

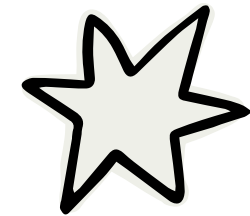
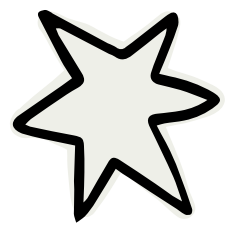
LOOK & LISTEN

Name: _____

While viewing the video *Stress Management Tips for Kids and Teens*, Look and Listen for information about stress.

- What is stress?
- How does it affect us?
- Identify helpful coping strategies.

STRESSED OUT



Learning Activity 1: Reacting to Stress



Situation 1: Jodie and Sam - The English Presentation

Jodie has an upcoming English Presentation which is causing them a great deal of worry.

Jodie is experiencing trouble sleeping and is feeling more irritated than usual. They are experiencing headaches and an upset stomach. Jodie is also easily distracted in other classes. When they do try to prepare, they are finding it very difficult to focus. Normally, Jodie enjoys spending time with their friends. Now, all they can think about presenting in front of the class. Sam, Jodie's best friend, is not worried about the presentation. Sam is feeling more relaxed and at ease. Sam would like to better understand why they are not feeling as anxious about this presentation as Jodie.

Identify the stressor for Jodie in this situation.

How might this stress have a negative impact on Jodie?

How could this stress be beneficial for Jodie?

Jodie and Sam both have the same English exam (stressor), yet they are having different experiences? Discuss how and why you think Jodie and Sam are dealing with the situation differently?

Identify strategies Jodie could use to take control of this stressful situation.

Learning Activity 1: Reacting to Stress



Situation 2: Jamal and Hunter - A New School

Jamal and their family recently moved to a new province. Jamal is feeling anxious in their new school. They have been finding it difficult meeting and making new friends. Jamal dreads getting up and going to school. They are feeling anxious all the time and even sick in the mornings. At night, Jamal cannot sleep thinking that they must go to school the next day.

Hunter recently switched schools and has already made many new friends. They were also invited to try out for the school ball hockey team. Hunter is excited and looks forward to going to school every day. Hunter also enjoys spending time after school taking part in other extracurricular activities.

Identify the stressor for Jamal.

How might this stress have a negative impact on Jamal?

How could this stress be beneficial for Jamal?

Jamal and Hunter both moved to a new school (stressor), yet they are having different experiences. Discuss how and why you think Jamal and Hunter are dealing with the situation differently?

Identify strategies Jamal could use to take control of this stressful situation.

Learning Activity 1: Reacting to Stress



Situation 3: Chloé and Anton - Losing a Pet

Chloé recently experienced the loss of her childhood dog, Spot. Spot was part of her family for 10 years. Chloé is devastated and spends hours crying in her room. The grief is so upsetting that she finds herself unable to sleep or eat.

Anton's cat passed away last year. Anton's cat was part of their family. Anton was sad but understood that their cat was old and unwell. They felt comfort knowing their cat was no longer in any pain.

Identify the stressor for Chloé.

How can this stress have a negative impact on Chloé?

How could this stress be beneficial for Chloé?

Chloé and Anton have both lost a family pet (stressor), yet they are having different experiences? Discuss how and why you think Chloé and Anton are dealing with the situation differently?

Identify strategies Chloé could use to take control of this stressful situation.

Learning Activity 1: Reacting to Stress



Situation 4: Liam and Esme - Cancelled Plans

Liam loves to ski. However, he recently had to cancel his long-planned skiing trip due to a storm. Liam is disappointed and frustrated as he has been planning and looking forward to this. Liam is so upset and angry that he decides to skip school for the next few days.

Esme was excited to be going on a beach vacation with her family. They were thrilled to be getting away from the winter storms and excited for fun in the sun. Unfortunately, due to extended weather delays, the trip was cancelled. Despite the initial disappointment, Esme understood the importance of being with her family and is hopeful for another trip.

Identify the stressor for Liam.

