Expressing Emotions and Managing Stress

- I will express emotions in healthful ways.
- I will use stress-management skills.

Suppose someone asked you to write a “top ten list of ways for teens to maintain optimal health.” Your list might include expressing emotions in healthful ways and having a plan to manage stress. This lesson explains the link between anger, stress, and health.

What You’ll Learn
1. Explain the mind-body connection. (p. 95)
2. Outline guidelines for expressing emotions in healthful ways. (p. 96)
3. Discuss hidden anger, anger cues, and anger-management skills. (pp. 97, 98)
4. Explain the bodily changes caused by stress during each of the three stages of the general adaptation syndrome. (p. 100)
5. Explain ways that prolonged stress can affect health. (p. 101)
6. Identify life changes that are most stressful for teens. (p. 102)
7. List and discuss stress-management skills. (pp. 104, 105)

Why It’s Important
Stress is linked to many of the ten leading causes of death, including heart disease, cancer, stroke, and injuries.

Key Terms
- emotion
- mind-body connection
- psychosomatic disease
- hidden anger
- hostility
- serotonin
- anger-management skills
- stress
- general adaptation syndrome (GAS)
- stress-management skills

Writing About Managing Stress
Suppose you are juggling a lot and you are starting to feel really stressed out. One of your classmates tells you that a good way to relieve stress is to get some exercise. She urges you to try running track after school to blow off some steam. What would you do? After you read the information on stress-management skills on page 104, write a response to this situation in your health journal.
A specific feeling is called an emotion. You likely have experienced many emotions, such as anger, sadness, happiness, anxiety, or others. Did you know that there is a powerful connection between your thoughts, emotions, and bodily responses? What you think and feel can affect what happens to your body, and what happens in your body can affect how you think and feel.

**What to Know About the Mind-Body Connection**

The mind-body connection is the relationship between a person’s thoughts, emotions, and bodily responses. Consider the following example. Suppose you are worried about a test tomorrow. The emotion of worry might trigger certain bodily responses, such as an increase in heart rate and blood pressure. If this continues, you might have difficulty getting a good night’s sleep. You might be tired the next day because your emotional state triggered changes in your body.

Sometimes your emotional state can trigger illnesses and disorders. A psychosomatic (si koh suh MA tihk) disease is a physical illness or disorder that is caused or aggravated by emotional responses. Suppose you have an argument with a friend. You are upset about what was said. Your upset feelings might cause a headache or stomachache. Some teens have chronic physical conditions that are aggravated by emotions.

Asthma is a chronic condition in which breathing becomes difficult. A teen with asthma might be fearful of speaking in front of the class. When the teacher asks him to give a report, he might have difficulty breathing. His emotional state aggravated his asthma.

**Make the Connection**

Influences on Health

For more information on influences on health, see page 35 in Lesson 4.

Schoolwork and studying can be a source of stress, which can cause changes in the body.
How well do you express your emotions? When you express your emotions, are your actions responsible? Do you think about protecting your health when you experience an intense emotional response? Review the five guidelines that appear below for expressing emotions in healthful ways.

1. Identify the emotion.
   • What emotion am I experiencing?

2. Identify the source of the emotion.
   • Why do I feel this way?

3. Decide whether or not you need to respond right away.
   • Should I talk to a parent, guardian, or other responsible adult about the emotions I am experiencing?
   • Should I try to sort out my emotions by myself?
   • How might my parent, guardian, or mentor respond?
     • Do I need more information before I respond? How do I get the information I need?
     • If I respond based on the way I am feeling right now, will I regret it later on?
     • Do I need to rehearse what I will say before I respond?

4. Choose a responsible and healthful response.
   • What I-message might I use? For more information on I-messages, see p. 98.
   • Would it be helpful if I discussed my feelings with someone I trust, such as a parent, guardian or mentor?
   • Would it be helpful to express my emotions by writing in a journal?
   • Could I write a poem, sculpt clay, or draw a picture to express my emotions?

5. Protect your health.
   • Do I need extra sleep? Am I sleeping too much?
   • Do I need to work off my strong emotions with exercise?
   • Do I need to dissipate my strong emotions by spending healthful time with relatives or friends?
   • Am I aware of any physical disorders that might be connected to the emotional response I am experiencing? If so, I may need to see a physician.
   • Am I able to function in daily activities? If not, I may need to ask my parent or guardian about counseling.
   • What healthful outlets can I use to help me deal with my emotions?
   • How might I deal with this emotion in the future?

