STRESS VERSUS DISTRESS

HEALTH UNITS II and III

PROJECT 4

Florida Cooperative Extension Service
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STRESS VERSUS DISTRESS:

Health Unit II (Intermediate and Advanced Level 4-H Members)

and

Health Unit III (Advanced Level 4-H Members)

Project 4

INTRODUCTION

The period of adolescence is viewed by many teens as one of extremes: when you’re up, you’re way up; and when you’re down, you feel as if you’ve hit rock bottom. The maturation process normally causes additional stresses and challenges for teens who are struggling to establish new identities as they pass into adulthood. As you learned in Project 1, the suicide rate during the teen years is very high. Project 4 is designed to help intermediate and advanced 4-H’ers learn how to manage stress in a healthy way and to learn how to help friends who may be experiencing excess stress (distress).

DIRECTIONS

ALL INTERMEDIATE AND ADVANCED 4-H’ers:

Complete all activities in Unit II, Project 4, and the summary for Unit II, Project 4. Look for this symbol that identifies your activities:

ALL ADVANCED 4-H’ers:

Proceed at your own rate through Unit III, Project 4, and complete the summary for Unit III, Project 4.
OBJECTIVES

After you complete Project 4, you will be able to do the following:

1. Explain the meaning of stress and distress.
2. Identify stressful events in your life.
3. Explain how excess stress can affect your health.
4. Recognize symptoms of stress in yourself and your friends.
5. Identify positive and negative ways of coping with stress.
6. Identify ways to help yourself or others who may be depressed or suicidal.
7. Develop your personal health contract to change one or more negative coping patterns to positive ones.

HEALTH UNIT II, PROJECT 4
(INTERMEDIATE AND ADVANCED LEVEL 4-H MEMBERS)

How Do You Cope?

Activity 1.

You are sitting in a packed movie theater. The movie is at the peak of excitement and a couple behind you begin to discuss the relative merits of the actors, completely shattering your attention! You would...? ____________________________

____________________________

____________________________

____________________________

____________________________

____________________________

____________________________
Activity 2.

You have just met a new guy in school. You're out getting something to eat and he lights up a cigarette and proceeds to keep talking and blowing smoke in your face. You would...? ________

________________________________________

________________________________________

________________________________________

Activity 3.

You are in a science class that is very difficult but are managing to do better than average. This class is important because you're interested in going to college. At the mid-term exam you see one of your friends cheating, which will ruin the curve on this difficult test! You would...? ________

________________________________________

________________________________________

________________________________________

________________________________________
Activity 4.

You've been driving around in the same parking lot for 15 minutes, searching for a space. Finally you see someone beginning to pull out of one. You drive up and you're about to pull in when a small foreign job sneaks in from the other side!

You would...?

You probably recognized one or more of the above stressful situations—times when you might have felt your heart beat faster, your blood pressure rise, and your temper get lost.

The Stress Response

First of all, stress isn't all bad. As a matter of fact, stress is very necessary in life from a medical point of view. Dr. Hans Selye, worldwide authority on stress, has defined stress as the generalized and adaptive response that occurs when the body mobilizes its defenses to protect it against perceived threats or danger. Each time the body senses danger (or the unknown), the autonomic nervous system reacts by providing a spurt of adrenalin, helping us to get ready for "fight or flight." During stress the following physical responses occur:

• Blood circulation increases to provide your brain, lungs, and muscles with more nutrients.

• Foodstuffs in the blood increase (example: glucose).

• Muscle functioning is strengthened to respond for fight or flight.

• Breathing becomes more rapid to give you more oxygen.

• Senses become keener (pupils dilate to sharpen your vision).

The effects of a normal amount of stress can give us that extra burst of energy we need to finish the last mile of our jog, or can make us mentally more alert to pass an important exam. Too much stress can be distressful and lead to health problems.
Sometimes the effects of stress on the body (mind included) are not so obvious because they are less intense. Prolonged effects of stress may cause damage due to the cumulative effect. In the end, the result could be one of these health problems: migraine headache, stomach ulcer, heart disease, or high blood pressure. Needless to say, we need to find ways to avoid these negative outcomes. Figuring out positive coping strategies is the key to dealing effectively with "stressors" or "stressful events." An experience that causes stress (the reaction differs from person to person—an event or seeing a snake) may induce an extreme reaction in one person while another person may enjoy the experience. Equally important, the expectation of a stressful event can be as strong a stressor as the event itself!

