



# Preview Materials

## Grade 8



Educators love our K-12 curriculum based on a user-friendly design and its supreme effectiveness in delivering comprehensive health knowledge and skills.

- Health Promotion Wave (HPW) is **research based** and has been **proven effective** upon the results of an independent evaluation. We provide the connections between the latest proven teaching methodologies and strategies and the most current health information available.
- Health Promotion Wave's **materials are reusable** year after year because no consumable student text is required; in addition, the program provides **updated inserts** on a regular basis at minimal cost.

- Health Promotion Wave's lessons can be **integrated within the current frameworks** of a variety of subjects like reading, writing, math, science, art and music (Grades K-5).
- Health Promotion Wave is **engaging**, with lessons designed to promote **direct participation of students, parents and teachers**.
- Health Promotion Wave incorporates a variety of quality custom made and collected multimedia outlets to **accommodate diverse teaching and learning styles**. Multimedia resources include literature, posters, games, videos, software and models all used to enhance the enrichment of the information and skills taught by our program.

### Using this Preview:

Refer to the bookmarks on the left to navigate to the page you need. Included in the PDF files are:

**Lesson Plans:** The complete Teacher Edition contains lessons that cover a broad range of health topics including Personal and Mental Health; Family Life; Stress Management; Safety and Injury Prevention; Nutrition and Fitness; Drug Prevention; Growth and Development; Community Health and Disease Prevention.

**Student Activities:** Reproducible activity sheets that easily accommodate any class size. These hands-on activities are designed for use directly with the corresponding lessons in the Teacher Edition. No additional planning or drafting of lesson plans from a student text is required.

**Evaluations and Assessments:** These blackline masters are provided ready made in our program. These tools are one of the many options given to teachers to gauge students' progress in mastering the knowledge and skills vital to make healthy choices.

**Transparencies:** These full-color custom designed transparencies are one of many tools used to accommodate a variety of learning styles within the classroom.

**Posters:** These full-color custom designed pieces are one of many tools used to accommodate a variety of learning styles and provide colorful reminders of the lessons taught throughout the school year. Actual posters are 18" by 24".

# Stress Management

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## Sessions 16-18 Managing Adolescent Stress

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**GOALS** To demonstrate effective coping and social skills for managing common adolescent stressors.

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### OBJECTIVES

1

#### Identifying Effective Coping Skills

Distinguish between effective and ineffective stress management techniques.

**Skills:** *critical thinking, coping, personal responsibility*

2

#### Decision-Making Skills

Demonstrate students' ability to manage stress using the decision-making model.

**Skills:** *decision-making, critical thinking, assertiveness*

3

#### Coping Skills

Identify and practice effective coping skills for managing stress.

**Skills:** *coping, assertiveness, communication*

4

#### Promoting Positive Peer Relationships

Demonstrate skills for cultivating positive peer relationships.

**Skills:** *interpersonal relationships, communication, assertiveness*

5

#### Evaluation

Determine students' understanding of the Stress Management component of HPW.

**Skills:** *critical thinking, decision-making, coping*

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### Introduction

One of the most important concepts about stress that young people need to understand is that some stress is okay. In fact, some degree of stress is necessary to motivate us. Positive, or motivational stress is known as eustress. It is negative stress, or distress, that causes harm if not managed properly over time.

Exercising, eating right, and getting enough sleep provide a strong foundation for handling life's more difficult events. Arming young people with strong coping and social skills helps to further reduce the impact of negative stress on health.

The goals of this session are to identify and practice effective techniques for managing adolescent stress and getting along with peers.

## Identifying Effective Coping Skills

## OBJECTIVE

**Purpose:** To distinguish between effective and ineffective stress management techniques.

**Skills:** *critical thinking, coping, personal responsibility*



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### Introductory Activity

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### ACTIVITY 1

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**Materials:** Activity 19, Reactions to Stress  
Transparency 6, Managing Stress: Helpful Hints

**Time:** about 30-35 minutes

**1.** Begin this activity by reviewing common reactions to stress, using the following discussion points.

#### REACTING TO STRESS

#### LECTURE NOTES

##### ACTING OUT

Stress often causes people to feel uncertain and insecure. If the person does not have good coping skills, he/she tends to react without thinking, and very often the response is aggressive, acting with anger. These aggressive behaviors can be expressed verbally, physically, or both. Acting out is not a healthy way of reacting to stress.

