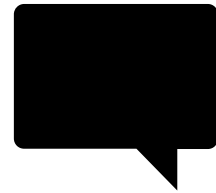


STRESS AND RESILIENCE IN ADOLESCENCE

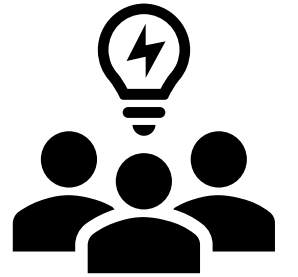


Dr. Jana-Elisa R uth & Prof. Dr. Arnold Lohaus
Bielefeld University
Workshop for ERASMUS+ students

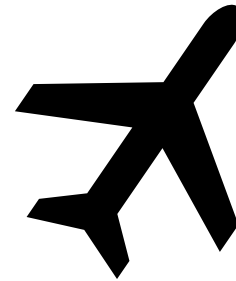
Getting to Know Each Other



My name is...



I am part of the team...



I am from...

On a scale from 1 (lowest) to 10 (highest),
my stress level this morning is/was...

Stress and Resilience in Adolescence

1. Emergence of Stress and Resilience
2. How to Reduce Stress and Enhance Resilience
 - Identifying Individual Stressors and Stress Responses
 - Emotion Knowledge and Regulation
 - Cognitive Change
 - Problem Solving
 - Enhancing Self-esteem
 - Social Resources
 - Time Management
 - Breaks and Relaxation
3. Behavioral vs. Situational Changes

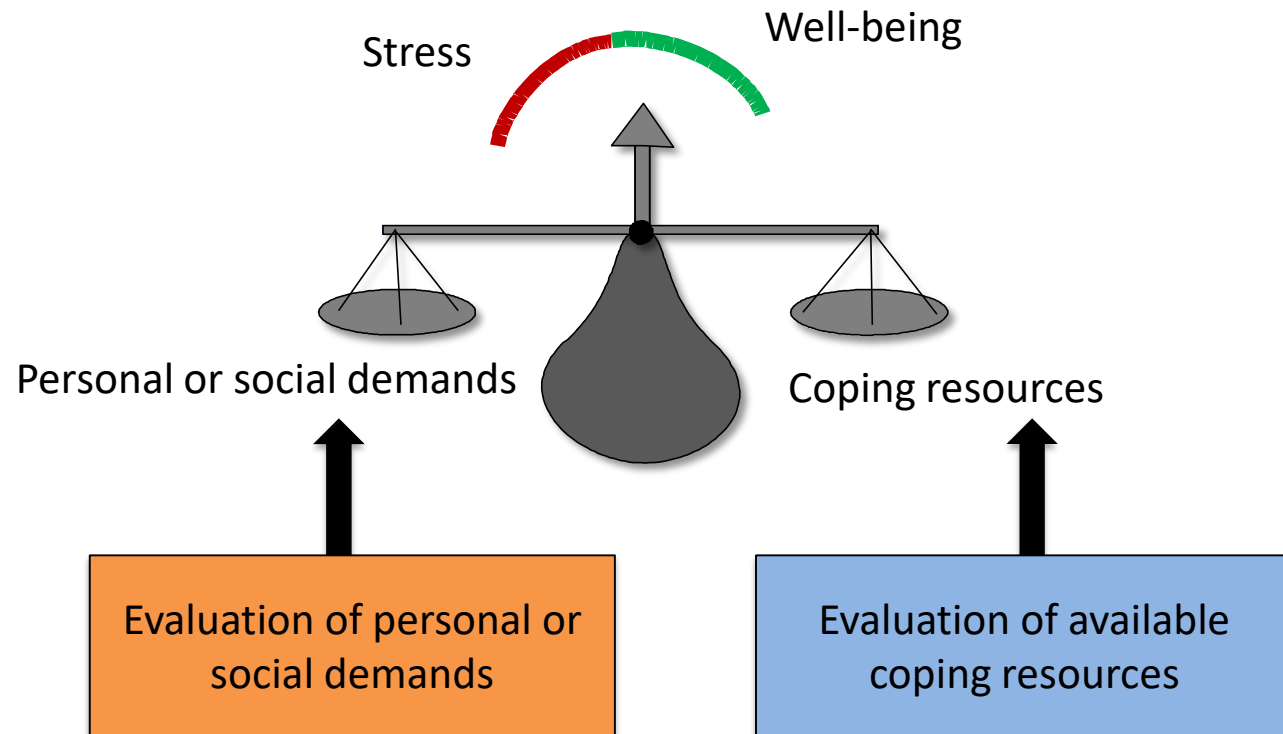
Emergence of Stress and Resilience

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Behavioral vs. Situational Changes

Emergence of Stress



If the perceived **demands** are higher than the available **resources**, the stress scale becomes unbalanced.

- Identifying Individual Stressors and Stress Responses
- Emotion Knowledge and Regulation
- Cognitive Change
- Problem Solving
- Enhancing Self-esteem
- Social Resources
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- Breaks and Relaxation

Emergence of Stress

Demands

Critical life events

Examples: Moving to a new town
Divorce of the parents

Developmental challenges

Examples: Puberty
Career choices

Daily hassles or problems

Examples: Quarrels/arguments with parents
Bullying experiences

- Identifying Individual Stressors and Stress Responses
- Emotion Knowledge and Regulation
- Cognitive Change
- Problem Solving
- Enhancing Self-esteem
- Social Resources
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- Breaks and Relaxation

