused and angry.
 - C** anxious and lonely.
 - D** sad and resentful.
- The letter is mostly about
 - A** what life is like for the writer since her friend left.
 - B** what has happened to the town since the factory closed.
 - C** how the writer feels about the factory closing.
 - D** how the factory closing meant lost jobs and wages.
- Write a reply as Moniqua to Jasmine's letter. Explain what life is now like for Moniqua.