##### WITHDRAWAL

Some people tend to stick their head in the sand, and pretend the problem does not exist. Denying or avoiding the problem may make the person feel better short-term, but in the long run, it is not healthy. Remember, stress does not just go away. The more serious the stress, and the longer it is ignored, the more serious the health effects will be.

##### TAKING CONTROL

This is the ideal way of reacting to stress. Don't react with a knee-jerk response. Take time to think about the situation, consider all of the options and consequences before responding. When you are ready to respond, do so in a respectful and assertive manner.

**2.** Next, divide the class into small groups and copy and distribute Activity 19, Reactions to Stress. For each scenario, groups should give one example for each reaction to stress, and explain why it is either effective or ineffective.

**3.** After sufficient time, have groups share their responses. If time permits, have groups volunteer to act out one of the scenarios, demonstrating the three different reactions to stress.

**4.** Complete this activity by reviewing effective stress management techniques, using Transparency 6, Managing Stress: Helpful Hints, and notes on the following page.

# Stress Management

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## LECTURE NOTES    **EFFECTIVE STRESS MANAGEMENT TECHNIQUES**

### **Maintain a Sense of Humor**

Humor is one of the easiest and most effective methods of relieving daily stress. The hard part is remembering how important it is and to make sure we laugh at least once a day.

### **Exercise Regularly**

Exercise promotes both physical and mental well-being. This is helpful in preparing us to cope with daily and traumatic stress. Physical exercise helps to release some of the effects of daily stress, and brings the heart rate, blood pressure, and hormone levels back to normal.

### **Get Enough Rest and Eat a Well-Balanced Diet**

Like humor, many people tend to underestimate the importance of adequate sleep and a balanced diet. They are key factors for promoting and maintaining health, and coping with stress.

### **Do Some Relaxation Exercises**

Deep breathing and other relaxation exercises can be done almost any time and any place. They are quick, easy, and have a very positive impact on well-being.

### **Manage Your Time Properly**

Poor time management is one of the most common causes of daily stress — one that is within our control to eliminate. Procrastination and chronic lateness are poor habits. Changing these behaviors can eliminate a great deal of daily stress.

### **Use Support Systems**

Don't hesitate seeking help if the stress becomes too great. You do not have to go through difficult times alone. There is no prize for 'weathering the storm' alone. Reliable support groups include parents, guidance counselor, school psychologist, teacher, family doctor, other health professional, or spiritual support people.

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## ★ **ACTIVITY 2    Role Playing**

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**Time:** about 20-25 minutes

- 1.** For this activity students will demonstrate positive actions towards others. Divide the class into small groups. Using the scenarios from Activity 22 as a guide, have each group create a scenario involving a typical interaction during the day.
- 2.** Each group should act out an inappropriate action towards others, followed by acting out a positive action towards others.

- 3.** You may want to use the following questions as a guideline for discussion.
- *How often do you witness the negative action towards others during the day?*
  - *What are some of the consequences?*
  - *Why do you think some people choose inappropriate actions over positive ones? [Possibilities include lack of skills, low self-esteem, poor modeling in their youth]*
  - *What do you do when you witness inappropriate actions?*
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## Decision-Making Skills

**Purpose:** To demonstrate students' ability to manage stress using the decision-making model.

**Skills:** *decision-making, critical thinking, assertiveness*

## OBJECTIVE

# 2

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## Choices and Consequences

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## ACTIVITY 1 ★

**Materials:** HPW Kit: The Decision-Making Game

**Time:** about 25-30 minutes

This activity requires the HPW Decision-Making Game (HPW Kit). The game includes the Decision-Making Model poster, a Decision-Making Score pad, and six Stress Management Scenario Cards.

**1.** Have students divide into six teams and give each team five decision-making scoring sheets — one for each group it will be rating. Also distribute a Stress Management Scenario Card to each team. These cards represent a variety of contemporary stress-related issues which young people face.

**2.** Next, display the HPW poster: Decision-Making Model, in a prominent location, then review the steps to effective decision making addressed in earlier grades. Teams should read their scenarios; then, apply each step of the decision-making model to the situation they have been presented. Remind students to consider each step thoroughly, because the remaining groups will be scoring their outcome step by step.

**3.** Allow sufficient time for groups to complete their responses. Each team will then present its responses while other groups rate how well they applied each step of the decision-making model to their decision. The groups should tally the points awarded, then give the group its scoring card.

**4.** Repeat this process until each group has presented its scenario; then, determine which group was the most thorough in applying the decision-making model to its problem.