Emergence of Stress

Resources

Personal resources

Examples: Optimism
Self-esteem

Social resources

Examples: Parental support
Acceptance in peer group

Material resources

Examples: Living conditions
Financial situation

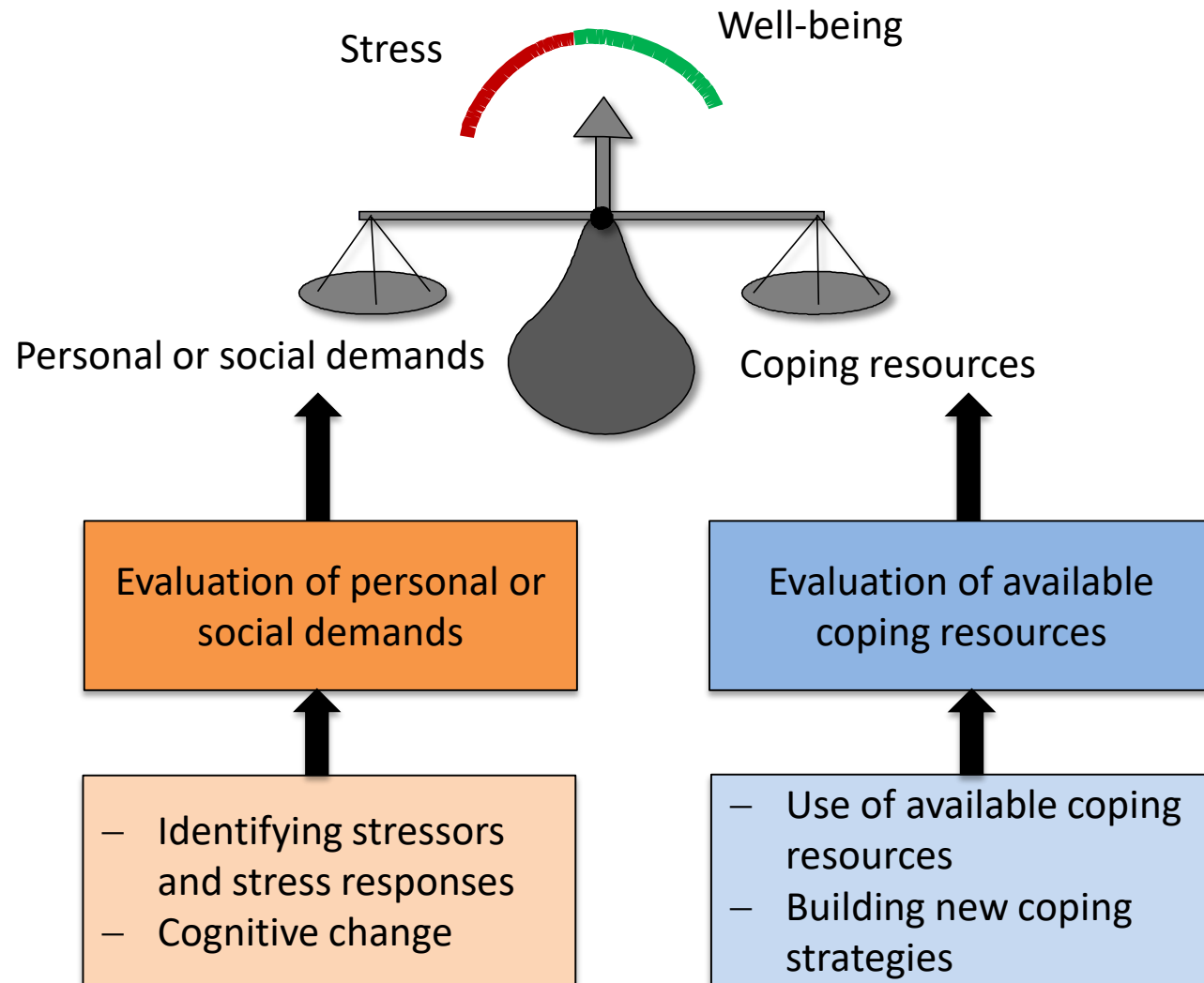
Emergence of Stress and Resilience

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Behavioral vs. Situational Changes

Emergence of Stress



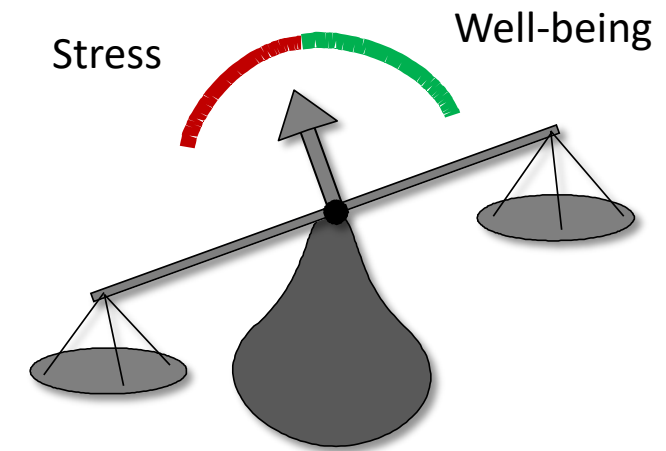
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Behavioral vs. Situational Changes

Over the Edge



Emergence of Stress and Resilience

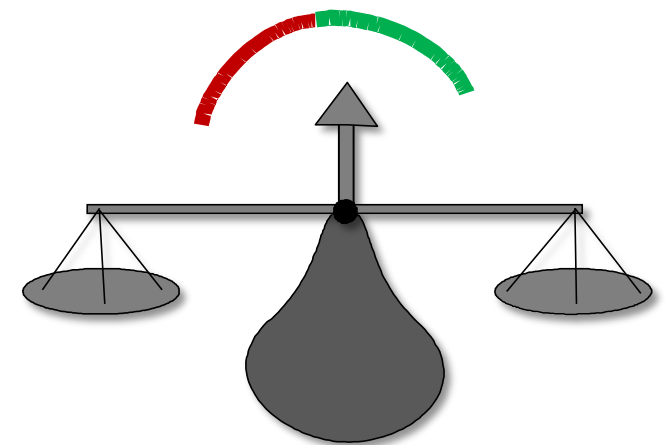
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Behavioral vs. Situational Changes

Resilience

- ...means to be able to successfully adapt to difficult or challenging life experiences.
- ...through mental, emotional, and behavioral flexibility and adjustment to external and internal demands.
- **With high resilience, it is much easier to reestablish the balance of our stress scale.**



Emergence of Stress and Resilience

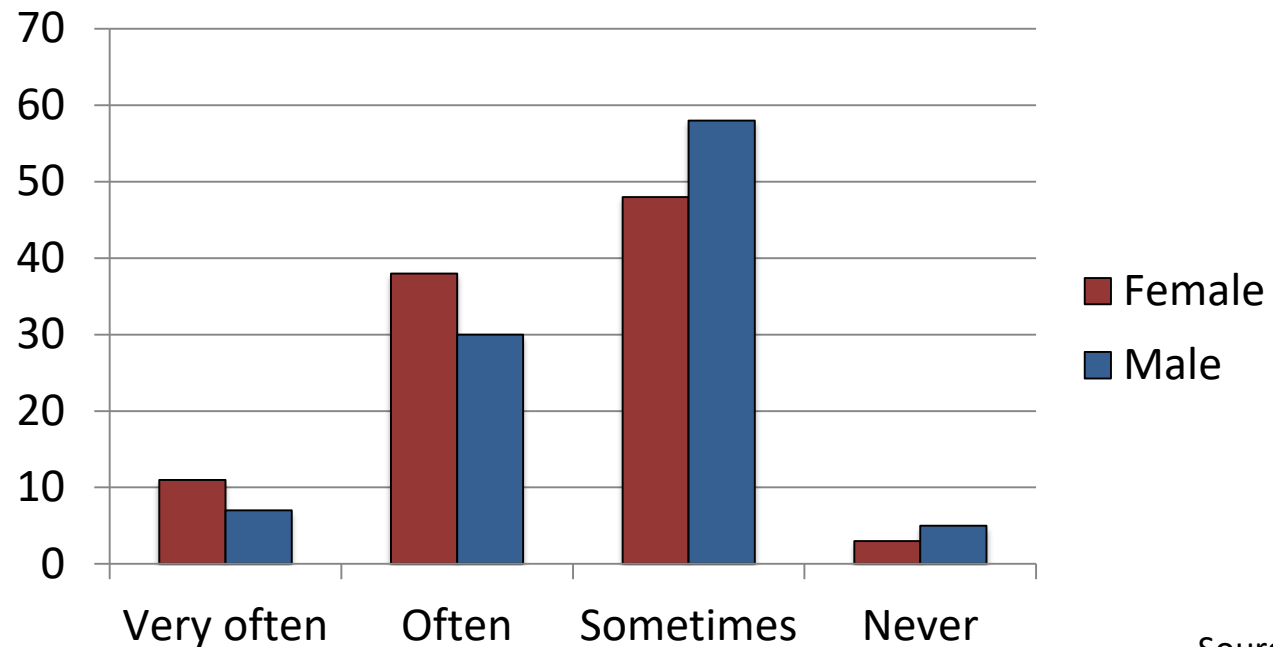
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Behavioral vs. Situational Changes