How might this stress have a negative impact on Liam?

How could this stress be beneficial for Liam?

Liam and Esme both experienced disappointment due to cancelled vacations (stressor), yet they are having different experiences. Discuss how and why you think Liam and Esme are dealing with the situation differently.

Identify strategies Liam could use to take control of this stressful situation.

STRESS

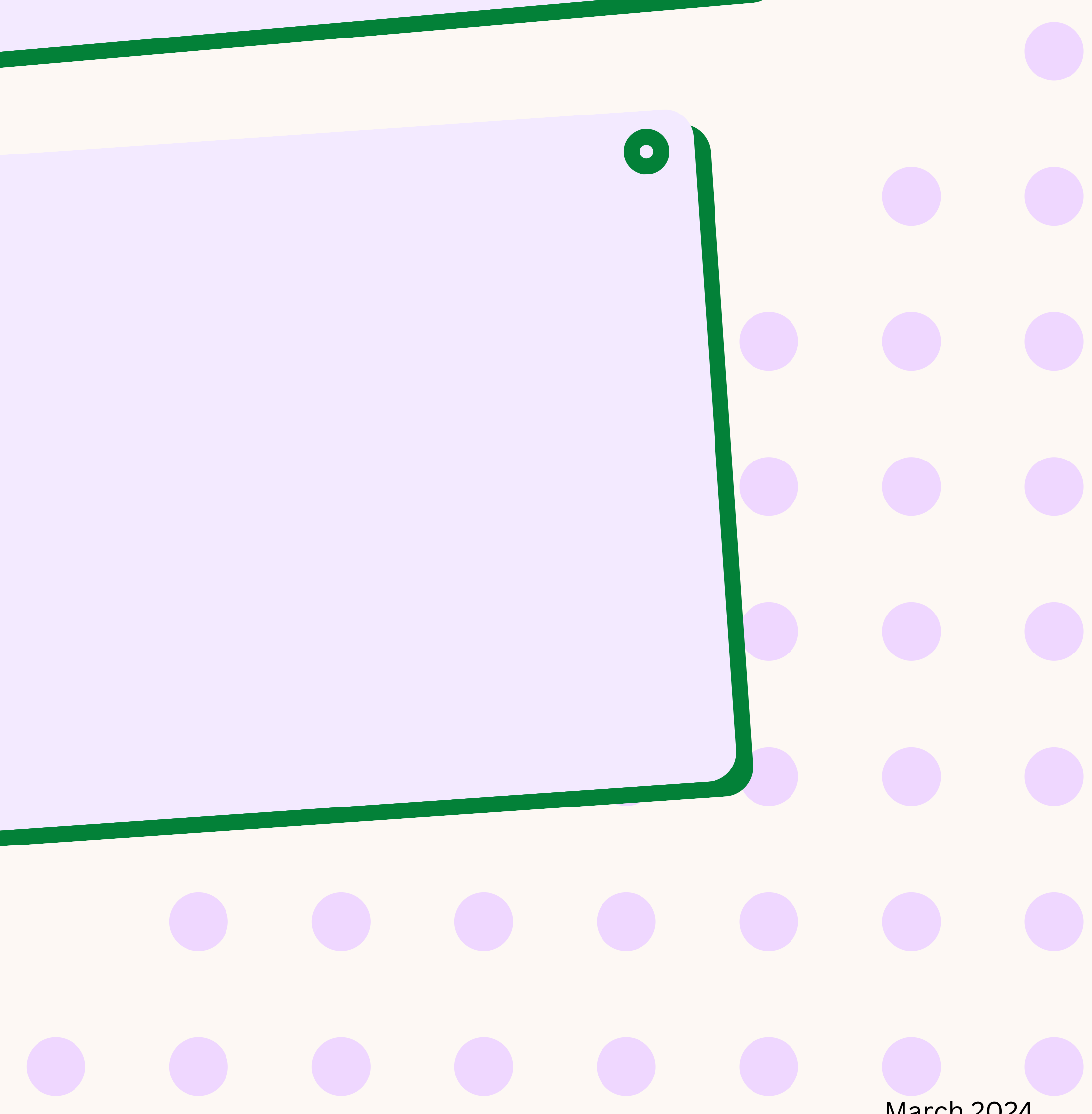


Name: _____

STRESS TOOLKIT

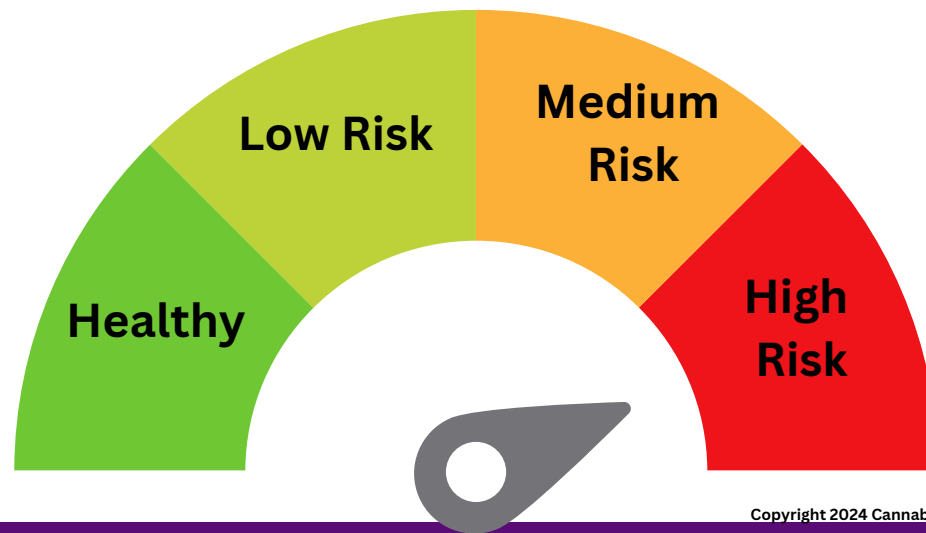
Create your own personal definition of stress. Include examples of stressors and how you feel when you encounter these stressors. What coping strategies will you put in your toolkit to help you take control in stressful situations

My Definition of Stress:





ASSESSING RISK SPECTRUM



Name: _____

Learning Activity 2: Assessing Coping Strategies