Writing Activity Identify five characters in your favorite television shows that were involved in some sort of emotional situation. When faced with a problem, how did they react? Did they express the emotions in healthful ways, or did they lash out at others? Write an entry in your health journal about how you would have reacted in the situations they faced. Discuss your answers with your classmates.
The feeling of being irritated or annoyed is called anger. Anger usually is a response to being hurt, frustrated, insulted, or rejected. An anger trigger is a thought or event that causes a person to become angry. An anger cue is a body change that occurs when a person is angry. Anger cues are an example of the powerful mind-body connection.

What to Know About Hidden Anger and Hostility

Anger that is not recognized and is expressed in inappropriate ways is called hidden anger. The following types of behavior may be signs of hidden anger: being negative, making cruel remarks to others, being sarcastic, procrastinating, or blowing up easily.

If you have hidden anger, you may experience anything from tense facial muscles, stiff or sore neck and shoulder muscles, ulcers, or headaches to high blood pressure. Stress also may have a role in development of some types of cancer.

Some teens are always angry. This chronic state of anger is called hostility. Hostility is a physical state that places the body at greater risk of developing severe illness. The person’s body is in overdrive and gets very little rest. The person’s immune system, the body system that fights disease, is suppressed.

Teens who exhibit hostility have lowered brain serotonin levels. Serotonin is a chemical that is involved in controlling states of consciousness and mood. Teens with lowered brain serotonin levels can become very aggressive.

Symptoms of Anger

- rapid breathing
- increased heart rate
- rise in blood pressure
- increased sweating from sweat glands in the face
- sweaty palms
- dryness of the mouth
- increased alertness
- decreased sensitivity to pain
- increased muscle strength as a result of increased availability of blood sugar to the muscles
- tensed eyebrows
- pursed lips
- reddening of the face

Teens with hidden anger may express their anger in harmful ways. Projection is blaming others for actions or events for which they are not responsible. Displacement is the releasing of anger on someone or something other than the cause of the anger. For example, a teen might be angry at a parent because the parent would not let them attend a concert. The teen might displace their anger and get into an argument with a friend. The teen might not be angry with the friend, but takes their anger out on the friend.

Some teens don’t know they have hidden anger. This lesson can help you recognize hidden anger and learn how to express your anger in healthful ways.
It is not harmful to feel angry. Feeling angry is a normal and healthful response to some situations. However, to protect your health and your relationships it is important to control anger and to express anger in appropriate ways. **Anger-management skills** are healthful ways to control and express anger.

### How to Use Anger-Management Skills

**Keep an anger self-inventory.** An anger self-inventory helps you process your anger. Answer the following questions when you experience anger cues: What symptoms are you experiencing? What are the possible causes of your anger? Has your anger been growing over time? Is your anger justified, or are you overreacting to a situation or person? If your anger is justified, examine appropriate ways to express it.

**Use self-statements to control anger.** Self-statements are words a person can say to himself or herself when experiencing anger triggers and cues. Some examples of self-statements are “I can manage this situation. I will take a few deep breaths before I say anything, or I’ll just count to ten.”

**Use I-messages instead of you-messages.** An I-message can be used to express your anger about the behavior of another person. Using I-messages keeps communication lines open. The other person can respond without feeling threatened. Using you-messages puts the other person on the defensive. The person may become angry. This escalates a problem rather than beginning to resolve it. For example, you could say “You don’t listen to me,” or “I feel that we aren’t communicating effectively.” The second option is less likely to upset the other person.

**Write a letter.** Writing a letter to the person or persons with whom you are angry can be helpful. It gives you a “time-out” and helps you to think clearly. You can express your reasons for being angry without being interrupted. You can hold the letter until you cool down. You can share your letter with a parent, guardian, or mentor. You can make changes to your letter before sending it. You may even decide not to send the letter after you have written it.
Write in a journal. Writing in a journal about anger can help you to keep track of when you feel angry and what you do about it. Write answers to the questions in the anger self-inventory. Review your answers to learn more about your anger. Share your journal with a parent, guardian, or mentor.

Reduce the effects of anger with physical activity. Vigorous physical activity keeps the body in good condition. It helps you maintain a healthful heart rate and blood pressure. When you experience anger cues, this will be helpful. Vigorous physical activity also uses up blood sugar. When you are angry, extra blood sugar is released into your bloodstream. This extra blood sugar goes to your muscles. By using your muscles, you use up this blood sugar.