Research Findings

Frequency of stress experiences among students (Grades 5-10)



Source: representative survey conducted by IFT-North in 2016/2017

- Identifying Individual Stressors and Stress Responses
- Emotion Knowledge and Regulation
- Cognitive Change
- Problem Solving
- Enhancing Self-esteem
- Social Resources
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- Breaks and Relaxation

Research Findings

Typical stress reactions

Level	Examples
Somatic	Headache and abdominal pain
	Insomnia and sleep disturbances
	Exhaustion
Cognitive-emotional	Cognitive performance impairment
	Motivational problems
	Anxiety
Behavioral	Physical restlessness
	Concentration problems
	Changes in social behavior

Emergence of Stress and Resilience

How to Reduce Stress and Enhance Resilience

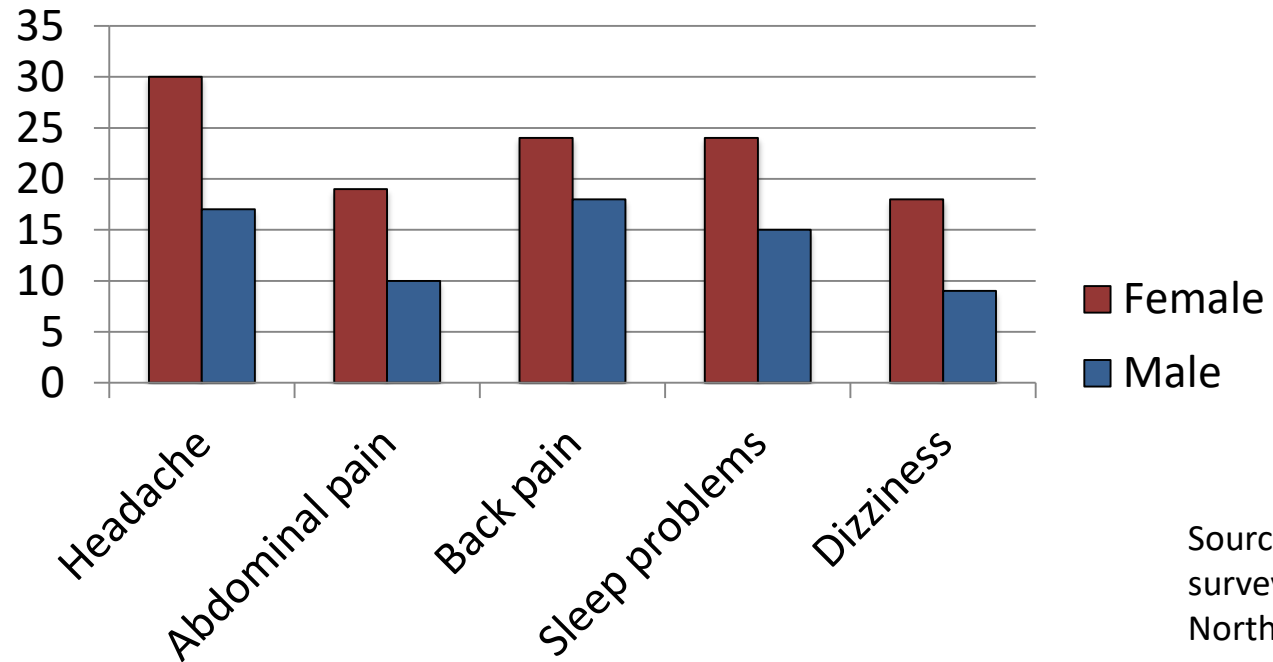
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Behavioral vs. Situational Changes

Research Findings

Typical stress reactions: Somatic complaints

Percentage of students from grades 5 to 10 who report experiencing somatic complaints every week or more frequently



Source: representative survey conducted by IFT-North in 2016/2017

Emergence of Stress and Resilience

How to Reduce Stress and Enhance Resilience

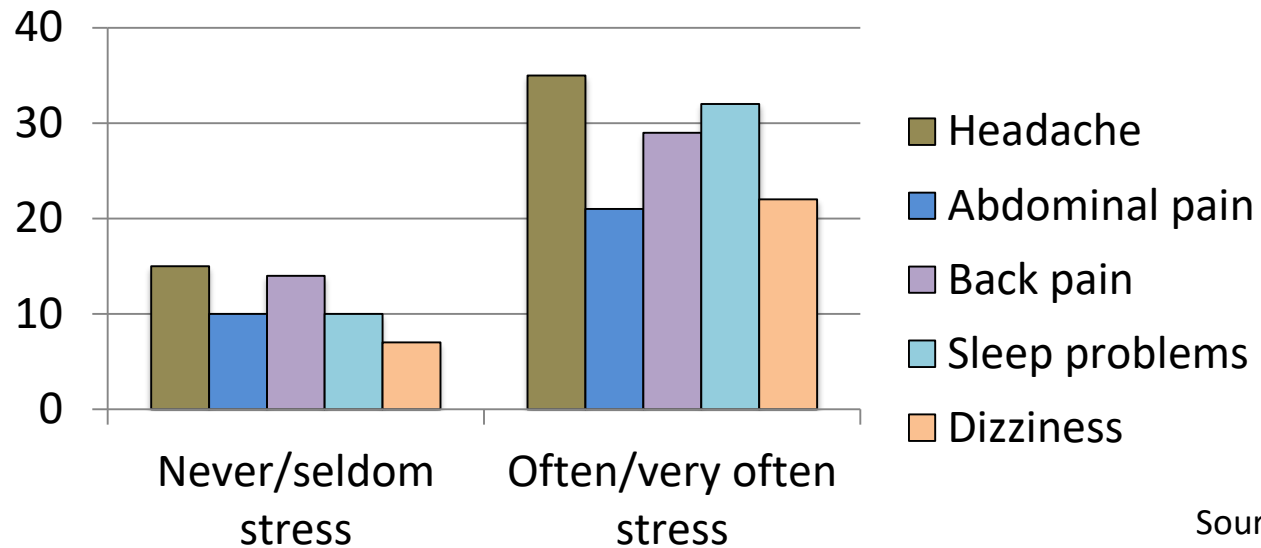
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Behavioral vs. Situational Changes