In summary, Dr. Selye describes the body's response to stress, or what he refers to as the general adaptation syndrome, as being made up of three stages:

Stage 1: Alarm Reaction—the immediate response to stress that prepares the body to deal with emergencies.

Stage 2: The Stage of Resistance—the person learns to adapt to the stressor.

Stage 3: The Stage of Exhaustion—energy reserves for coping with stress are depleted. The body has a limited amount of adaptation energy. FOR EXAMPLE: The effects of stress on the body can be compared to applying tension to a rubber band. With normal expansion, it almost returns to its former size; excess usage or overstretching (distress) will wear it out or break it down.

Dr. Selye's animal studies show that when stress is greatly prolonged, adrenal glands become enlarged and overactive, upsetting many chemical processes inside the body. The thymus glands and lymph nodes (body's defense system against infection) shrink, making the animals more vulnerable to diseases. This is true of humans too.
Activity 5.

What do you do when you feel stress? Think about your past experiences. List three experiences you've had that were stressful and explain how you coped with each situation.

<table>
<thead>
<tr>
<th>Stressful Event</th>
<th>How I Coped</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What other methods do you use to reduce your anxiety or tension?

Can you spot any ways that are harmful?

[ ] Yes
[ ] No

If so, put a star by each method and note this on your Personal [Health] Contract.

---

Personal [Health] Contract

PROBLEMS IDENTIFIED

MY PRESCRIPTIONS

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Activity 6.

Now that you’ve explored the meaning of stress, define the term in your own words. To me, stress means ____________.

In summary, stress is a challenge, making special demands on both your body and your mind. It can be beneficial or harmful, depending on the amount of stress and the manner in which you handle it.

PROCEED to the next section to explore stressors, common causes of stress and distress.

Common Stressors

Life Events and Change

Drs. Thomas Holmes and Richard Rahe of the University of Washington School of Medicine have identified more than 40 life events that are likely to cause stress. They showed that the more changes that we must adapt to in a twelve-month period of time, the more likely we are to experience a physical or emotional illness. These are called stress-induced illnesses, such as high blood pressure, ulcers, depression, and many more.

Activity 7.

Below are some common stressors for teens. Check the events that have happened to you during the past 12 months.

<table>
<thead>
<tr>
<th>Life Events</th>
<th>Happened Last Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Death of parent or significant adult</td>
<td></td>
</tr>
<tr>
<td>2. Death of close family member or friend</td>
<td></td>
</tr>
<tr>
<td>3. Parents divorced or separated</td>
<td></td>
</tr>
<tr>
<td>4. Loved pet died or disappeared</td>
<td></td>
</tr>
<tr>
<td>5. Puberty too fast or slow for me</td>
<td></td>
</tr>
</tbody>
</table>
6. Started or stopped dating

7. Change in financial status

8. Change in school grades

9. Trouble with the law

10. Health problem or injury

11. Problem with drugs or alcohol

12. Problems with peers

13. Success at school or in clubs

14. Disagreements with parents

15. Change in eating habits

16. Change in sleeping pattern

17. Serious accident

18. Sex difficulties

19. Moved to new neighborhood

20. Change in activities

How many events did you check?____________________

If you checked more than eight events, think about how you might take steps toward relieving some of the excess stress: For example, “use alcohol more responsibly.”

List other steps below:

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

From the Life Events table, you can see that even positive events (success at school) may be stressful to some people because they cause changes in daily routines and require learning new behavior to cope with these changes.
For teenagers, the main sources of stress are school, parents, and peers. Most teens can cope with these problems if they have support from family and friends. At times, a school counselor can help you make it over the rough spots. To complete the Stress-O-Graph* below, rate situations A - H and plot your Stress Rate (SR).