# Stress Management

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## ★ ACTIVITY 2 Advice Column

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**Materials:** Activity 20, Withdrawal/Taking Control Advice Column

**Time:** about 20-25 minutes

**1.** For this activity, students will demonstrate their ability to promote positive health behaviors among peers through good decision-making. Divide the class into small groups, then copy and distribute Activity 20, Withdrawal/Taking Control Advice Column. Students should use the decision-making model to determine what advice to give.

**2.** Allow groups sufficient time to complete the activity sheet, then discuss group responses. Complete this activity by making the following points:

- Take time to think about the situation. A good solution requires careful and responsible thought.
- Consider all of the options, and the consequences of each.
- Be honest with yourself and others.
- Look for the most positive solution for everyone involved.

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## OBJECTIVE 3 Coping Skills

# 3

**Purpose:** To identify and practice effective coping skills for managing stress.

**Skills:** *coping, assertiveness, communication*

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## ACTIVITY 1 Relaxation Techniques

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**Materials:** Relaxation Tape (or other soothing music)

**Time:** about 15-20 minutes

**1.** This activity illustrates the immediate effects of relaxation exercises in reducing stress and tension. Use a relaxation tape or any relaxing music, such as classical music. Ask students to think about one of the more stressful events in their lives. *What were the symptoms they experienced? Are they experiencing any of those symptoms now just thinking about the stressful event?*

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**2.** Next, have students stand or sit in a comfortable position and do some of the following exercises while playing one of the tapes.

- Exercise 1:** Deep Breathing (Repeat this exercise five times.)  
Take a long, deep breath in, to the count of five. Then, exhale slowly to the count of five.
- Exercise 2:** Head Rolls (Repeat this exercise five times.)  
Slowly and gently roll your head in a circle, starting forward, to the right, back, and to the left.
- Exercise 3:** Arm Stretches (Repeat this exercise several times.)  
Inhale and raise the arms, stretching them toward the ceiling. Wiggle your fingers for ten seconds. Exhale as you bring your arms limp to your side.
- Exercise 4:** Leg Stretches (Repeat this exercise several times.)  
With your legs stretched in front of you, alternately flex and point your feet for ten seconds.
- Exercise 5:** Visualization  
Close your eyes, relax every muscle in your body, and picture yourself in the most beautiful, peaceful place imaginable.

**3.** Complete this activity with the following discussion questions.

- *How do you feel now compared to when you were thinking about your stressful event?*
- *Can you feel the release of tension in your body, particularly the neck, shoulders, and back?*
- *Are you normally aware of the muscle tension in your body?*
- *What do you think happens if that tension is not released on a regular basis?*  
[Headaches, backaches]

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## Assertiveness Skills

## ACTIVITY 2 ★

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**Materials:** Role Play Scenarios  
Blank index cards

**Time:** about 20-25 minutes

Prior to class, write the following scenarios on blank index cards (one scenario per card). Please add to, or change, the scenarios as you wish.

### ROLE PLAY SCENARIOS

1. Your friend is always borrowing your clothes. This makes you angry, but you don't know what to say to her.
2. You go to the store to buy a new pair of sneakers for soccer. There are so many selections, and you have no idea which pair would be the best, or most cost-effective.
3. You really want to go to the movies with a group of classmates, but they have not asked you to go.

# Stress Management

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4. You already asked your math teacher for help with a specific problem, but you still don't understand it.
5. You want to ask your parents about sexuality information, but you don't know what to say.
6. *Please add your own scenarios that relate to your students.*

**1.** For this activity, students will demonstrate their ability to be assertive when interacting with many different people and situations. Begin by asking students how many times they experienced stress as a result of not knowing how to approach people in new situations. Why is it so difficult at times to express to others what we feel and want? Make the following points:

- Reassure students they are not alone. Saying no, asking questions, taking control of situations—it takes time and practice to develop these skills. The more people and situations you deal with, the easier it will get.
- Being assertive is also difficult when we feel others are judging us, or will be hurt if we say something.
- What is important to remember is that being assertive is not hurtful to others — it is just being honest about how we feel.

**2.** Next, divide the class into groups and distribute a scenario card to each group. Tell students they will be practicing their assertiveness skills.

**3.** Allow groups sufficient time to prepare a role play demonstrating assertive responses for their situations. Each group should perform its scenario, then the class should discuss how effective they were in handling each situation.