Situation 1: Jodie and Sam: The English Presentation



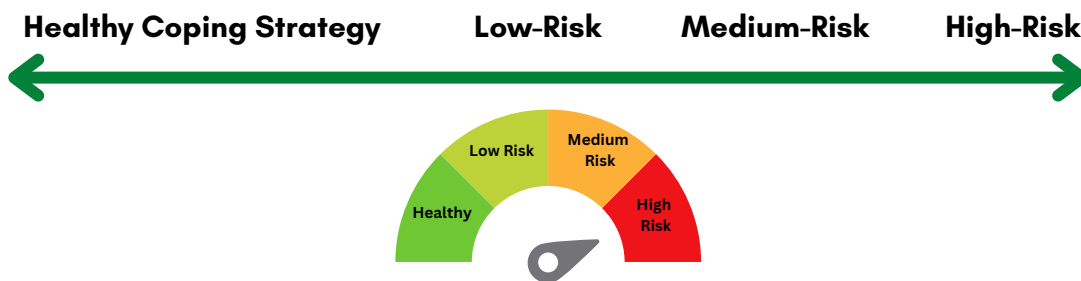
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Jodie has an upcoming English Presentation which is causing them a great deal of worry. Jodie is experiencing trouble sleeping and is feeling more irritated than usual. They are experiencing head aches and an upset stomach. Jodie is also easily distracted in other classes. When they do try to prepare, they are finding it very difficult to focus. Normally, Jodie enjoys spending time with their friends. Now, all they can think about presenting in front of the class.

Sam, Jodie's best friend, is not worried about the presentation. Sam is feeling more relaxed and at ease. Sam would like to better understand why they are not feeling as anxious about this presentation as Jodie.

