

<b>COURSE:</b> Health	<b>GRADE(S):</b> 10 <sup>th</sup> Grade
<b>UNIT:</b> Stress Management and Suicide	<b>TIMEFRAME:</b> 4 Lessons

<b>NATIONAL STANDARDS:</b>	
<b>STANDARD 1:</b>	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
<b>STANDARD 2:</b>	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
<b>STANDARD 3:</b>	Students will demonstrate the ability to access valid information and products and services to enhance health.
<b>STANDARD 4:</b>	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
<b>STANDARD 5:</b>	Students will demonstrate the ability to use decision-making skills to enhance skills.
<b>STANDARD 7:</b>	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
<b>STANDARD 8:</b>	Students will demonstrate the ability to advocate for personal, family and community health.

<b>STATE STANDARDS:</b>	
<b>10.1. Concepts of Health</b>	
10.1.12.A.	Evaluate factors that impact growth and development during adulthood and late adulthood.
10.1.12.B.	Evaluate factors that impact the body systems and apply protective/preventive strategies.
<b>10.2. Healthful Living</b>	
10.2.12.B.	Assess factors that impact adult health consumer choices.
<b>10.3. Safety and Injury Prevention</b>	
10.3.12.A.	Assess the personal and legal consequences of unsafe practices in the home, school or community.
10.3.12.C.	Analyze the impact of violence on the victim and surrounding community.
10.3.12.D.	Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.
<i>Reading Assessment Anchors:</i>	
<b>R11.A.2 Understand nonfiction appropriate to grade level.</b>	
R11.A.2.1	Identify and apply the meaning of vocabulary in nonfiction.
R11.A.2.3	Make inferences, draw conclusions, and make generalizations based on text.
R11.A.2.4	Identify and explain main ideas and relevant details.
<b>R11.B.3 Interpret, describe, and analyze concepts and organization of non-fictional text.</b>	
R11. B.3.1	Interpret, describe, and analyze the characteristics and uses of facts and opinions in non-fictional text.

<b>UNIT OBJECTIVES:</b>	<b>CONTENT:</b>
Discriminate between stress and anxiety.	I. Stress: A physical response to any demand. <ul style="list-style-type: none"> <li>- <i>Eustress</i>: Positive stress - It is motivational and often improves performance.</li> <li>- <i>Distress</i>: Negative stress - It is harmful and immobilizing.</li> </ul>

Evaluate how anxiety affects decision-making.

- o Stressors cause a stress reaction. They are personal for each individual and vary in intensity.
  - Parents
  - Job
  - Family
  - Financial
  - Different for each person
- o Physical Signs of Stress
  - Increased heart rate
  - Rapid breathing
  - Pallor of skin- blood goes from capillaries to heart, lungs, and muscles.
  - Perspiration
  - Increased sensory
  - Dry mouth
  - Muscle tremors
  - Memory loss
- o Medical Signs of Stress
  - High Blood Pressure
  - Heart Disease
  - Ulcers
  - Cancer

II. *Anxiety*: The mental-emotional response to a demand.

- Conscious causes of anxiety
  - o Wanting a person to like you
  - o Feeling lonely
- Decision Making
  - o Approach – Approach – Must decide between two things you want, pizza or a hamburger.
  - o Avoidance – Avoidance-- Must choose between two undesirables - vacuum floor or mow lawn.
  - o Approach – Avoidance-- Must choose or do something undesirable to get something desirable. Get into college, must get good grades, so need to study and do homework.

III. Adolescent Stress

- Statistics Update
  - o Seventy percent of teens drink alcohol
  - o One-third of all teens are problem drivers
  - o Half of all violent crimes in the cities are committed by youth.
  - o 1 in 10 teen girls become pregnant each year
  - o Suicide is the third leading cause of death in teens.