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## ACTIVITY 3 Coping With Depression

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**Materials:** Transparency 7, Warning Signs of Depression  
Student Resource CD: *Let's Talk About Depression*, National Institute of Mental Health

**Time:** about 20-25 minutes

**1.** Begin this activity by having students give a show of hands for each of the following situations.

*How many of you have had days when:*

- *You just didn't want to get out of bed?*
- *You felt like no one cared about you?*
- *You just wanted to be left alone?*
- *You felt sad for no particular reason?*

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- 2.** Point out that all of the above are symptoms of depression. Define **depression** as: *a period of sadness; feeling emotionally low*. Emphasize that everyone feels depressed from time to time, and that it is perfectly normal. Explain that at certain times people tend to get more depressed. These times may include birthdays, holidays, winter months, or life changes.
- 3.** Display Transparency 7, Warning Signs of Depression. Have students read the warning signs and discuss how common they think these symptoms are among teens. How well do most teens handle depression?
- 4.** Next, copy and distribute “*Let’s Talk About Depression*,” (Student Resource CD). For homework, students should read the pamphlet with a parent. (They can also go to the website for additional information ([www.nimh.nih.gov](http://www.nimh.nih.gov)) for more information). Students and parents should identify three resources within your community where you or a loved one could seek help for depression or suicide.
- 5.** On the due date, collect the resources students identified for treating depression and suicide. How difficult was it to find these resources? Were you aware of any of these resources prior to this assignment? You might want to end this activity by passing blank sheets of paper and the beaker for students who have questions related to either depression or suicide. Reassure them you will address these questions during the next activity.

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## Guest Speaker

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## ACTIVITY 4

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**Time:** about 30 minutes

- 1.** Invite a guest speaker to talk to students about depression and suicide. The guest speaker should be a mental health expert in the area of adolescent depression. A local mental health office, public health department, or a local hospital can provide names for potential guest speakers.
- 2.** Encourage students to ask questions. Have the guest speaker address the questions from the beaker from the last activity.

Depression and suicide have been covered in detail in Grades 6 and 7. However, if you have not implemented those grade levels, you may want to conduct this activity.
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# Stress Management

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## OBJECTIVE Promoting Positive Peer Relationships

# 4

**Purpose:** To demonstrate skills for cultivating positive peer relationships.

**Skills:** *interpersonal relationships, communication, assertiveness*

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### ★ ACTIVITY 1 Fitting In

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**Materials:** Evaluation and Assessment 9, Fitting In

**Time:** about 15-20 minutes

**1.** For this activity, students will think critically about how peer pressure influences them. Copy and distribute Evaluation and Assessment 9, Fitting In. Tell students not to write their names on the evaluations, but to fill it in as honestly as possible.

**2.** After sufficient time, randomly collect the assessments and tally the responses to each on the chalkboard. Discuss the following:

- *Are you surprised by any of the responses? Explain.*
- *What are some other examples of things teens do just to fit in?*
- *How do you feel after doing something you really didn't want to do?*
- *Do your friends influence your actions more than you thought? Explain.*

**3.** Complete this activity by making the following points:

- Being accepted and being part of a group are very normal desires.
- The 'need' to fit in is greater during adolescent years—a period of rapid physical, emotion, and social growth.
- It is also important to be true to yourself—your beliefs, values, and goals.
- Taking the time to think about your actions, as well as the consequences of those action is very important.

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### ACTIVITY 2 Making New Friends

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**Time:** about 20-25 minutes

**1.** Begin this activity by asking for volunteers to offer humorous stories about making a new friend when they were younger. *What did they do? What did they say? How did they say it? Was it awkward? Are they still friends?*

**2.** Divide the class into small groups. Explain to students this will be a fun activity on how to make new friends. Assign each one of the following situations:

- You are new at this school
- You made the basketball team, but you don't know anyone on the team

# Stress Management

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- You want to be friends with a classmate who is a member of the opposite sex, but you don't want that person to misinterpret your intentions
- You are randomly assigned to work with a group of classmates you don't know very well
- You have a classmate you would really like to become friends with, but it is obvious this person feels uncomfortable with your wheelchair
- *Please add to these situations*

**3.** Each group should create a scenario based on the situation and then act it out, demonstrating effective communication skills for making new friends. After each role-play, have the class rate the group's skills, keeping the following in mind:

- *Were they assertive or aggressive?*
- *Did they look the person in the eye when they spoke?*
- *What kind of body language did they use?*
- *Did they use friendly language or killer statements?*
- *Did they respect each other's personal space?*

**4.** Complete this activity by making the following points:

- Meeting new people and making new friends occurs in every phase of the lifecycle.
- Some friends are friends for a lifetime. However, as you grow and change, so do your interests and acquaintances.
- The better your skills are for meeting new people and developing friendships, the better your inner circle of support will be.