Classify these coping behaviours into healthy, low, medium, or high risk:

- Jodie drinks an energy drink so she can stay awake and study for the English test. _____
- Jodie drinks 2 energy drinks and a coffee so they can stay up until 2 am to study for the test. _____
- Jodie decides to work with a friend to practice their presentation. _____
- Jodie took 2 tablets of methylphenidate from their friend so that they can stay away to study. _____
- Jodie decides to have a conversation with their teacher about how they are feeling. _____



Indicate where to place each coping strategy on the **Assessing Risk Spectrum**. Discuss your choices.

Examine the infographics on caffeine and methylphenidate. Why may choosing to use these substances be considered a risky coping strategy to deal with stress?

Propose other low risk or positive coping strategies.

Name: _____

Learning Activity 2: Assessing Coping Strategies

Situation 2: Jamal and Hunter: A New School



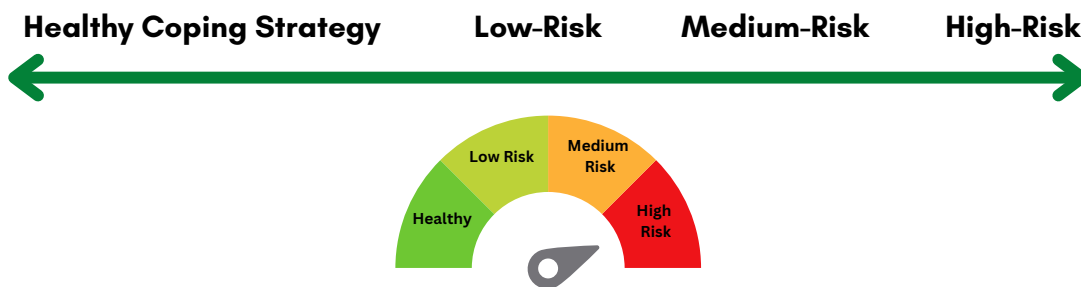
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Jamal and their family recently moved to a new province. Jamal is feeling anxious in their new school. They have been finding it difficult meeting and making new friends. Jamal dreads getting up and going to school. They are feeling anxious all the time and even sick in the mornings. At night, Jamal cannot sleep thinking that they must go to school the next day.

Hunter recently switched schools and has already made many new friends. They were also invited to try out for the school ball hockey team. Hunter is excited and looks forward to going to school every day. Hunter also enjoys spending time after school taking part in other extracurricular activities.

Classify these coping behaviours into healthy, low, medium, or high risk:

- Jamal vapes with the other students in the bathroom so they can fit in and make new friends. _____
- Jamal decides to become involved in extracurricular activities. _____
- Jamal buys cannabis (weed) from a guy they met at a park and smokes it before school. _____
- Jamal decides to have a conversation with the school guidance counsellor. _____
- Jamal decides to skip classes to avoid feeling anxious. _____



Indicate where to place each coping strategy on the **Assessing Risk Spectrum**. Discuss your choices.

Examine the infographics on nicotine and cannabis. Why may choosing to use these substances be considered a risky coping strategy to deal with stress?

Propose other low risk or positive coping strategies.

Name: _____

Learning Activity 2: Assessing Coping Strategies

Situation 3: Chloé and Anton: Losing a Pet



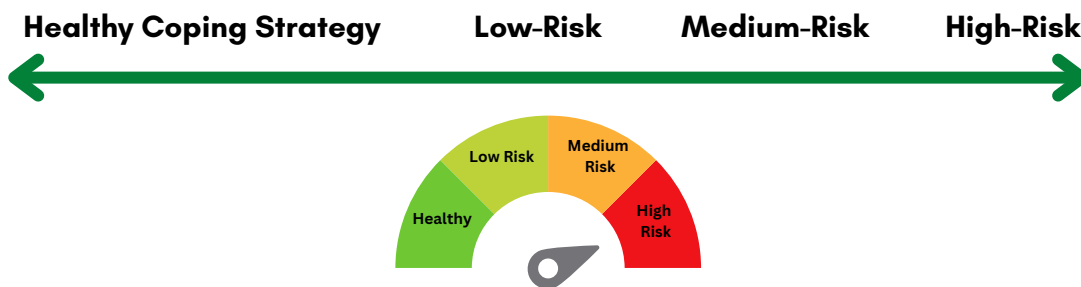
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Chloé recently experienced the loss of her childhood dog, Spot. Spot was part of her family for 10 years. Chloé is devastated and spends hours crying in her room. She is not even able to spend time with her best friend who has been reaching out to her. The grief is so upsetting that she finds herself unable to sleep or eat.

