

Handout 3.7: Private Stress Map

Name: _____ Date: _____ Period: _____

Directions: Parts 1 through 3 stay with you. They go in your FACS folder and nobody reads them unless you choose. I will look only to see that the grids are shaded and the stressors are tagged, not at what you wrote. The exit strip at the bottom is the only part you tear off and turn in, and it asks for categories and roles, never for what the stress is. If anything on this page makes you want to talk to someone, the list of people is in Part 4 and on the back.

Word bank in other languages

[Check with a native speaker before printing.]

English	Turkish	Portuguese	Spanish
stress	stres	estresse	estrés
body	vücut	corpo	cuerpo
signal (a sign)	işaret	sinal	señal
help	yardım	ajuda	ayuda
adult	yetişkin	adulto	adulto

Part 1: What stress is

Stress means: _____

	Good stress	Bad stress
How long	short	too long
Pointed at	something you can do	something too big or out of your control
What it does	sharpens you, then leaves	wears you down, does not leave on its own
One example from the slide		

The alarm rule: the same alarm goes off for toast and for fire. Both times it is doing its job.

Part 2: Body signals

Mark on the outline where stress shows up for you first. Circle the earliest one.

(head) headache, cannot focus, cannot sleep
 | |
 / | | \
 / shoulders \ tight shoulders, neck

	(chest)		fast heart, short breath
	(stomach)		stomach ache, not hungry, very hungry
\			sweaty hands (arms)
—		—	
			legs restless, tired all the time

Signals from the board (copy six): _____



Star the biggest one.

Grade 8 stretch (Part 5): look at the map for a pattern (same time every week, same place).
Two sentences: what could change the pattern, not the feeling?



Part 4: Handle it or bring it

The kind you handle yourself with a tool (tomorrow's lesson): a test, a game, a busy week, an argument that will blow over, a Sunday night.

The kind you bring to an adult: anything that lasts for weeks; anything about safety; anything that makes you not want to be here; a friend who says any of those; anything you are not sure about.

My starred stressor is (circle): handle it / bring it

Who to ask (copy from the slide onto the back of this page too):

Person (a role)	Where or how
The school counselor	<i>[Sal: name and room]</i>
The nurse	<i>[Sal: room]</i>
Any teacher, including me	
The main office	
An adult at home	
A help line the school approves	<i>[Sal: the number your school uses]</i>



Exit strip (tear off; turn in)

Name: _____ Period: _____

3 body signals of stress: _____

2 categories of stress most common for people my age (S, F, H, P, M): _____

1 adult (a role, not a name) I would bring the big kind to, and why:

My starred stressor is in category _____ and is (circle): handle it / bring it

Grade 6: circle the categories: S F H P M

Teacher key

Part 1: stress, the body's response to a demand or a threat; good stress, short and pointed at something you can do (a game you practiced for); bad stress, too big or too long or out of your control (a problem at home that has gone on for months).

Part 2, board list: headache, stomach ache, tight shoulders, fast heart, sweaty hands, trouble sleeping, snapping at people, not hungry or very hungry, cannot focus, tired all the time.

Part 3 and Part 4: not read. Check only that the grid is shaded, stressors are tagged, and one is starred.

Exit strip: checked for three signals, two categories, a role with a reason, and a category with a sort. The two categories named most across the class become the two example stressors on the Lesson 3.9 Stress Plan slide. Any strip that says "bring it" with no adult, or that worries you for any reason, goes to the counselor the same day under the school's process.