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## Positive Communication Skills

## ACTIVITY 3

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**Materials:** blank index cards or pieces of paper

**Time:** about 20 minutes

**1.** For this activity students will demonstrate their ability to avoid demeaning statements directed at others. Pass out blank index cards to students and tell them not to put their names on the cards.

**2.** Have students think for a moment about some of the most hurtful things people have said to them, or they have overheard. Students should then write two of the most hurtful words or statements they can recall.

**3.** Randomly collect the cards. Review some of the words and statements on the cards and have students discuss the negative impact of these words and statements. You may want to use the following questions as a guideline for discussion:

- *Are some of these words and statements always meant to hurt someone?*
- *Does it still hurt, even if the intention is 'just to have fun'?*

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- How does use of these words and statements reflect on the person making the statements?
- Do you think people who use these words or make these statements are 'bad' or 'mean'? Explain.
- How easy is it for our words to be misunderstood? Explain.

**4.** Next, divide the class into groups and randomly distribute the cards. Groups are responsible for creating a scenario in which these words/statements might be used. They must then role-play the situation twice: once using the demeaning words and statements; then using an alternate response avoiding the use of the demeaning words and statements.

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## OBJECTIVE Evaluation

# 5

**Purpose:** To determine students' understanding of the Stress Management component of HPW.

**Skills:** *critical thinking, decision-making, coping*

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### ★ ACTIVITY 1 Closing Activity

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**Materials:** Evaluation and Assessment 10, Stress Management Final Evaluation  
Evaluation and Assessment 5, K-W-L Blackline Master

**Time:** about 20-25 minutes

**1.** This activity is designed to evaluate students' understanding of the Stress Management component. All of the activities within the Stress Management component designated with a star should also be used to assess students' gains in knowledge and skills.

**2.** Copy and distribute a Stress Management Final Evaluation to each student. Allow students sufficient time to complete the evaluation, then discuss the correct responses (see Evaluation and Assessment Answer Key).

**3.** Complete this activity by redistributing the K-W-L blackline master students worked on in the first session. Have them complete the third column, then collect and evaluate.

# Reactions to



**DIRECTIONS:** For each situation, give one example of each common reaction to stress, explaining why each is either an effective or ineffective method of dealing with stress.

**Situation 1:**

**You had a major fight with your best friend.**

**ACTING OUT:** \_\_\_\_\_

\_\_\_\_\_

Is this an effective or ineffective reaction to stress? \_\_\_\_\_

Explain: \_\_\_\_\_

\_\_\_\_\_

**WITHDRAWAL:** \_\_\_\_\_

Is this an effective or ineffective reaction to stress? \_\_\_\_\_

\_\_\_\_\_

Explain: \_\_\_\_\_

\_\_\_\_\_

**TAKING CONTROL:** \_\_\_\_\_

Is this an effective or ineffective reaction to stress? \_\_\_\_\_

Explain: \_\_\_\_\_

\_\_\_\_\_

**Situation 2:**

**You have an important exam coming up and you have been studying very hard. A classmate who does not put much effort into schoolwork asks for tutoring.**

**ACTING OUT:** \_\_\_\_\_

\_\_\_\_\_

Is this an effective or ineffective reaction to stress? \_\_\_\_\_

Explain: \_\_\_\_\_

\_\_\_\_\_

**WITHDRAWAL:** \_\_\_\_\_

Is this an effective or ineffective reaction to stress? \_\_\_\_\_

\_\_\_\_\_

Explain: \_\_\_\_\_

\_\_\_\_\_

**TAKING CONTROL:** \_\_\_\_\_

Is this an effective or ineffective reaction to stress? \_\_\_\_\_

Explain: \_\_\_\_\_

\_\_\_\_\_

# Managing **STRESS**

## **(Helpful Hints)**

- **Maintain a sense of humor**
- **Exercise regularly**
- **Get enough rest**
- **Eat a well-balanced diet**
- **Do some relaxation exercises**
- **Use support systems**
- **Manage your time properly**

# THE DECISION MAKING MODEL

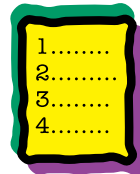
## 1. IDENTIFY THE PROBLEM



What is the decision you need to make?