<p>Describe the three stage response to stress.</p>	<p>IV. Three Stage Response to Stress</p> <ul style="list-style-type: none"> <li>- <u>Alarm</u> – Fight or Flight Phenomenon <ul style="list-style-type: none"> <li>o The following physical changes occur: <ul style="list-style-type: none"> <li>▪ Rapid breathing</li> <li>▪ Increased heart rate</li> <li>▪ Muscles tense</li> <li>▪ Blood goes to muscles, heart, and lungs making the skin pale.</li> </ul> </li> </ul> </li> <li>- <u>Resistance</u> <ul style="list-style-type: none"> <li>o Body eventually adapts to stressor</li> <li>o Bodily functions go back to normal</li> <li>o Varies with each stressor</li> <li>o Varies with each individual</li> </ul> </li> <li>- <u>Exhaustion</u> <ul style="list-style-type: none"> <li>o Body resumes stress related physical changes subtly, often undetected.</li> <li>o Physical illnesses increase.</li> <li>o More susceptible to colds, flu, respiratory illnesses.</li> <li>o More severe illnesses</li> <li>o Heart attack</li> <li>o Stroke</li> <li>o High blood pressure</li> <li>o Stomach ulcers</li> <li>o Angina; pain in the chest</li> </ul> </li> </ul>
<p>Evaluate healthy and unhealthy alternatives to stress management for young adults</p>	<p>V. Stress Management</p> <ul style="list-style-type: none"> <li>- Healthy Alternatives: <ul style="list-style-type: none"> <li>o Yoga</li> <li>o Relaxation exercises</li> <li>o Music</li> <li>o Exercise</li> <li>o Slow down</li> <li>o Retrain your reactions</li> </ul> </li> <li>- Unhealthy Alternatives: <ul style="list-style-type: none"> <li>o Turning to alcohol</li> <li>o Drug dependency</li> <li>o Run away</li> <li>o Suicide</li> </ul> </li> </ul>
<p>Describe different types and causes of suicide and explain how they are linked to depression.</p>	<p>VI. Suicide: Is the intentional taking of one's own life. Suicide is a permanent solution to temporary problems.</p> <ul style="list-style-type: none"> <li>- <u>Para suicide</u>: is a suicide attempt in which a person does not intend to die. It is usually a cry for help by people who are in pain and depressed.</li> <li>- <u>Cluster suicides</u>: A series of suicides occurring within a short period of time and involving people who are connected in some way are cluster suicides. Some teens make pacts or agreements. Other teens commit suicide in response to the suicide of a friend. Teens also might consider suicide after they learn about another teen's or a famous person's suicide.</li> </ul>

- o *Causes of Suicide*
  - Tension/Pressure/Stress
  - Loss of a loved one
  - Substance abuse
  - Severe Depression – Feeling of hopelessness

- *Depression*

- o Depression is a serious health problem that affects people of all ages, including children and adolescents. It is the persistent experience of a sad or irritable mood and the loss of interest or pleasure in nearly all activities. These feelings are accompanied by a range of additional symptoms affecting appetite and sleep, activity level and concentration and feelings of self-worth.

- *Clinical depression*

- o Clinical depression is more than just “feeling blue” or having a bad day. And it is different from the feelings of grief or sorrow that might follow a major loss, such as, a death in the family. It is not a personal weakness or a character flaw. Children and teens with clinical depression cannot simply “snap out of it”.

- *Definitions and types of depression*

- o The term depression covers a wide range of experiences and illnesses, from mild to severe, transient to persistent.
  - Major depressive disorder: This is more severe and is diagnosed by the person feeling five or none of the symptoms of depression, lasting over 2 weeks.
  - Adjustment disorder: These are milder and shorter-lived forms of depression, often resulting from stressful experiences.
  - Dysthymia: Covers long-term symptoms of depression (of at least two years) which are not severe enough to meet the criteria for major depression.
  - Post-natal depression: Can occur after childbirth (also peri-natal depression, which can occur during pregnancy, but is less common).
  - Seasonal affective disorder (SAD): Is depression associated with lack of daylight and shortened daylight hours in winter.

- *Bi-polar disorder:* (AKA-manic depression) Due to a shortage of certain chemicals (serotonin, noradrenaline, and dopamine) in the brain.

- *Symptoms of teenage depression*

- o Early symptoms of adolescent depression can be difficult to diagnose because they appear to be a normal part of the difficulties adolescents face.
- o Depression may be indicated if an adolescent experiences an unusual degree of the following symptoms for no apparent reason:
  - changes in eating and sleeping habits (eating or sleeping too much or too little)
  - missed school or poor school performance
  - withdrawal from friends and activities
  - indecision, lack of concentration, or forgetfulness
  - feelings of worthlessness or guilt
  - over-reaction to criticism
  - feeling that nothing is worth the effort
  - frequent health complaints when no physical ailments exist
  - anger, rage, anxiety
  - lack of enthusiasm and motivation
  - drug/alcohol abuse, thoughts of death or suicide
  - sleeping too much or not at all

- *What teenagers can do to help themselves or a friend if they begin to feel depressed:*

- o Reach out and talk to friends, parents or teachers.
- o If you are stressed out by exams, talk to your teacher or school counselor.
- o If you are worried about being pregnant, see your general practitioner or family planning clinic.
- o Keep as active and occupied as possible. Spend time with friends, especially those who are active and upbeat.
- o Avoid hanging out with those who use drugs or alcohol to cope with feelings.
- o You might need medication to temporarily help you while you sort out your feelings.