Use other safe physical actions to blow off steam. Blow off steam in a physical way that will not have harmful consequences for you or others. Try to stomp on the floor, scream into a pillow, hit a pillow, or squeeze a tennis ball.

Breathe deeply. When you are angry, take a few seconds to breathe deeply. When you are angry or stressed, your breathing is typically faster and more shallow. Take a few deep breaths, counting to four as you inhale and again as you exhale. This can help you relax before you decide how to deal with your anger.

Keep a sense of humor. Telling a joke or poking fun at a situation (in a good-spirited way that does not attack others) can lighten up a situation. Laughing helps reduce the effects of anger cues. However, don’t joke about, poke fun at, or laugh at someone else. This might provoke someone else’s anger.

Rehearse what to do in situations that you know are anger triggers. Think of situations that make you angry. Imagine what you would say and do in these situations to control your anger. Rehearse in front of a mirror or with a friend, parent, guardian, mentor, or counselor. You might want to write down what you would say and do. Read what you have written so you are prepared to act appropriately if the situation occurs.

Talk with a parent, guardian, or mentor. Sometimes talking through your anger helps to relieve it. Responsible adults can help you process anger. They can help you recognize anger triggers and cues. They can help you decide if your anger is justified or if you are overreacting. They can help you identify healthful ways to express your anger. They can give you feedback as to whether you are making improvements in controlling and expressing anger.
The response of the body to the demands of daily living is **stress**. A source or cause of stress is a **stressor**. Stressors may be physical, mental, social, or environmental. Exercising until you are exhausted is a physical stressor. Preparing for a difficult test is a mental stressor. Being introduced to someone new is a social stressor. Being in a room filled with cigarette smoke is an environmental stressor. When you experience stressors, changes occur in your body. A response to a stressor might be healthful or harmful. **Eustress** is a healthful response to a stressor. **Distress** is a harmful response to a stressor.

The General Adaptation Syndrome

The **general adaptation syndrome (GAS)** is a series of body changes that result from stress. The GAS occurs in three stages: the alarm stage, the resistance stage, and the exhaustion stage.

**The alarm stage**  The first stage of the GAS, in which the body gets ready for quick action, is the **alarm stage**. During this stage, adrenaline is secreted into the bloodstream. **Adrenaline** is a hormone that prepares the body to react during times of stress or in an emergency. Sometimes the alarm stage is called the fight-or-flight response because it gets you ready to either take action or to run away to protect yourself. The following body changes occur in the alarm stage: pupils dilate to improve vision, hearing sharpens, saliva decreases, heart rate and blood pressure increase to stimulate blood flow to muscles, bronchioles dilate to increase oxygen supply to muscles, digestion slows to increase blood flow to muscles, and muscles tighten.

**The resistance stage**  The second stage of the GAS, in which the body attempts to regain internal balance, is the **resistance stage**. The body no longer is in the emergency state. Adrenaline no longer is secreted. The following body changes occur in the resistance stage: pupils constrict, hearing is normal, saliva increases, heart rate and blood pressure decrease, bronchioles constrict, intestinal secretions increase to normal, blood flow to muscles decreases, and muscles relax.

**The exhaustion stage**  The first two stages of the GAS are normal and healthful. When you experience a stressor, the alarm stage helps you respond. After your initial response, the resistance stage occurs, and your body regains internal balance. However, some people are not able to manage stress. As a result, their bodies are in the alarm stage for long periods of time. The **exhaustion stage** is the third stage of the GAS, in which wear and tear on the body increase the risk of injury, illness, and premature death.
This textbook is divided into ten areas of health. There are health goals for you to achieve and maintain for each of the ten areas. Having too much stress can interfere with these health goals. Consider the following effects of stress.

**Stress and mental and emotional health** Prolonged stress makes it difficult for you to think clearly and concentrate. It can keep you from having a healthy mind. If you do not manage your stress in healthy ways, your level of stress can build. If this happens, you might become edgy and express emotions in inappropriate ways. Prolonged stress increases the risk of depression and psychosomatic diseases. Physical illness and disorders, such as ulcers, headaches, and stomachaches are more likely. Other physical disorders, such as acne, asthma, and chronic fatigue syndrome are aggravated by stress. Prolonged stress makes it difficult to be resilient.