Can you separate your emotions from the problem?

## 2. LIST ALL OF YOUR POSSIBLE OPTIONS



Have you made a list of all of your options?

Have you used all of your reliable resources for identifying your options?

## 3. IDENTIFY THE POSSIBLE OUTCOMES FOR EACH OPTION



Have you listed all the pros and cons for each option?

Have you factored in your values when listing the pros and cons?

Have you gathered all of the information you will need to make a decision?

## 4. MAKE YOUR DECISION AND ACT



Will anyone be hurt by your decision?

How will you carry out your decision?

## 5. EVALUATE THE OUTCOME



What did you learn from this experience?

What would you do differently?

How could you avoid this problem in the future?

## Stress Management Scenario 1

You are very worried about your friend. Lately, he has been very depressed and it seems to be getting worse. He never wants to do anything anymore, including basketball—his first love. He comes to school looking disheveled, which is also uncharacteristic of him. Yesterday, he joked about ending it all. When you told him that wasn't funny, he tried to convince you he was only kidding and made you promise you wouldn't tell anyone.

## Stress Management Scenario 4

You are the oldest of four children and your parents are in the middle of a divorce. You love them both very much, but you do not like being put in the middle of their arguments. You try to support both of them, but it doesn't seem to be good enough. Now you feel as if you are letting them both down.

## Stress Management Scenario 2

You had a major blowout with your friend yesterday. Out of nowhere she appears and starts screaming at you—something about the fact that you betrayed her. You don't know what she was talking about, but she would not listen to you. Now, she won't even give you the time of day.

## Stress Management Scenario 5

This school year has been particularly stressful. You only came to this country two years ago, and now your family has moved again to another town. This school is not as diverse as your old school. The other kids look at you differently, treat you differently, or they just ignore you. You don't have any friends here, and now you are struggling with some very difficult school work.

## Stress Management Scenario 3

You and your boyfriend have been dating for six months. You really care for him a great deal, but are not ready for such a serious relationship. You have a lot of friends and you enjoy spending time with them. Your boyfriend, on the other hand, wants you to spend all of your time with him. He is always giving you the third degree about where you have been when you are not with him.

## Stress Management Scenario 6

For the last two weeks you have been harassed by a kid you know belongs to a local gang. Every time you turn around he is there. He has bumped into you twice this week, knocking your books out of your hands. Today you found a note on your locker warning you to watch your back.

Name: \_\_\_\_\_

# Advise Column

## Promoting Positive Healthy Behaviors

**DIRECTIONS:** You are a mental health expert with a weekly advice column. What advice would you offer the following teens?

Dear Doc,

I am new at my school and having a miserable time. I was very popular and outgoing at my old school and got along well with everyone. Here, there are so many cliques – no one will give me the time of day! What can I do to get someone to recognize me?

Hopeless

Dear Hopeless,

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Dear Doc,

I really need some advice about one of my friends. We have known each other since Kindergarten, and have always been good friends. But lately she has changed, getting into some really heavy stuff, like shop lifting, vandalism, and I think she is doing drugs. What can I do to help my friend and let her know I'm concerned about her?

Sad and Uncertain

Dear Sad and Uncertain,

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# Warning Signs of Depression



- \* **Change in eating habits**
- \* **Change in sleeping patterns**
- \* **Continued, or prolonged sadness**
- \* **Drop in school grades**
- \* **Difficulty concentrating**
- \* **Feelings of isolation**
- \* **Inability to have fun**
- \* **Inability to feel good about yourself**

# Let's Talk About

# Depression

Sure, everybody feels sad or blue now and then. But if you're sad most of the time, and it's giving you problems with

- your grades or attendance at school
- your relationships with your family and friends
- alcohol, drugs, or sex
- controlling your behavior in other ways

**the problem may be DEPRESSION.**

The good news is that you can get treatment and **feel better soon.**

Approximately 4% of adolescents get seriously depressed each year. Clinical depression is a serious illness that can affect anybody, **including teenagers.** It can affect your thoughts, feelings, behavior, and overall health.

Most people with depression can be helped with treatment. But a majority of depressed people never get the help they need. And, when depression isn't treated, it can get worse, last longer, and prevent you from getting the most out of this important time in your life.

## So....Listen Up:

Here's how to tell if you or a friend might be depressed.