Research Findings

Typical stress reactions

Extent of somatic complaints by stress level among 5th to 10th grade students



Source: representative survey conducted by IFT-North in 2016/2017

Emergence of Stress and Resilience

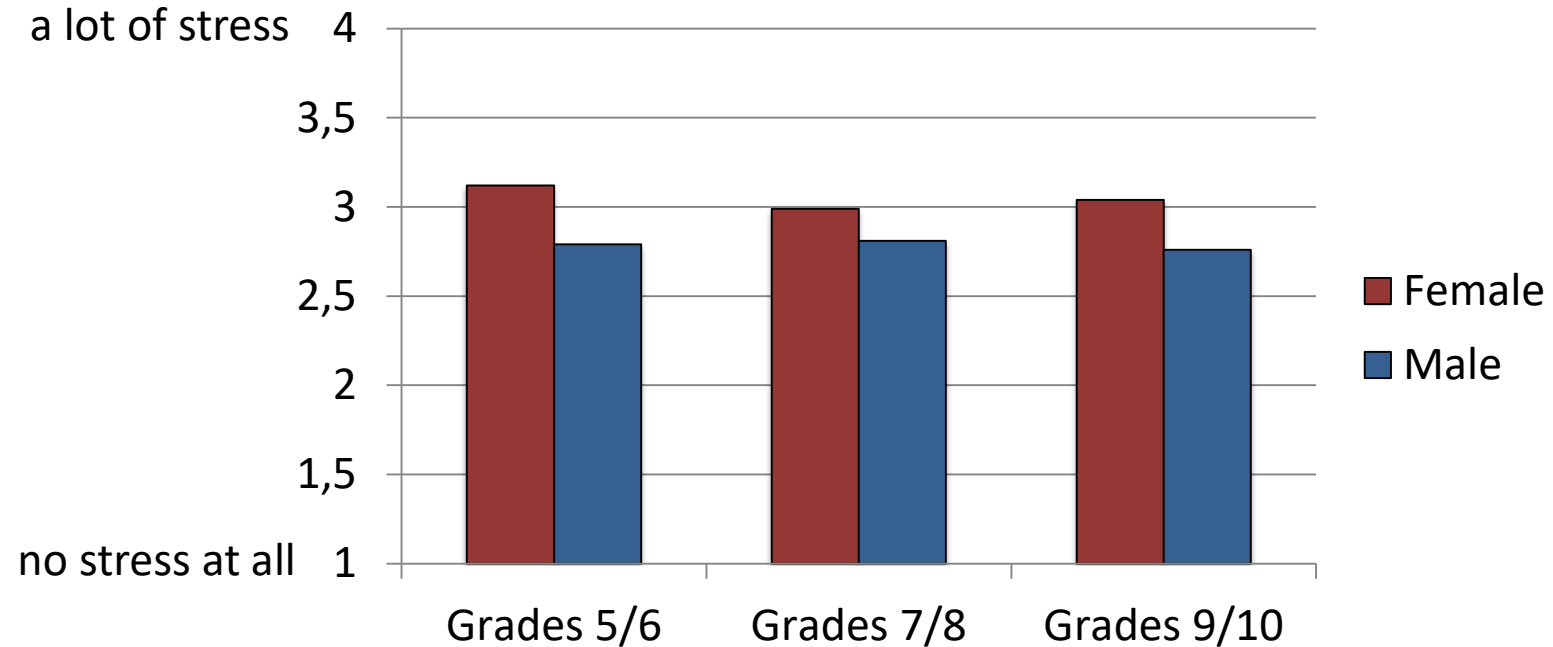
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Behavioral vs. Situational Changes

Research Findings

Stress level reported by students at Bethel Gymnasium



Item example: Imagine others talking badly about you at break time. How much stress do you have when something like that happens to you?

Emergence of Stress and Resilience

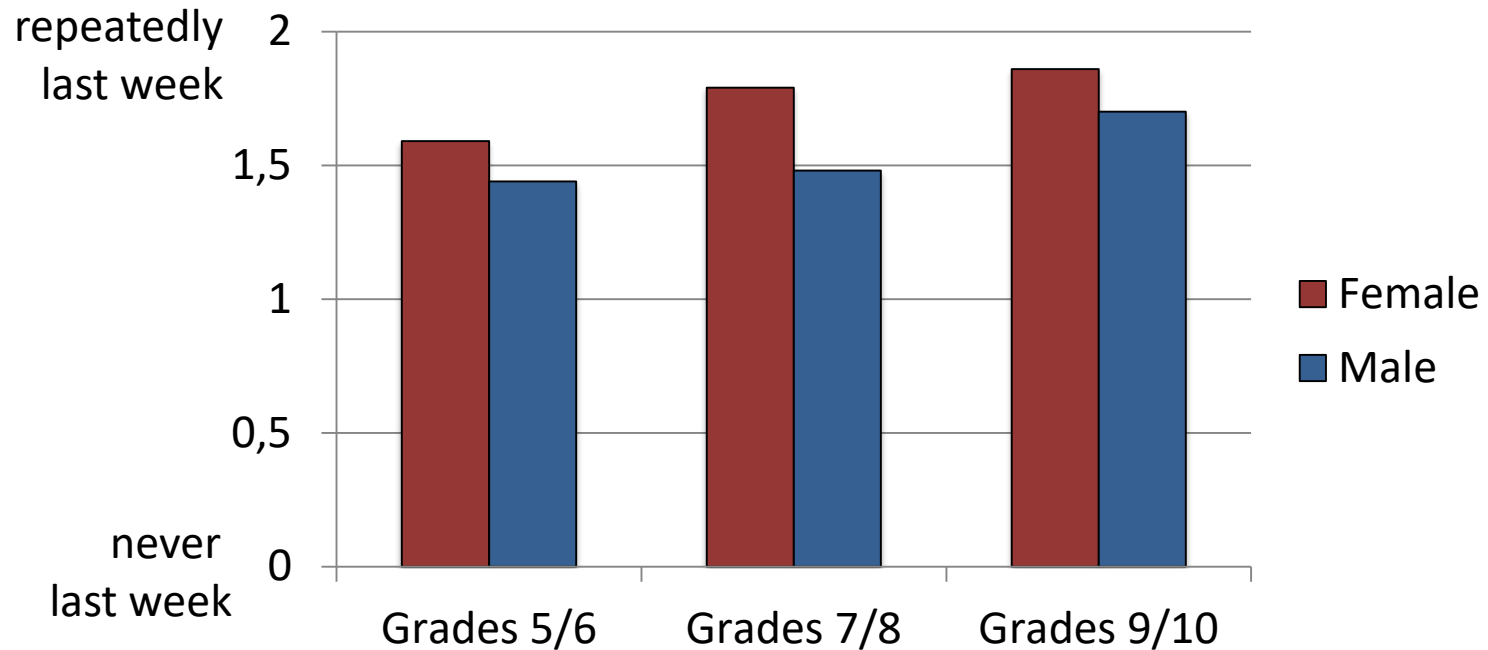
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Behavioral vs. Situational Changes

Research Findings

Stress symptoms reported by students at Bethel Gymnasium



Item example: How often did you have a headache last week?