**Stress and family and social health** Some teens live in a stressful home environment. Other teens are in stressful relationships. These situations and other social stressors can increase the likelihood that you will become ill, and they also can hinder your immune system’s ability to fight off infection and disease.

**Stress and growth and development** During puberty, hormones cause body changes. For example, growth hormones may cause you to experience a growth spurt. It is not uncommon for teens to grow four inches taller in one year. Other hormones cause secondary sex characteristics to develop. Teens who cannot adjust to these changes may choose harmful ways of coping. For example, eating disorders are more common in teens who are uncomfortable with their body changes.

**Stress and nutrition** It is important to eat moderately and regularly when you are stressed because you may be less able to cope with stress if you are hungry. When you are stressed, your body secretes adrenaline. This causes the body to use up its supply of vitamins B and C. Eating healthful foods can replenish your supplies of vitamins B and C. Many people consume caffeine. Caffeine is a stimulant found in chocolate, coffee, tea, some soda pops, and some prescription and over-the-counter drugs. It is best to be moderate in your consumption of caffeine because it stimulates the nervous system and may promote even more nervousness and stress.

Some people eat salty foods when they feel stressed. When you increase salt consumption, your body might retain fluids. This could increase your blood pressure. High blood pressure is a contributing factor to heart disease.

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**How Stress Affects Health Status**

1. Describe the mind-body connection.
2. What are two symptoms of anger?
3. Describe the general adaptation syndrome.
Other people respond to stress by eating large quantities of sweets. High concentrations of refined sugar may cause your body to increase its production of insulin, a hormone that helps your body use sugar in the blood. Too much insulin results in low blood sugar and will cause you to lose energy.

**Stress and personal health and physical activity** Recall that your body uses up vitamin C during stressful periods. Vitamin C helps your immune system to function well. Though exercise can be a positive outlet for stress, it also can harm the body if it is done in excess. Suppose you exercise to exhaustion when you are stressed. Too much exercise can affect your immune system, the body system that helps fight disease. You may become fatigued and run down.

**Stress and alcohol, tobacco, and other drugs** The use of drugs such as tobacco, marijuana, cocaine, alcohol, and tranquilizers may decrease your ability to cope with stress. Using tobacco, marijuana, or cocaine actually may cause a person to experience the alarm stage of the GAS. Alcohol and tranquilizers depress the part of the brain responsible for reasoning and judgment. Your decision-making skills may be affected. Some people use these substances as a way to escape their stress. Though they may feel that they escape while using these substances, the effects of the substances eventually wear off, and the problem or stressor is still there. They have not dealt with the stressor in a healthful way, and they have not done anything to resolve the issue. In reality, they likely have compounded the problem, and are putting themselves at risk for developing an addiction.

**Stress and communicable and chronic diseases** Periods of being overwhelmed and frustrated may cause the body’s immune system to be suppressed. This results in lowered resistance to disease. You could become more susceptible to communicable diseases, such as flu and the common cold. Prolonged stress might affect a person’s risk of cancer. Cancer cells are more likely to develop, multiply, and spread. Being stressed keeps the body in the alarm stage of the GAS. Heart rate and blood pressure remain high. This affects the heart and blood vessels. Cardiovascular diseases are more likely to occur.

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**Stressful Life Events**

The following are life events that have been assigned numerical values. Complete the Using Life Skills activity on the next page using these values.

- Death of parent, sibling, boyfriend, or girlfriend: 100
- Divorce of parents: 65
- Pregnancy (or causing pregnancy): 65
- Breakup with boyfriend or girlfriend: 60
- Jail term: 60
- Death of other family member: 60
- Beginning next level of school (entering high school): 45
- Drug or alcohol use: 45
- Expelled from school or fired from work: 40
- Trouble at school: 40
- Serious health problem of a family member: 40
- Working: 35
- Gaining a family member: 35
- Change in financial state: 30
- Death of a close friend: 30
- Change in number of arguments with others: 30
- Sleep less than eight hours per night: 25
- Outstanding personal achievement: 25
- Change to new school: 10
Stress and consumer and community health  Boredom is a stressor. Boredom results from a lack of challenge. People who are bored with their lives may turn to harmful behaviors. Shopping addiction, television addiction, computer addiction, and gambling addiction are more common in people who are stressed from boredom.