First, there are two kinds of depressive illness: the sad kind, called major depression, and manic-depression or bipolar disorder, when feeling down and depressed alternates with being speeded-up and sometimes reckless.

You should get evaluated by a professional if you've had five or more of the following symptoms for more than two weeks or if any of these symptoms cause such a big change that you can't keep up your usual routine.....

## When You're Depressed...

- You feel sad or cry a lot and it doesn't go away.
- You feel guilty for no reason; you feel like you're no good; you've lost your confidence.
- Life seems meaningless or like nothing good is ever going to happen again. You have a negative attitude a lot of the time, or it seems like you have no feelings.
- You don't feel like doing a lot of the things you used to like—like music, sports, being with friends, going out—and you want to be left alone most of the time.

- It's hard to make up your mind. You forget lots of things, and it's hard to concentrate.
- You get irritated often. Little things make you lose your temper; you over-react.
- Your sleep pattern changes; you start sleeping a lot more or you have trouble falling asleep at night. Or you wake up really early most mornings and can't get back to sleep.
- Your eating pattern changes; you've lost your appetite or you eat a lot more.
- You feel restless and tired most of the time.
- You think about death, or feel like you're dying, or have thoughts about committing suicide.

## When You're Manic...

- You're rebellious or irritable and can't get along at home or school, or with your friends.
- You feel high as a kite...like you're "on top of the world."
- You get unreal ideas about the great things you can do...things that you really can't do.
- Thoughts go racing through your head, you jump from one subject to another, and you talk a lot.
- You're a non-stop party, constantly running around.
- You do too many wild or risky things: with driving, with spending money, with sex, etc.
- You're so "up" that you don't need much sleep.

## Talk to Someone

If you are concerned about depression in yourself or a friend, **TALK TO SOMEONE** about it. There are people who can help you get treatment:

- a professional at a mental health center or Mental Health Association
- a trusted family member
- your family doctor
- your clergy
- a school counselor or nurse
- a social worker
- a responsible adult

Or, if you don't know where to turn, the telephone directory or information operator should have phone numbers for a local hotline or mental health services or referrals.

Depression can affect people of any age, race, ethnic or economic group.

## Let's Get Serious Here

Having depression doesn't mean that a person is weak, or a failure, or isn't really trying...it means they need **treatment**.

Most people with depression can be helped with **psychotherapy, medicine, or both together**.

Short-term **psychotherapy**, means talking about feelings with a trained professional who can help you change the relationships, thoughts, or behaviors that contribute to depression.

**Medication** has been developed that effectively treats depression that is severe or disabling. Antidepressant medications are not "uppers" and are not addictive.

Sometimes, several types may have to be tried before you and your doctor find the one that works best.

Treatment can help most depressed people start to feel better in just a few weeks.

So remember, when your problems seem too big and you're feeling low for too long, **you are not alone**. There's help out there and you can ask for help. And if you know someone who you think is depressed, **you can help**: Listen and encourage your friend to ask a parent or responsible adult about treatment. If your friend doesn't ask for help soon, talk to an adult you trust and respect—especially if your friend mentions suicide.

## What You Need to Know About Suicide...

Most people who are depressed do not commit suicide. But depression increases the risk for suicide or suicide attempts. It is not true that people who talk about suicide do not attempt it. Suicidal thoughts, remarks, or attempts are **ALWAYS SERIOUS**...if any of these happen to you or a friend, you must tell a responsible adult **IMMEDIATELY**...it's better to be safe than sorry....

## Why Do People Get Depressed?

Sometimes people get seriously depressed after something like a divorce in the family, major financial problems, someone you love dying, a messed up home life, or breaking up with a boyfriend or girlfriend.

Other times—like with other illnesses—depression just happens. Often teenagers react to the pain of depression by getting into trouble: trouble with alcohol, drugs, or sex; trouble with school or bad grades; problems with family or friends. This is another reason why it's important to get treatment for depression before it leads to other trouble.

## Depression and Alcohol and Other Drugs

A lot of depressed people, especially teenagers, also have problems with alcohol or other drugs. (Alcohol is a drug, too.) Sometimes the depression comes first and people try drugs as a way to escape it. (In the long run, drugs or alcohol just make things worse!) Other times, the alcohol or other drug use comes first, and depression is caused by:

- the drug itself, or
- withdrawal from it, or
- the problems that substance use causes.