Emergence of Stress and Resilience

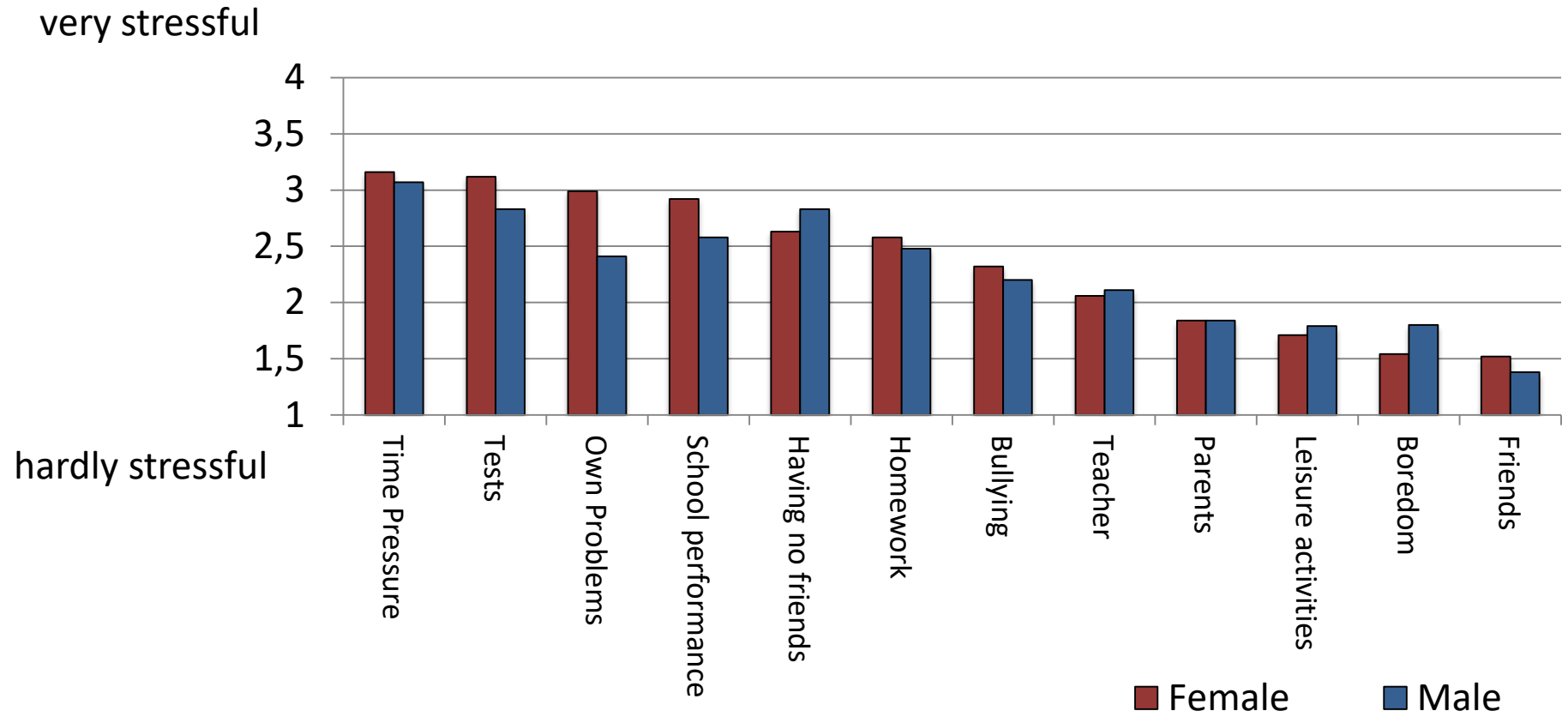
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Behavioral vs. Situational Changes

Research Findings

Main stressors reported by students at Bethel Gymnasium



Emergence of Stress and Resilience

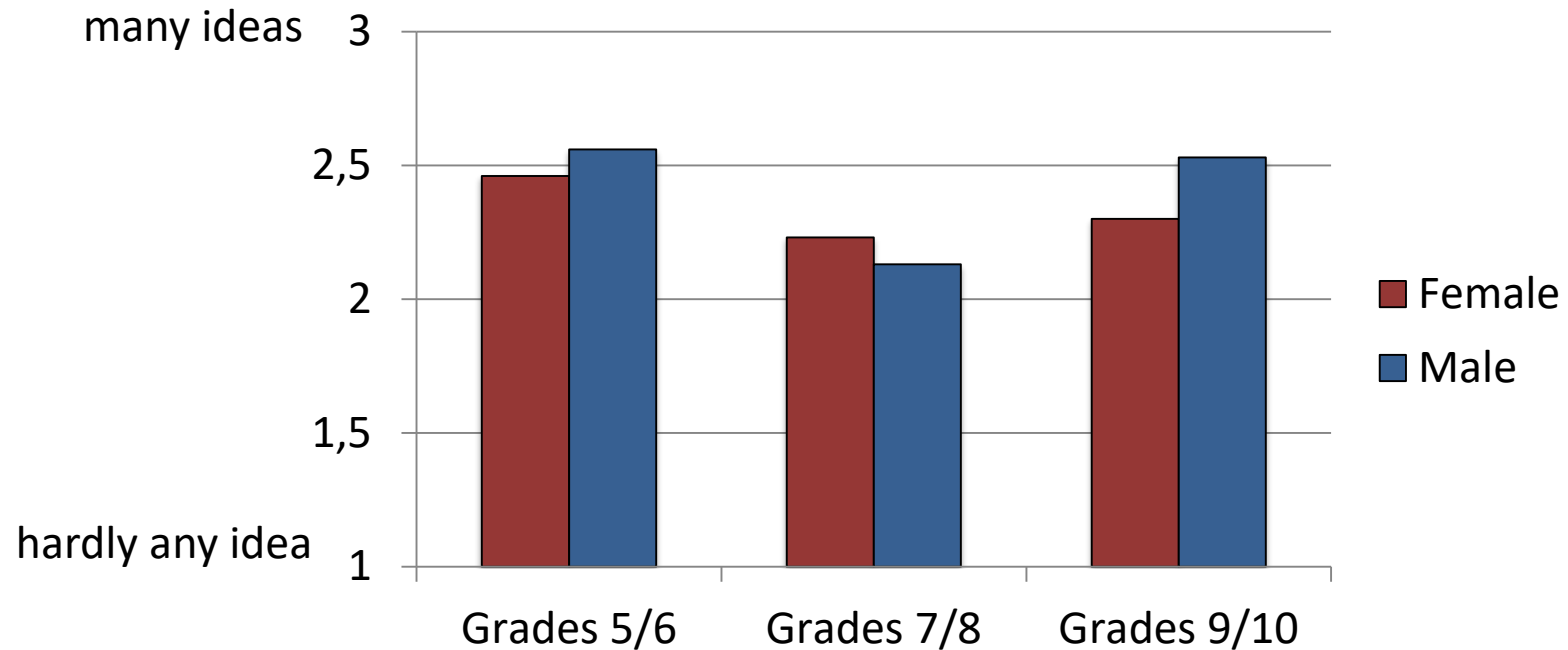
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Behavioral vs. Situational Changes

Research Findings

Ideas for stress management reported by students at Bethel Gymnasium



Item: Can you think of anything you can do to reduce stress?