**Activity 8.**

![Image](image)

**STRESS-PRODUCING SITUATIONS**

A) You received a quiz score one full grade lower than you had expected.
   SR 1 2 3 4 5

B) Tomorrow you have to give a five-minute speech in English class.
   SR 1 2 3 4 5

C) Tonight you are to have your first date with someone you really like.
   SR 1 2 3 4 5

D) While sitting in class, you receive a note from the principal requesting that you see her in her office immediately after school.
   SR 1 2 3 4 5

E) You just remembered that you forgot to mow the lawn as your dad had asked, and he'll come home in 10 minutes.
   SR 1 2 3 4 5

F) You're just finished eating dinner, and realize you have about three hours of homework waiting for you.
   SR 1 2 3 4 5

G) While walking through the halls at school, you see someone you've been dating and like very much, holding hands with another guy/girl.
   SR 1 2 3 4 5

H) You raise your hand in class to answer a question, and your answer is incorrect.
   SR 1 2 3 4 5

Plot the stress-producing situations on a scale of 1 through 5, with 5 being the most stressful, 3 average stress, 1 least stressful.

<table>
<thead>
<tr>
<th>SITUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  B  C  D  E  F  G  H</td>
</tr>
</tbody>
</table>

Plot your Stress Rate on the graph above.

1. Is your life—
   □ Stress-free?
   □ Moderately stressful?
   □ Extremely stressful?

2. If you don't like the amount of stress you live with, what can you do to change it? ________________

3. Where were most of your stress areas?
   □ parents
   □ peers
   □ school

*Adapted with permission from "Coping With Stress", Current Health, Highwood, IL: Curriculum Innovations, Inc., 6:2, 1979, p. 32.
Activity 9.

Refer back to the Lifestyle Assessment you completed in Project 1 (4-H 346).

a. How did you score in the area of "Coping Skills"?

b. Take the "Coping Skills" section again and explore any areas of personal growth or change.

<table>
<thead>
<tr>
<th>Coping Skills</th>
<th>YES</th>
<th>NO or NA</th>
<th>NOT SURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I enjoy school</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. I trust and value my own judgment</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3. When I make mistakes I usually admit them and learn from them</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4. I value my own opinion but I can appreciate the views of others</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5. I can recognize and accept my feelings of being angry, sad, happy and frightened</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6. I usually know how to deal with my feelings</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7. I would know where to get help and would do so if I couldn’t deal with my feelings</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8. I can say no without feeling guilty</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9. I set realistic objectives for myself</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10. I can establish and maintain friendships</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>11. I can accept responsibility for my actions</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>12. I can set limits for myself and follow through</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>13. I feel enthusiastic about life</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>14. I am able to give and receive love</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>15. I know how to relax my body and mind without using drugs</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL

MAXIMUM SCORE — 30

c. Compare your scores on the "Coping Skills" inventory:

Project 1

Score __________

Project 4

Score __________

d. Describe any improvement or changes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Avoiding Destructive Coping Patterns

Activity 10.

Below are some common methods people use to reduce stress and tension. Place a check mark by the ones you think could be potentially harmful to your health.

____ 1. Frequent use of over-the-counter drugs
____ 2. Yoga
____ 3. Self-hypnosis
____ 4. Taking Valium or other tranquilizers
____ 5. Jogging, running or swimming
____ 6. Withdrawal (excess sleeping) or isolation
____ 7. Getting away from it all
____ 8. Using alcohol to forget your troubles
____ 9. Fasting or eating binges
____ 10. Smoking excessively

If you checked 1, 4, 6, 8, 9, and 10, you were right on target. Reliance on these methods over a period of time can cause permanent damage to your health in the form of certain diseases or injuries from accidents.

Stress and Your Health

Earlier you learned that excess stress (distress), prolonged stress, or reliance on some of the negative coping patterns can affect your health adversely.

Activity 11.

Here is a list of symptoms of stress. Check the symptoms you have experienced during the past week that were not related to a serious medical illness.

