

Grade 8 Life Orientation Worksheet

Causes of stress and dealing with stressful situations

Stress is the body's response to challenging situations. Stress is not always a bad thing. For instance, it can be the driving force to get you to meet a deadline, like studying for an exam in time. The problem is that when you stress too much it can prevent you from concentrating. Too much stress can affect your body in various ways – headaches, stomach aches, sleep problems, acne, depression and anxiety are just a few of the side-effects of depression.

Did you know that keeping your body healthy can help you cope better in stressful times? Watching your diet and making sure that you are well nourished and getting in all your vitamins and minerals will keep your body strong. Daily exercise is also an important factor in keeping stress levels down. Find an exercise that works for you – if a long walk helps you to relax and clear your mind, then make it part of your exercise routine. And get enough sleep! Make sure that you get at least 9 – 10 hours of sleep every night. Your body and mind are working hard and growing – they need time to recharge.

Activity 1: Discussion of stressful situations

Divide into groups of about 6 learners per group.

Speak about stressful situations in your lives.

Speak about how you deal with these stressful situations.

What advice do you have for one another in dealing with stressful situations?

Your teacher will assess your participation in the group discussion using the checklist below.

Checklist for observation of group discussion			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker politely?		
3	Show evidence of having understood stressful situations?		
4	Keep to the topic under discussion?		
5	Cover all the points listed above?		
6	Give reasons to support alternative points of view?		
7	Make points clearly using appropriate vocal volume?		
8	Make eye contact when speaking?		
9	Use body language appropriately?		
10	Make notes when applicable to remember points made by others?		
2 marks for every 'yes' answer: 20 total			

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Activity 2: Role-play of stressful situations

This activity goes hand in hand with activities 1 and 3.

Select 2 of the stressful situations that you identified in Activity 1.

Create role-plays based on those stressful situations.

In your role-play, show:

- The stressful situation
- What the effects are emotionally and physically
- How to deal with this stressful situation
- How to enable your body to cope with stress in the long term
- What unhealthy choices to avoid

You will perform your role-plays for the rest of the class.

Your teacher will assess your participation in the role-play activity using this checklist.

	Criteria: Does the learner:	Yes	No
1	Take part in the role-play?		
2	Interact with the audience?		
3	Appear to understand the role?		
4	Interact with the other role-players?		
5	Use body language and facial expression appropriately to suit the role?		
6	Speak clearly and audibly?		
7	Use language that fits the role?		

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Activity 3: Observation of role-play using checklists

Observe the role-plays and use the following checklist to note what you see.

INTERPERSONAL RELATIONSHIP COMMUNICATION CHECKLIST	YES	NO
1. Is there evidence of a stressful situation?		
2. Is the stress clearly communicated?		
3. Are symptoms of the stress clearly communicated? (Headache, crying easily, negative self-talk, heart beating fast, trouble concentrating, trouble sleeping or eating, eating too much, depressed, etc.)		
4. Are solutions provided to deal with the stressful situation in the short term?		
5. Are healthy choices suggested to cope with stress in the long term (healthy diet, exercise, etc.)?		
6. Did the role-play point out not-so-healthy choices to avoid when feeling stressed? (Anger, sleeping all the time, alcohol, drugs, etc.)		
7. Is there closure?		

Your teacher will mark your checklists.

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Suggested Solutions

Question number	Possible marks	Solution
1	20	See checklist 1 below
2	14	See checklist 2 below
3	14	No answers given as the observation will be individual

1. Checklist to assess participation in the group discussion.

Checklist for observation of group discussion			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
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8	Make eye contact when speaking?		
9	Use body language appropriately?		
10	Make notes when applicable to remember points made by others?		
2 marks for every 'yes' answer: 20 total			

2. Checklist to assess role-plays

	Criteria: Does the learner:	Yes	No
1	Take part in the role-play?		
2	Interact with the audience?		
3	Appear to understand the role?		
4	Interact with the other role-players?		
5	Use body language and facial expression appropriately to suit the role?		
6	Speak clearly and audibly?		
7	Use language that fits the role?		