- Identifying Individual Stressors and Stress Responses
- Emotion Knowledge and Regulation
- Cognitive Change
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- Enhancing Self-esteem
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Take-home Message I



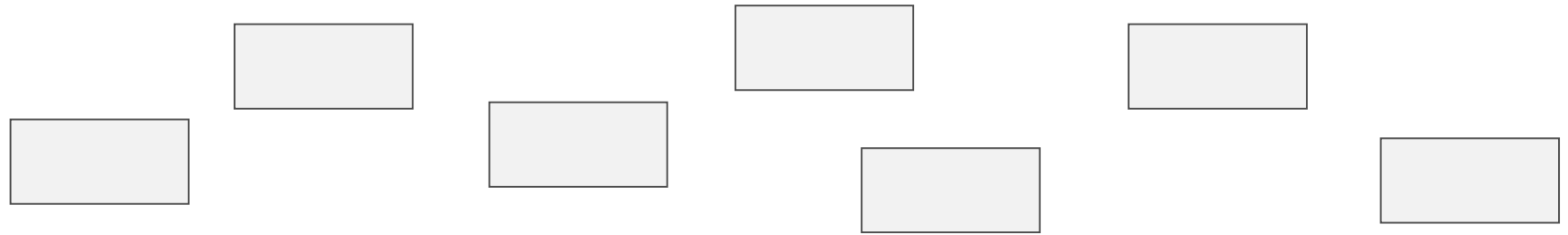
- Stress experiences are a widespread issue among youth.
- It is helpful to support youth in coping with potential stressors.

- Identifying Individual Stressors and Stress Responses
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Excercise: What stresses me?



- Write down potential stressors on cards.
- We will collect the cards and read aloud individual stressors.



- Please raise the **red** or **green** card, depending on whether you perceive the stressor/situation as **stressful** or **not stressful**.

Questions:

- Why do some students find situations stressful, while others do not?
- How do these differences occur?

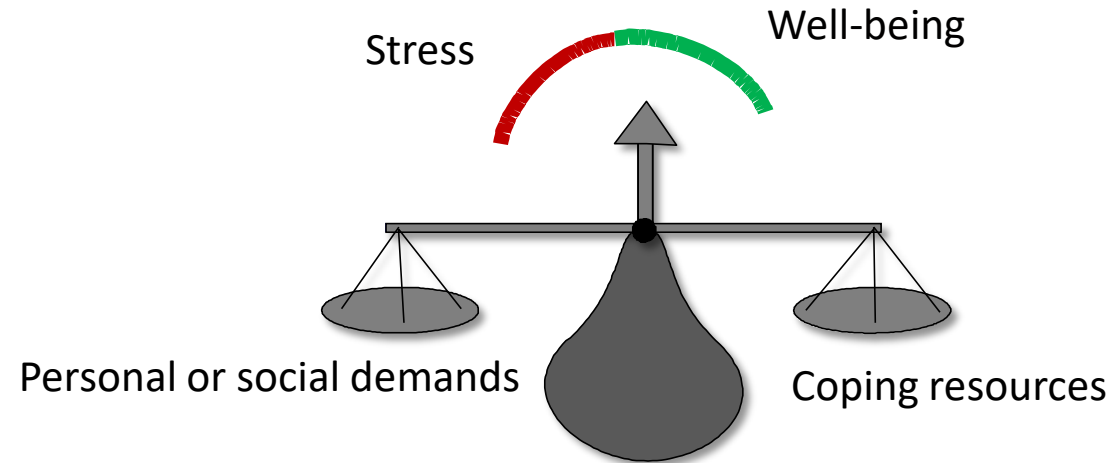
Emergence of Stress and Resilience

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Behavioral vs. Situational Changes

Individual Stressors and Stress Responses



- What makes my own stress scale particularly unbalanced?
- How can I notice that my stress scale is out of balance?
- What can I do when my stress scale is unbalanced?

- Identifying Individual Stressors and Stress Responses
- Emotion Knowledge and Regulation
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Individual Stressors and Stress Responses



Which feelings indicate stress or well-being?

Use your little book to write down these feelings (2-3 minutes).

Sadness

Surprise

Fear

Joy

Disgust

Embarrassment

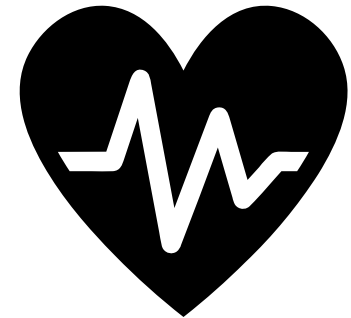
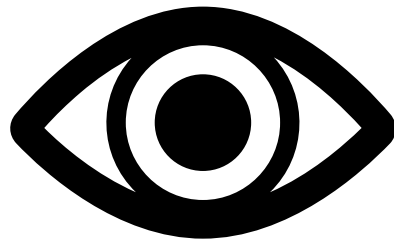
Emergence of Stress and Resilience

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Behavioral vs. Situational Changes

Emotion Knowledge



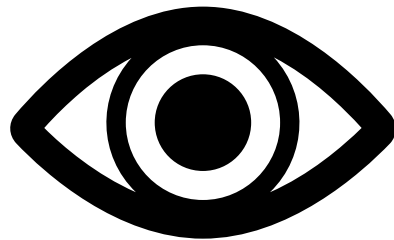
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Behavioral vs. Situational Changes

Emotion Knowledge



Emergence of Stress and Resilience

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Behavioral vs. Situational Changes