And sometimes you can't tell which came first...the important point is that when you have both of these problems, the sooner you get treatment, the better. Either problem can make the other worse and lead to bigger trouble, like addiction or flunking school. You need to be honest about both problems—first with yourself and then with someone who can help you get into treatment...it's the only way to really get better and stay better.

Depression is a real  
medical illness  
and it's treatable.

## Be Able to Tell Fact From Fiction

Myths about depression often prevent people from doing the right thing. Some common myths are:

*Myth:* It's normal for teenagers to be moody; teens don't suffer from "real" depression. **FACT: Depression is more than just being moody, and it can affect people at any age, including teenagers.**

*Myth:* Telling an adult that a friend might be depressed is betraying a trust. If someone wants help, he or she will get it. **FACT: Depression, which saps energy and self-esteem, interferes with a person's ability or wish to get help. It is an act of true friendship to share your concerns with an adult who can help.**

*Myth:* Talking about depression only makes it worse. **FACT: Talking through feelings with a good friend is often a helpful first step. Friendship, concern, and support can provide the encouragement to talk to a parent or other trusted adult about getting evaluated for depression.**

## For Additional Information About Depression Write To:

6001 Executive Boulevard, Room  
8184, MSC 9663  
Bethesda, MD 20892-9663

For free brochures on depression and its treatment, call: 1-800-421-4211.

## For More Information About NIMH

The Office of Communications and Public Liaison carries out educational activities and publishes and distributes research reports, press releases, fact sheets, and publications intended for researchers, health care providers, and the general public. A publications list may be obtained by contacting:

Office of Communications and Public  
Liaison, NIMH  
Information Resources and Inquiries  
Branch  
6001 Executive Blvd., Room 8184,  
MSC 9663  
Bethesda, MD 20892-9663  
Phone: 301-443-4513  
TTY: 301-443-8431  
FAX: 301-443-4279  
Mental Health FAX 4U: 301-443-5158  
E-mail: [nimhinfo@nih.gov](mailto:nimhinfo@nih.gov)  
Web site: <http://www.nimh.nih.gov>

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Name: \_\_\_\_\_

# Fitting In

**DIRECTIONS:** Read each of the following statements and then circle the most accurate response.

## Have you ever....

- |  |            |           |
|--|------------|-----------|
| <b>1. Done something just to fit in?</b>   | <b>Yes</b> | <b>No</b> |
| <b>2. Spent more money than you should have on a brand name just to impress your classmates?</b>                 | <b>Yes</b> | <b>No</b> |
| <b>3. Changed your style of dress to impress others?</b>   | <b>Yes</b> | <b>No</b> |
| <b>4. Told others something confidential about your friend because everyone else in the group was gossiping?</b> | <b>Yes</b> | <b>No</b> |
| <b>5. Lied to your parents about who you are hanging around with because you know they will disapprove?</b>      | <b>Yes</b> | <b>No</b> |
| <b>6. Stole something because your friends told you to?</b>  | <b>Yes</b> | <b>No</b> |
| <b>7. Verbally hurt someone to gain others attention?</b>  | <b>Yes</b> | <b>No</b> |
| <b>8. Avoided someone because you didn't want certain people to see you with that person?</b>                    | <b>Yes</b> | <b>No</b> |
| <b>9. Physically hurt someone for approval by your friends?</b>  | <b>Yes</b> | <b>No</b> |

# Stress Management

## Final Evaluation

1. Which of the following statements about stress is true?
  - a. The busier a person is, the more stress he or she will experience.
  - b. Studying for an exam is always stressful.
  - c. What is stressful for one person may not be stressful for another.
  - d. All of the above
  
2. Which of the following is a good example of the 'alarm' phase of the Fight or Flight response?
  - a. You can feel the adrenaline pumping as you run across the street.
  - b. You hear footsteps behind you as you are walking home one night.
  - c. You can feel the tension leaving your body after making it across the street.
  
3. Explain why it is important to be aware of your stress-related symptoms.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. Which of the following illnesses have been linked to long-term stress?
  - a. Migraine Headaches
  - b. Heart Disease
  - c. High Blood Pressure
  - d. all of the above

5. Describe in your own words why some stress is good.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
6. Give one example of eustress and one example of distress.  
Eustress: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Distress: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
7. Which of the following changes occur during the 'Response' phase of the Fight or Flight response?
  - a. Increased Blood Pressure
  - b. Increased Heart Rate
  - c. Decreased Muscle Tension
  - d. a and b