Anton's cat passed away last year. Anton's cat was part of their family. Anton was sad but understood that their cat was old and unwell. They felt comfort knowing their cat was no longer in any pain.

Classify these coping behaviours into healthy, low, medium, or high risk:

- Chloé goes to a party and drinks 6 coolers to help her forget about losing her dog. _____
- Chloé continues to feel sad, not eating or sleeping for several weeks and doesn't reach out to anyone. _____
- Chloé and Anton decide to make a scrapbook to honour both their dogs. _____
- Chloé takes a sip of her friend's beer to help her deal with the grief of losing her dog. _____



Indicate where to place each coping strategy on the **Assessing Risk Spectrum**. Discuss your choices.

Examine the infographic on alcohol. Why may choosing to use this substance be considered a risky coping strategy to deal with stress?

Propose other low risk or positive coping strategies.

Name: _____

Learning Activity 2: Assessing Coping Strategies

Situation 4: Liam and Esme: Cancelled Plans



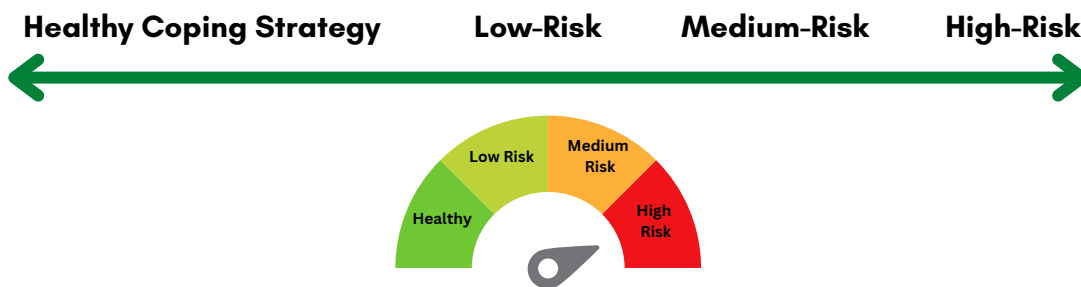
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Esme was excited to be going on a beach vacation with her family. They were thrilled to be getting away from the winter storms and excited for fun in the sun. Unfortunately, due to extended weather delays, the trip was cancelled. Despite the initial disappointment, Esme understood the importance of being with her family and is hopeful for another trip.

Classify these coping behaviours into healthy, low, medium, or high risk:

- Instead of going to school, Liam hangs out with some older teenagers who share their cannabis with him. _____
- Liam gets angry and screams and shouts at their parents blaming them for the cancellation. _____
- Instead of going to school, Liam smokes cannabis with some older teenagers and then goes for a ride on his ATV. _____
- Liam decides to have a conversation with his parents to discuss the options for another vacation. _____
- Liam has a few beers with his friends on the weekend and talks about his disappointment. _____



Indicate where to place each coping strategy on the **Assessing Risk Spectrum**. Discuss your choices.

Examine the infographic on cannabis. Why may choosing to use this substance be considered a risky coping strategy to deal with stress?

Propose other low risk or positive coping strategies.

Name: _____

Scenario 1:**Tom - Stress at Home: Will Nicotine Help?**

Read through the following scenario on nicotine use. Once you have read it, imagine that you are person involved. Complete the questions that follow to help you **FACE** your decision in the safest manner.