Stress and environmental health  The environment includes everything around you. Pollutants are harmful substances in the environment. Pollutants may be in the air you breathe, the water you drink, or the food you eat. Pollutants activate the GAS. Loud noise, such as from rock music and concerts, heavy traffic, and airports, also initiates the alarm stage of GAS. If you are exposed to loud noises, you may be more likely to make mistakes and have accidents. Teens who smoke or who listen to loud music while driving have more accidents.

Stress and injury prevention and personal safety  Stress is a major contributing factor in almost all kinds of accidents. Motor vehicle accidents are the leading cause of death in the 15–24 age group. People who are frustrated, aggressive, and angry because of stress in their lives may not be able to concentrate on safe driving. These people have higher accident rates.

Activity: Using Life Skills
Using Goal-Setting and Decision-Making Skills: Managing Stress

Life changes can be a source of stress. While you can’t always control these changes, you can control your response to them. These steps can help you become more aware of stressors in your life and to manage the effects of stress.

1. Write your health goal and make an action plan to meet your health goal. Decide upon the steps you will take to achieve your goal.
2. Identify obstacles to your plan. Read through the list of stressful life events on page 102. On a separate sheet, write down each change that applies to your life over the past 12 months, plus its point value. Add up your points.
3. If your total is less than 150, then you have experienced little change. If your total is over 250, then you have experienced many changes in your life.
4. Set up a time line to accomplish your health goal and keep a chart or diary in which you record progress toward your health goal. If your score is over 150, develop a plan to manage your stress. List actions you can take to cope with the stress and protect your health during stressful times.
5. Build a support system. Surround yourself with family and friends to help you reach your goals.
6. Revise your action plan or timeline, and reward yourself when you reach your health goal. Set a new health goal.

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Throughout your life you will experience many stressors. You may not be able to control all of these stressors, but you can control your responses to them. **Stress-management skills** are techniques to prevent and deal with stressors and to protect one’s health from the harmful effects produced by the stress response. People can use these skills to help them manage their stress every day, so stress does not continue to build to dangerous levels.

### How to Prevent and Deal with Stressful Situations

**Use responsible decision-making skills.** When a situation is difficult and requires a decision, you will be less stressed if you approach the situation in a logical way. The Responsible Decision-Making Model gives steps to follow when you are stressed out but need to think clearly. Always use the six questions to evaluate the possible consequences of each decision. Refer to page 61 in Lesson 6 for a refresher on the six questions.

**Keep a time-management plan.** A time-management plan is a plan that shows how a person will spend time. Having a time-management plan helps keep you from being overwhelmed. Poor time management is a major stressor. However, people can develop time-management skills to help them prevent stress.

**Keep a budget.** A plan for spending and saving money is called a **budget**. Spending more money than you have is a major stressor. Knowing your income and expenses keeps you from spending money and regretting it later.

**Talk with parents, a guardian, a mentor, or other responsible adults.** You can benefit from the wisdom of adults. They can help you explore ways to deal with stressors. They can help you evaluate decisions you must make. They can provide support, encouragement, and suggestions.

**Make sure you have a support network of friends.** Friends can listen and offer suggestions. They can share healthful ways they dealt with similar experiences. When you have a support network of friends, you do not feel alone. You know others care about you and will be there for you during difficult times.
How to Protect Health During Stressful Periods

**Participate in physical activity.** Regular physical activity helps the body regain internal balance during times of stress. Physical activity uses up the extra adrenaline and sugar released during times of stress. Take a walk or choose other activities when you feel stressed. Physical activity up to 24 hours after the onset of stress is beneficial.

Consider the other benefits of physical activity. If you are regularly physically active, your body may release beta-endorphins during and after your workout. Beta-endorphins are substances produced in the brain that create a feeling of well-being.

Regular physical activity will help you become physically fit. When you are physically fit, the stress response is not as great, your body regains internal balance more easily, and you have improved resistance to disease.

**Write in a journal.** Writing in a journal can help you organize your thoughts and feelings. You can review how a stressor is affecting you and learn more about how you cope.

**Use breathing techniques.** When you experience a stressor, your body begins the alarm stage of the GAS. Breathing techniques help to relax you and restore internal balance. Breathe in deeply through your nose, keeping your mouth shut. Then slowly blow the air out through your mouth. This breathing technique will calm you and help stop the alarm stage of the GAS.