<table>
<thead>
<tr>
<th>Stress Symptom</th>
<th>Happened during past week, (number/week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression</td>
<td></td>
</tr>
<tr>
<td>Headache</td>
<td></td>
</tr>
<tr>
<td>Backache</td>
<td></td>
</tr>
<tr>
<td>Fatigue</td>
<td></td>
</tr>
</tbody>
</table>
General aches and pains

Loss of appetite

Dizziness

Neck pain

Stomach pains

Other than taking drugs, list 3 things you can do to help relieve a headache. (See answers below)

1. 

2. 

3. 

**SOME POSSIBLE ANSWERS**

1. Place a cool, damp washcloth over your eyes and forehead and lie down in a quiet place for 15 minutes.

2. Take a walk through the park or the woods.

3. Talk with a friend about what’s really bothering you.

**Positive Coping Strategies**

There are two positive steps you can take to manage stressful events in your life:

1) Seek temporary relief from stress: exercise, massage, yoga, and meditation will benefit you physically and mentally. They may even bring the relaxation necessary to solve the basic problem causing initial stress.

2) Protect yourself from the harmful effects of all stress, regardless of its stage of development:

- Become aware of your body’s reaction—learn to recognize the early symptoms of stress.

- Seek help for problems that you’re unable to solve alone. A friend, parent, counselor, or teacher may be able to see the situation a little more objectively, or provide an answer you hadn’t thought of.

- Raise your general physical resistance—become fit through exercise and by eating nutritious foods.

- Become involved in activities with a good degree of challenge, so that you learn how to solve a large variety of problems; yet don’t get in “over your head,” so that failure is almost a certainty.

- Don’t try to do so many activities that you can’t do any of them well. Keep some of your inner resources stored away—so that you’re not continually working (or playing) at your limit.

- Learn different ways to relax, and practice ways that work for you. You can try the following exercise.
Activity 12.

Progressive Relaxation

Find a quiet place where you can lie down and be alone for 20-30 minutes. Try the following progressive relaxation technique.

How to Relax

Lie on your back on a firm, yet comfortable surface.

Loosen your clothing, take off your shoes, and get comfortable. Let your arms fall loosely by your sides.

In order to learn to relax, it is helpful to know when you are tense. Work through your body muscle groups, tensing then relaxing each group of muscles listed below. Do this two or three times until you feel the muscle relax. Then go on to the next group.

Clench your fists as tightly as you can and hold in this position for 5-10 seconds. Now, quickly relax by letting your hand go limp. Repeat this several times. Finally, just let your hands lie naturally relaxed.

Now do the same for the rest of your body. Flex your biceps by bringing your hands to your shoulders and creating tension. Relax them.
Shrug your shoulders as if trying to touch them to your ears. Relax.
Wrinkle your forehead by lifting your eyebrows. Relax.

Close your eyes and purse your lips, screwing up your whole face. Relax.

Push your head forward, chin to your chest. Relax.
Suck your stomach in and tense its muscles. Relax, letting your stomach stick out slightly.

Tense your buttocks. Relax them.

Lift your legs until your feet are about a foot off the ground and tighten your thighs. Let your legs fall back and relax.

Point your toes toward your face as far as you can, tensing your calves. Relax.

Curl your toes toward the floor, tensing your arches. Relax.

Scan your body for places that still feel tense and repeat the exercises for those groups of muscles. As all tension finally leaves your body, lie still for a few minutes and enjoy your relaxed state.
In Project 1, you discovered some of the health risks that are associated with the use or misuse of drugs. Drugs refer to any biologically active substances that are foreign to the body and are taken to affect its functioning. Therefore, alcohol and tobacco can be classified as drugs, specifically psychoactive drugs whose main effects are directed toward altering the mind (changing mood, perceptions or behavior). Most drug misuse or abuse occurs with psychoactive drugs such as the following: alcohol, nicotine (tobacco), caffeine (coffee, tea, and cola drinks), marijuana, tranquilizers, amphetamines, cocaine, narcotics (heroin, morphine, opium), LSD and other psychedelics, antidepressants, and miscellaneous substances (glue, gasoline, antihistamines, morning glory seeds, nutmeg, and others).

Psychoactive agents are often used to gain relief from psychological or social problems or to combat boredom. When these substances are used often, they can become a source of stress for the person. Often we are unaware of how many of these substances we use in our daily lives.