- *Warning Signals*

- o Extremes of behavior
- o Behavioral changes
- o Making final arrangements

<p>Evaluate the steps to take in order to prevent suicide.</p>	<ul style="list-style-type: none"> <li>o Statements of worthlessness</li> <li>o Giving away prized possessions</li> <li>o Talking of death or dying</li> <li>o Isolating self from friends and relatives</li> <li>o Drop in grades</li> </ul> <p>- <i>Suicide Prevention</i></p> <ul style="list-style-type: none"> <li>o Believe the unbelievable – Take any and all talk of potential suicide seriously. Be calm and understanding.</li> <li>o Be direct - Ask questions <ul style="list-style-type: none"> <li>▪ Have you attempted suicide? Where? When?</li> <li>▪ Have you planned how you would do it? (If yes, stay with person)</li> </ul> </li> <li>o Listen and be sympathetic – Allow the person to express his or her problems. Let the person know how much you and others care.</li> <li>o Be honest about own feelings and state your feelings (example: It scares me when you talk about suicide. I do not want to lose you.)</li> <li>o Get help- Tell someone immediately <ul style="list-style-type: none"> <li>▪ Guidance Counselor</li> <li>▪ Trusted and Respected Teacher</li> <li>▪ Therapist</li> <li>▪ Parent</li> <li>▪ Clergy</li> </ul> </li> </ul> <p>✧ Call <i>Suicide Hotline</i> especially if person is in a desperate state. Stress the temporary nature of the problem. Emphasize that there is professional help available. Make it clear that you understand that the person wants to end his or her pain, but suicide is not the answer.</p>
<p><b>ACTIVITIES:</b></p> <p>Students will evaluate their level of stress by using one or more of the tests below:  Personal Assessments of Stress</p> <ul style="list-style-type: none"> <li>▪ Stress Profile</li> <li>▪ Profile Questionnaire</li> <li>▪ Student Stress Scale</li> </ul> <p>(Accessing Information)</p> <p>Students will assess class stress level with use of Stress Continuum on chalkboard.</p> <ul style="list-style-type: none"> <li>▪ No cares Carl</li> <li>▪ Moderate Millie</li> <li>▪ Too Tense Teresa</li> </ul> <p>(Interpersonal Communication)</p> <p>In a class discussion, students will differentiate between <u>eustress</u> and <u>distress</u> and relate to</p>	<p><b>ASSESSMENTS:</b></p> <p>Describe different types and causes of suicide and explain how they are linked to depression.</p> <p>In a short paragraph, students will differentiate stress as a physical response to a demand and anxiety as the emotional response.</p> <p>Partners will design a stress management pamphlet that evaluates causes, treatments and prevention strategies.</p> <p>Given various scenarios, students will evaluate how anxiety affects decision-making.</p> <p>Create a role play that describes the three stage response to stress.</p>

<p>personal situations and experiences. (Interpersonal Communication)</p> <p>Students will complete a worksheet corresponding with "Understanding Stress and Conflict" (44 minutes)</p> <p>Students will read and discuss handouts:</p> <ul style="list-style-type: none"> <li>▪ Suicide Myths</li> <li>▪ Suicide Fact Sheet</li> <li>▪ Suicide Prevention Sheet</li> </ul> <p>(Interpersonal Communication)</p> <p>Students will role-play an action plan for a friend contemplating suicide. (Interpersonal Communication, Self-Management)</p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p> <p><b>RESOURCES:</b></p> <p><i>Health: A Guide to Wellness, Text Book; Glencoe</i></p> <p>Video/Audio tapes of yoga.</p> <p>Video Tapes:      Depression/Stress (20 minutes)      Coping with Stress      Stress Keeping Your Cool      David's Story: A teen suicide (28 minutes)      Did Jenny Have to Die?          Part I Road to Nowhere          Part II Behind the Smiles          Part III A Foundation for Living      A Desperate Exit (Suicide)      Silence of the Heart (90 minutes)      Understanding Stress and Conflict</p> <p><a href="http://www.glencoe.com/sec/health">http://www.glencoe.com/sec/health</a></p> <p><a href="http://www.selfgrowth.com/stress.html">http://www.selfgrowth.com/stress.html</a></p> <p><a href="http://www.yellowribbon.org.au">http://www.yellowribbon.org.au</a></p> <p><a href="http://www.hereforlife.org.au">http://www.hereforlife.org.au</a></p>	<p>Evaluate healthy and unhealthy alternatives to stress management.</p> <p>Create a brochure informing the general population about types of suicide and suicide prevention.</p> <p><b>REMIATION:</b></p> <ul style="list-style-type: none"> <li>✧ Extra time as needed.</li> <li>✧ Teacher assistance.</li> <li>✧ Peer helpers.</li> <li>✧ Supplemental handouts for class notes.</li> </ul> <p>Talk to a SAP team member about problems associated with depression.</p> <p><b>ENRICHMENT:</b></p> <p>The student will make a "How to Survive" booklet or video advising teens on ways to manage the stress of one of the following life events: moving to a new school, failing a grade, not making a team, winning a major award, having an ill family member, or having a parent lose a job.</p> <p>Interview a guidance counselor who has dealt with teen suicide.      Interview a psychologist or psychiatrist.</p> <p>Research the current drugs available for the treatment of depression.</p>
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