Emotion Knowledge

- Perception of Emotions: Artificial Language „Emola“



Emergence of Stress and Resilience

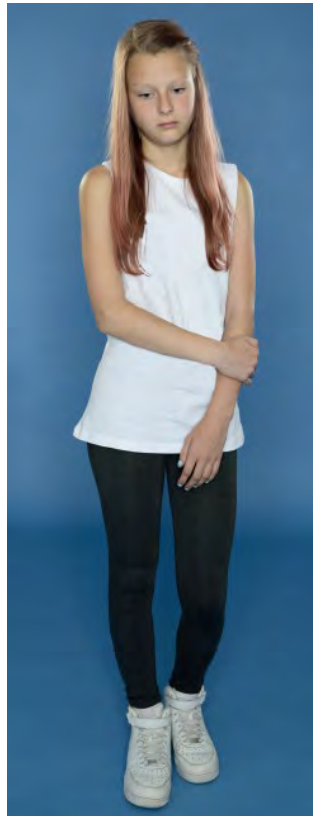
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Behavioral vs. Situational Changes

Emotion Knowledge

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- Identifying Individual Stressors and Stress Responses
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Emotion Knowledge

- Emotions in Interactions: Artificial Language „Emola“



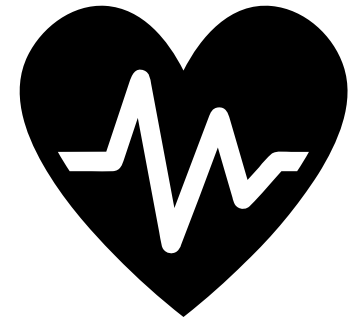
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Emotion Knowledge and Regulation

Sound Exercise (mindfulness)



- How was it?
- Was it easy to focus on the sound?
- Did you feel something during that exercise?
- Did you manage to focus on your feelings?
- What made it difficult to focus on your inner self?



Emergence of Stress and Resilience

How to Reduce Stress and Enhance Resilience

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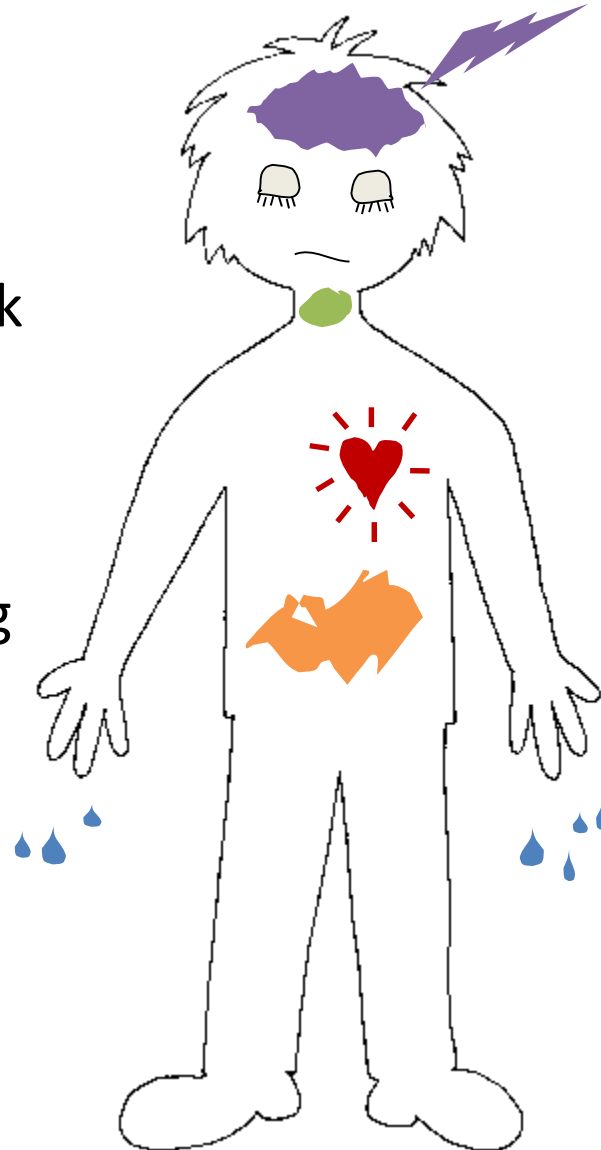
Behavioral vs. Situational Changes

Emotion Knowledge and Regulation



...and Stress

Exercise:
Use the body outline to mark your own physical reactions that you feel during stress and (negative) emotional experiences.



BREAK

10 minutes



Emergence of Stress and Resilience

How to Reduce Stress and Enhance Resilience

- Identifying Individual Stressors and Stress Responses
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Behavioral vs. Situational Changes

Experiment



- Make yourself comfortable and close your eyes.
- You will be asked to lift one leg and concentrate on that leg.
- Afterwards you will be told to put the leg down again and are given an object placed in one hand.
- You will be asked to lift the other leg, figuring out what object you are holding.
- After a while you will be told to put the leg down again.

Assessment:

- How did the leg feel in the first and in the second run?

- Identifying Individual Stressors and Stress Responses
- Emotion Knowledge and Regulation
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Dance Exercise



We now search for someone out of the group who has to dance to music in front of the group. I have selected a nice piece of music, but it may be not easy to find a good dance move for it. So, this is a demanding task.

For this purpose, lottery tickets are distributed and whoever gets the one ticket with "yes" has to dance. There is only one ticket with a "yes" on it.

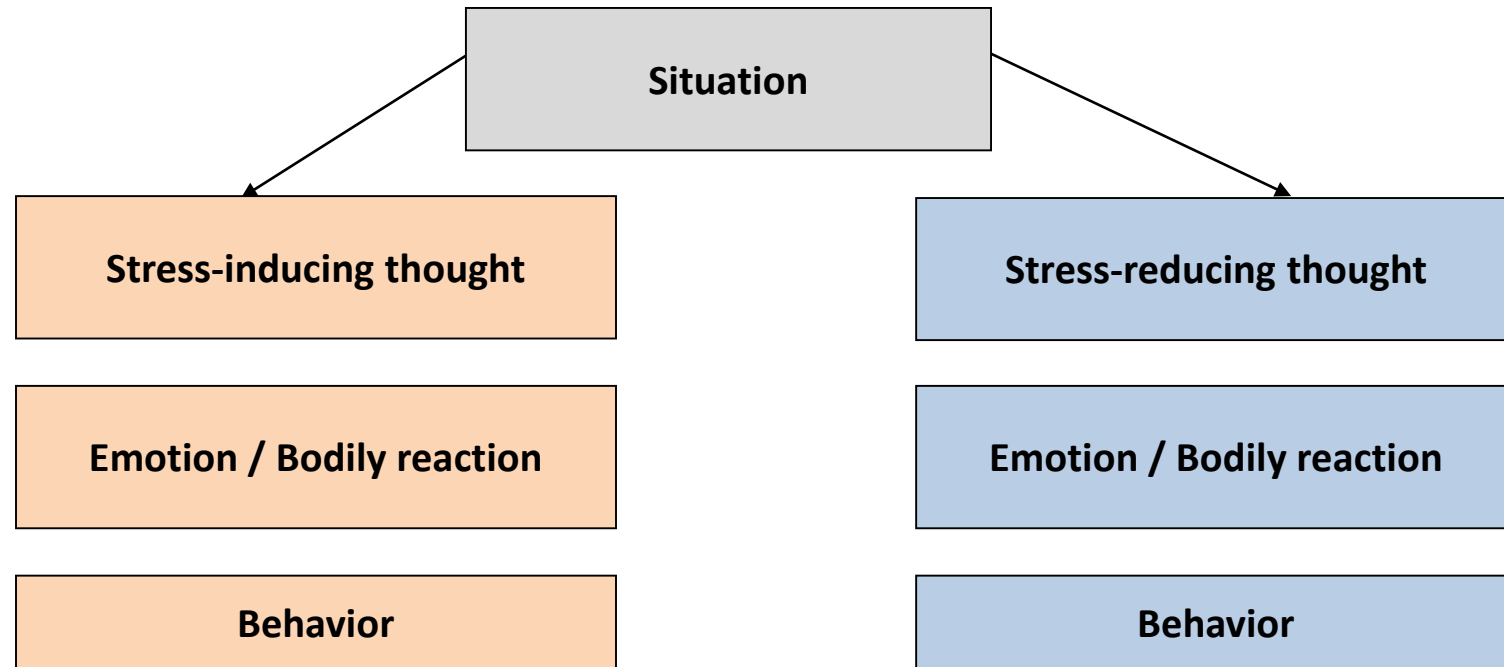
Tickets are drawn one after the other, but do not open the tickets until I allow it.