Activity 13.

b. How many psychoactive drugs have you used today? ______________________
   ______________________
   ______________________
   ______________________
   ______________________
   ______________________

   c. If more than one, were any of them used to help relieve stress, boredom, or to get your mind off a problem? ______________________
   ______________________
   ______________________
   ______________________
   ______________________
   ______________________

   d. What alternatives could you have used to cope with stress? ______________________
   ______________________
   ______________________
   ______________________
   ______________________
   ______________________

Because so many people are involved in drug use today, it seems apparent that we should address the issue of drug use and abuse. There have been many advances in medicine and pharmacology, so that many illnesses can be cured or symptoms relieved with certain drugs. With the rise of such an easy method to take care of unpleasant symptoms, drugs have been relied upon more and more. Advertisements for OTC (over-the-counter) drugs, available without prescription, have pushed the idea of easy relief from every discomfort—pills to put you to sleep... pills to keep you awake... pills to calm you... pills to keep you from feeling any pain at all! The danger in all of this, of course, is the tendency to overuse pills to relieve symptoms without attacking the roots of the problem.
Activity 14.

Government has tried to control the use of drugs by implementing law enforcement. Refer to the following chart. If it were up to you, how would you regulate these drugs? Draw lines to match drugs to regulatory situations you feel should exist in society.

Glue, Paint thinner, Lighter fluid, Cleaning fluid, Alcohol (rubbing)

Alcoholic beverages: (Beer, wine, hard liquors)

Stimulants: Pep pills, purple hearts, dexies, speed

Depressants: Barbiturates, goofballs, sleeping pills, blue angels, yellow jackets, nembutal

Marijuana: Reefers, joints, sticks, hay, grass, Mary Jane, Hash

Narcotics: Heroin, opium, Morphine, codeine

Hallucinogens: LSD, DMT, Mescaline, Peyote

OTC (over-the-counter) PATENT MEDICINES: aspirin, cough syrup

Should not be manufactured for public use, but for doctors use as necessary.

Should be available only to physicians on government-approved research.

Should be available only to people by a doctor’s prescription.

Should be available only to people over 21 with a doctor’s prescription.

Should be available to people over 18 under any circumstances.

Should be available but with prohibitive advertising (such as the sale of tobacco)

Should be available without restrictions what-so-ever.

Illegal in any situation and should be dealt with seriously since it is decaying our society.

1. Was it easy for you to make your selections? YES NO
2. How many teens do you know that have had problems resulting from misuse or abuse of drugs?
Activity 15.

How much do you know about alcohol? Test your knowledge by taking the true/false quiz. Circle T for true and F for false.

1. T  F Alcohol is a drug.
2. T  F After a cocktail, a person is peped up because alcohol in small amounts is a stimulant.
3. T  F Alcohol has calories.
4. T  F Drinking black coffee speeds up the sobering process.
5. T  F When you're cold it's good to drink alcohol because it increases body temperature.
6. T  F An unborn child is not affected by the mother's consumption of alcohol.
7. T  F An alcoholic's symptoms of withdrawal are dangerous and may be fatal.

Answers to alcohol quiz

1. True. Alcohol is a psychoactive drug, also called ethanol or ethyl alcohol.
2. False. Alcohol is a primary and continuous depressant of the central nervous system. Alcohol can produce a false-stimulant effect because it initially depresses the part of the brain that controls inhibitions.
3. True. The amount of calories vary according to the type of drink:
   - beer - 12 oz. - 160 cal.
   - bourbon (100 proof) - 1½ oz. (1 jigger) - 125 cal.
   - gin (90 proof) - 1½ oz. - 110 cal.
   - wine, dry - 3½ oz. (1 glass) - 85 cal.
   Also remember that any mixer used with a drink contains additional calories.
4. False. Alcohol is metabolized in the liver at the average rate of 10 milliliters per hour (or 0.6 oz. of 100-proof whiskey). Nothing (including black coffee or a cold shower) can speed this process - therefore the most black coffee can do is make someone a wide awake drunk!
5. False. Actually, because alcohol is a depressant, it lowers overall body temperature, and can be dangerous when consumed in cold weather.
6. False. Alcohol passes through the placenta (the organ between mother and fetus) and has been associated with birth defects.
7. True. Physical dependence on alcohol definitely occurs. Withdrawal symptoms include convulsions and delirium (confusion, disorientation, delusions, hallucinations). These symptoms can be fatal, and withdrawal should take place under medical supervision.