**Eat a healthful diet.** Vitamin B is needed for a healthy nervous system. Vitamin C helps the immune system function. When you are stressed out, your body uses up an extra supply of these two vitamins. It is very important for you to replenish them by choosing foods that are good sources of these vitamins. You can make other changes in your diet. Reduce your intake of caffeine. Caffeine is found in coffee, tea, some soda pops, and chocolate. Decrease your intake of sugar.

**Get plenty of rest and sleep.** When you are stressed, your body is working extra hard. Your heart rate, breathing rate, and blood pressure are increased. Your muscles are tense. Getting rest and sleep keeps you from becoming too tired. When you are resting or sleeping, your blood pressure lowers, your breathing rate decreases, your heart rate slows, and your muscles relax.
To Olivia Walter, dealing with stress is a lot like solving a problem. “First,” she explained, “you have to figure out why you’re stressed about something. Then, take the steps necessary to solve the problem.”

Easier said than done If managing stress were easy, it wouldn’t be a problem for so many young people. Olivia admits that. “When I’m stressed, I feel angry. If something is really bad,” she added, “it can even seem hopeless for a while. But that makes me really want to solve the problem. And in that way, I guess stress has a positive side—it can lead to improvements.”

The usual suspects What kinds of things cause Olivia to feel stress? It’s the usual things: trouble with a homework assignment, tensions with family and friends. “It’s personal stuff,” Olivia said, “and school stuff, too.”

Putting words into action Olivia described a typical stressful situation. “A friend and I got into an argument. I was feeling stressed because I thought our friendship was going to end. I felt angry, confused, and hurt because I didn’t want to lose this friend.”

At this point, Olivia decided to problem-solve and went to work. “First, I looked at the situation and tried to see what I could do to calm myself down,” she explained. “When I was feeling calmer, I talked to my friend and we reconciled the problem. The way I had handled things like this in the past gave me confidence that I could handle this problem, too.”

Building one’s confidence Being confident that she can deal with stressful situations is a key for Olivia. Dealing with small things is good training for dealing with the more important problems. “With everyday things,” she said “that confidence comes with experience. If you get good at the small things, when the big things come along, it’s not as hard to solve them because you’ve had practice.”

How does Olivia do it? “It’s really important not to let things get blown out of proportion,” she said. “Sometimes it’s hard not to look at something in the worst light, but things usually aren’t as bad as they seem.” Her advice is to try to look at a situation realistically and objectively.

The bright side? Stress can even have an upside. “I’m good at working under a certain amount of pressure,” Olivia explained. “So I guess you could say that’s a good stress. I feel like I do my best work when I’m a little pressed for time.”

Journaling Activity

Think about a time when you had to deal with a stressful situation. Write in your journal about how you managed it. Were there things you’d do differently now? Why? Give yourself an overall grade for that situation.
**Key Terms Review**

Complete the fill-in-the-blank statements with the lesson Key Terms on the left. Do not write in this book.

1. A chronic state of anger is _____.
2. The _____ is the relationship between a person’s thoughts and emotions and bodily responses.
3. _____ are techniques to prevent and deal with stress and protect one’s health during stressful periods.
4. A(n) _____ is an illness or disorder caused or aggravated by emotional responses.
5. A(n) _____ is a specific feeling.

**Recalling the Facts**

11. How does exercise help relieve stress and reduce the effects of anger?
12. What are the effects of stress during each of the three stages of the general adaptation syndrome?
13. What are ten stress-management skills?
14. What are the five guidelines for expressing emotions in healthful ways?

**Critical Thinking**

19. Why is it harmful if a person is constantly in the alarm stage of GAS?
20. Would you be more likely to catch a cold or the flu after failing an exam or after providing long-term care for an ill family member? Explain.
21. Describe a positive response to a stressor.
22. Why is it a problem if adrenaline is constantly secreted?

**Real-Life Applications**

23. How can you express emotions in healthful ways?
24. How might you manage anger?
25. Why do you think teens with hidden anger use projection or displacement instead of dealing with their anger?
26. What stress-management skills would you use if you felt stressed?

**Activities**

**Responsible Decision Making**

27. Write Some classmates toilet-papered the trees at your friend’s house. Your friend is angry and wants revenge. Write a response to this situation. Refer to the Responsible Decision-Making Model on page 61 for help.

**Sharpen Your Life Skills**

28. Advocate for Health Prepare a pamphlet on stress-management skills that could be given to students in your school. Exchange your pamphlet with other students in your class and have them critique it.