Scenario: Tom's parents are going through a divorce. With his parents arguing, he finds it very stressful at home and school. Tom decided to use a nicotine vape to help him sleep and relax at home. He now uses his vape in the school bathroom between classes. Tom has found that the nicotine vape helps him stay focused and awake in class. What would you do if you were Tom?

What is Tom's stressor? _____

Feel:

1. How does Tom feel in this stressful situation?

2. How would I feel in this situation?

Assess:

1. What are Tom's choices?

Scenario 1:



Tom - Stress at Home: Will Nicotine Help?

2. If I were in this situation what factors may influence my decision?

Refer to the **Factors Influencing Decision-making infographic.**

Choose:

1. What is the safest choice I can make?

2. What are safe and healthy coping strategies to use in this situation?

Evaluate:

1. How could the choice to vape as a coping strategy impact myself or others?

2. How could using this substance affect me?

3. What coping strategies could Tom use in the future?

Name: _____

Scenario 2:



Nadia - Managing ADHD Symptoms: Will Cannabis Help?

Read through the following scenario on cannabis use. Once you have read it, imagine that you are person involved. Complete the questions that follow to help you **FACE** your decision in the safest manner.

Scenario: Nadia recently found out she has ADHD. She has been struggling to focus in class lately because she can't seem to stay still. She also finds it difficult to make friends as she's been told she talks too much and interrupts others when they're talking. Nadia heard online that cannabis may help with ADHD symptoms and she knows her older sister has cannabis gummies in her room. Nadia's sister is staying at a friend's house tonight and her stash is left on her desk. She wonders if she should take some to try at school in the morning. What would you do if you were Nadia?

What is Nadia's stressor? _____

Feel:

1. How does Nadia feel in this stressful situation?

2. How would I feel in this situation?

Assess:

1. What are Nadia's choices?

Scenario 2:



Nadia - Managing ADHD Symptoms: Will Cannabis Help?

2. If I were in this situation what factors may influence my decision?

Refer to the Factors Influencing Decision-making infographic.

Choose:

1. What is the safest choice I can make?

2. What are safe and healthy coping strategies to use in this situation?

Evaluate:

1. How could the choice to use cannabis as a coping strategy impact myself or others?

2. How could using this substance affect me?

3. What coping strategies could Nadia use in the future?



Scenario 3:

Taylor - Fear of Missing Out: Will Alcohol Help?

Read through the following scenario on alcohol use. Once you have read it, imagine that you are person involved. Complete the questions that follow to help you **FACE** your decision in the safest manner.

Scenario: It's Friday night and Taylor is bored and at home alone. As they were scrolling through their favorite social media, they noticed that their best friends posted a story showing them together at a sleepover. Taylor felt crushed. They were not invited and were not even aware of the sleepover. Taylor is feeling left out and very disappointed. They remember how their moms sometimes have a drink after a stressful day at work. Taylor knows that there is a bottle of vodka in the cupboard and wonders if taking a few sips will help them feel better. What would you do if you were Taylor?

What is Taylor's stressor? _____

Feel:

1. How does Taylor feel in this stressful situation?

2. How would I feel in this situation?

Assess:

1. What are my choices?



Scenario 3:

Taylor - Fear of Missing Out: Will Alcohol Help?

2. If I were in this situation what factors may influence my decision?

Refer to the Factors Influencing Decision-making infographic.

Choose:

1. What is the safest choice I can make?
2. What are safe and healthy coping strategies to use in this situation?

Evaluate:

1. How could the choice to use alcohol as a coping strategy impact myself or others?
2. How could using this substance affect me?
3. What coping strategies could Taylor use in the future?



Scenario 4:

Ryan – Friday Night Fatigue: Will Caffeine Help?

2. If I were in this situation what factors may influence my decision?

Refer to the Factors Influencing Decision-making infographic.

Choose:

1. What is the safest choice I can make?

2. What are safe and healthy coping strategies to use in this situation?

Evaluate:

1. How could the choice to use caffeine as a coping strategy impact myself or others?

2. How could using this substance affect me?

3. What coping strategies could Ryan use in the future?