REMEMBER TOO—WHEN ALCOHOL AND CERTAIN DRUGS ARE TAKEN TOGETHER, THEY CAN BE DANGEROUS.
How to Help a Friend

Earlier, it was mentioned that even teens who are not terribly disturbed may sometimes have thoughts of suicide or become depressed. The rapid changes that occur during adolescence may also cause physical or emotional problems. How do you tell whether you or a friend need help? Some signs and symptoms that would help you spot a friend in need are as follow:

- Loss of appetite.
- Sleeping problems—too much or too little.
- Sudden change in behavior.
- Lack of interest in usual school activities or with friends.
- Giving away valuable possessions.
- Dropping hints that life is not worth living or that others would be better off if they were dead.
- Depressed movements and speech — no enthusiasm or sense of humor.

just having a concerned listener can help the person clarify the problem and explore alternatives.

Counselors use the technique of reflection: the listener reflects the meaning of the statement back to the speaker in such a way that it helps him become aware of his feelings and perhaps gain new insight into the problem. Here’s an example:

**John:** Tom, I don’t know what I’m going to do. I think Mary may be on drugs.

**Tom:** I hear you saying that you’re not sure about what to do.

**John:** I’m scared to death. Her parents are gonna be all over her.

**Tom:** You’re afraid of her parents reaction.

**John:** Yeah, but I’ve got to tell them. I need their help.

**Tom:** You feel you need her parents now.

**John:** Yeah, I don’t know who else could help. I’m afraid to tell them but we’re going to. Somehow, I know they can help.

Perhaps you noticed that Tom avoided giving specific advice or judging John’s behavior but responded to John with the reflective technique that helped John explore his feelings and come to a decision.

There are times when you or your friend may need to seek professional counseling. This is nothing to feel embarrassed or guilty about. There are many resources available to you through your school. You also can look to resources in your community (see the list in the back of your project book).

Above all, remember that your attitudes will influence what happens—if you believe you can handle a situation and view it as a challenge, you very likely can meet that challenge.
Activity 16.

Spot the Potential Suicide Victim

1. Richard leaves home after an argument with his parents and drives recklessly at 80 mph to let off steam.

2. Mary’s not doing too well in school. At home, she spends most of her time secluded in her room. Often, she wakes up in the middle of the night and raids the refrigerator.

3. Bill gets away from his problem with his girlfriend by running four miles.

4. Joe is worried about not passing a big exam the next day. He takes an “upper” (amphetamine) and stays up all night studying.

5. Jennifer’s parents have grounded her for two weeks. She sneaks alcohol from the liquor cabinet and drinks alone in her room.

If you checked all the characters except Bill, you were right. Sometimes vigorous exercise can help you get away from a problem temporarily so that you can develop a new perspective. Solutions may come to you later.

b. List four positive coping strategies that Richard, Mary, Joe and Jennifer could have used.

1. __________________________

2. __________________________

3. __________________________

4. __________________________

Twelve Ways to Survive Stress

1. Talk it out.

2. Escape for awhile—get a fresh perspective.

3. Work off your anger.

4. Give in occasionally.

5. Do something for others.

6. Take one thing at a time.

7. Give up the “Superman” or “Wonder Woman” role.

8. Look for positive points in others—be gentle with criticism.

9. Give the other person a break.

10. Be receptive to other’s needs.

11. Plan recreation time for yourself.

12. __________________________

(List your favorite tip above)

This is the end of Unit II. Intermediate and advanced level 4-H’ers will need to complete the project summary for Unit II, Project 4.

Advanced level 4-H’ers—proceed at your own rate with Unit III and complete the project summary for Unit III, Project 4.
1. What was your main objective?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. Please describe your progress toward your objective.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. List four new things you learned to do during this project.

a. ____________________________________________

b. ____________________________________________

c. ____________________________________________

d. ____________________________________________

4. How many people at home, school or work did you tell about this project or teach some part of it?

   none____

   9-12____  3 or less____

   13 or more____  4-8____

5. Which activities did you like best?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

6. Please describe any special projects you did in health as an individual, club or community effort.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
HEALTH UNIT III, PROJECT 4
(ADVANCED LEVEL 4-H MEMBERS)

Activities

Choose two of the following six activities to do each year to complete Unit III. When you finish, write a summary and include it in the back of the Unit II, Project 4, Summary.

Activity 1.

Call your local Crisis Center and take the training classes to become a volunteer counselor for teens for the school year. Write a report and share your experiences with your 4-H Club.

Activity 2.

Interview a psychologist or counselor who works with teens and prepare an article on “How to Cope With Stress.” Give the article to your 4-H Agent to use as a feature article in the local newspaper.

Activity 3.

Prepare a speech on “Preventing Suicide Among Teenagers” and enter it through your local 4-H Club’s public speaking events.

Activity 4.

Biofeedback is a system of providing your brain feedback about your bodily function(s). For example, medical researchers have helped sufferers of migraine headaches decrease the number of attacks by learning how to control the temperature and blood flow to the brain.

Try this experiment with biofeedback:
Make a pulse meter by taking a piece of clay and forming a ball the size of a marble; place a matchstick or toothpick inside the ball; and press the clay on your radial artery (runs along your thumbside) so that you can see the pulse meter move each time your heart beats.

a. First, take your pulse rate: ______/minute.

b. Second, practice a form of meditation or progressive relaxation for 20 minutes.

c. Finally, take your pulse rate: ______/minute.

d. Were you able to reduce your heart rate after the relaxation period? ______

e. Did you feel more relaxed after this exercise? ____________________________
Activity 5.

Using the Stress-O-Graph or Life Events schedule, interview 20 teens at your school or club. Summarize the results of your survey and share it with your club.

Activity 6.

Ask a local doctor, psychologist, and pharmacist to talk to your 4-H Club and help them prepare a program on the following points:

- Stress and Your Health
- Relaxation Techniques
- Uses and Misuses of Drugs (alcohol included)
- Physical effects of psychoactive and OTC drugs.

Write a summary of the program and include it in your school or local newspaper.
1. What was your main objective?

2. Please describe your progress toward your objective.

3. List four new things you learned to do during this project.
   a. 
   b. 
   c. 
   d. 

4. How many people at home, school or work did you tell about this project or teach some part of it?
   none____  3 or less____  4-8____
   9-12____  13 or more____

5. Which activities did you like best?

6. Please describe any special projects you did in health as an individual, club, or community effort.
ADDITIONAL RESOURCES

For more information, write to the following sources:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress</td>
<td>Public Inquiries Section</td>
</tr>
<tr>
<td></td>
<td>National Institute of Mental Health</td>
</tr>
<tr>
<td></td>
<td>5600 Fishers Lane</td>
</tr>
<tr>
<td></td>
<td>Rockville, MD 20857</td>
</tr>
<tr>
<td>Stress</td>
<td>Consumer Information Center</td>
</tr>
<tr>
<td></td>
<td>Pueblo, CO 81009</td>
</tr>
<tr>
<td>Drugs</td>
<td>Friend</td>
</tr>
<tr>
<td></td>
<td>P. O. Box 1701</td>
</tr>
<tr>
<td></td>
<td>Washington, DC 20013</td>
</tr>
<tr>
<td>Toll free number</td>
<td>National Youth Emergency Line and Runaway Switchboard</td>
</tr>
<tr>
<td></td>
<td>800-621-4000</td>
</tr>
</tbody>
</table>

Also check your local phone directory under the following headings:

- Crisis Center
- Community Mental Health Centers
- Mental Health Services
THE 4-H CLUB PLEDGE

I pledge:
my HEAD to clearer thinking,
my HEART to greater loyalty,
my HANDS to larger service,
my HEALTH to better living,
for my club, my community, my country
and my world.

Prepared by:
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and
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