- Identifying Individual Stressors and Stress Responses
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Dance Exercise



- What were the stressful thoughts?
- What were the feelings/emotions, bodily reactions, and behaviors?
- What would be an anti-stress thought?



Emergence of Stress and Resilience

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Behavioral vs. Situational Changes

Seeing stressful situations more positively



Emergence of Stress and Resilience

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Behavioral vs. Situational Changes

Seeing stressful situations more positively



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Behavioral vs. Situational Changes

Seeing stressful situations more positively



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Behavioral vs. Situational Changes

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Behavioral vs. Situational Changes

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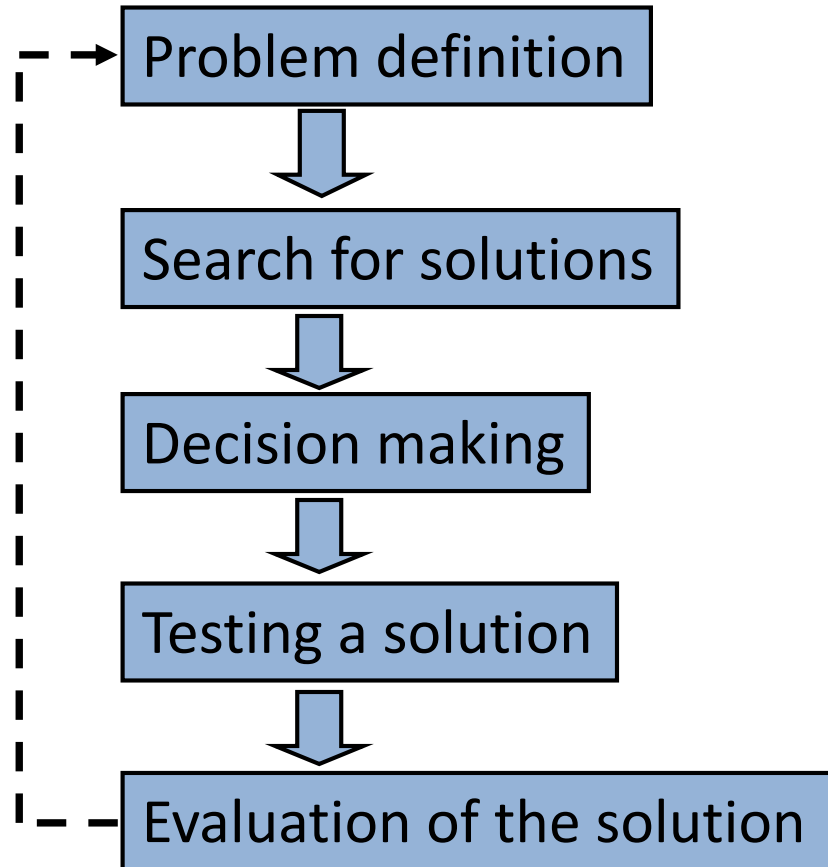
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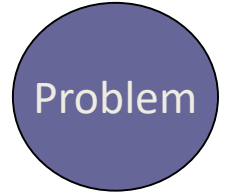
Behavioral vs. Situational Changes

Problem Solving



- Identifying Individual Stressors and Stress Responses
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Problem Solving: Example



Marco is good looking, nice, and popular – just great. And he is very sporty. During a break at school, Marco approaches Anna and suggests that they could go inline skating together next week.

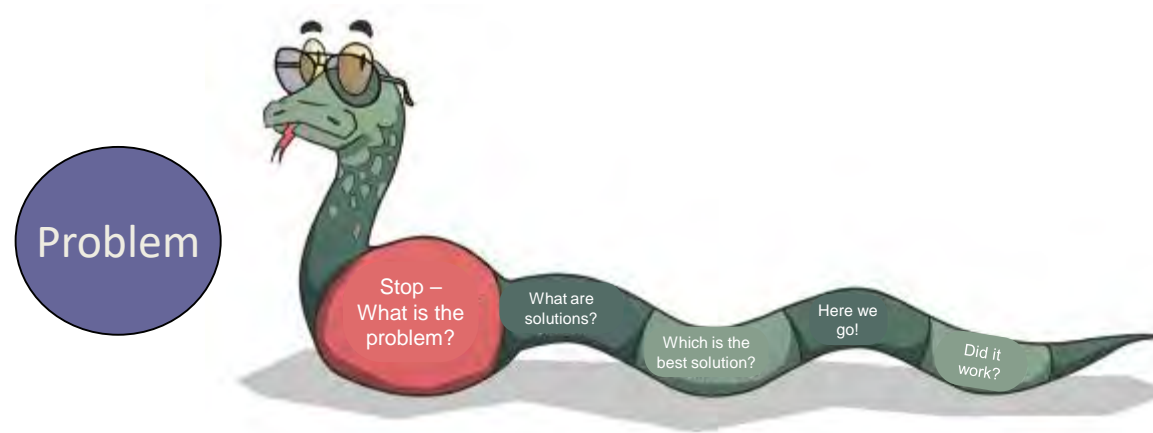
Anna really wants to go, but she thinks she is pretty poor at sports. And she has never been inline skating before. That will be an embarrassment! But she wants to impress Marco. She definitely doesn't want the situation to be embarrassing, but she really wants to do something with Marco.

Emergence of Stress and Resilience

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Behavioral vs. Situational Changes



Situation	
What is the problem?	

Reaction	
How does that make you feel?	<p style="text-align: center;">Stress barometer</p> <p>0 % ←————→ 100 %</p> <p>No stress at all Very much stress</p>

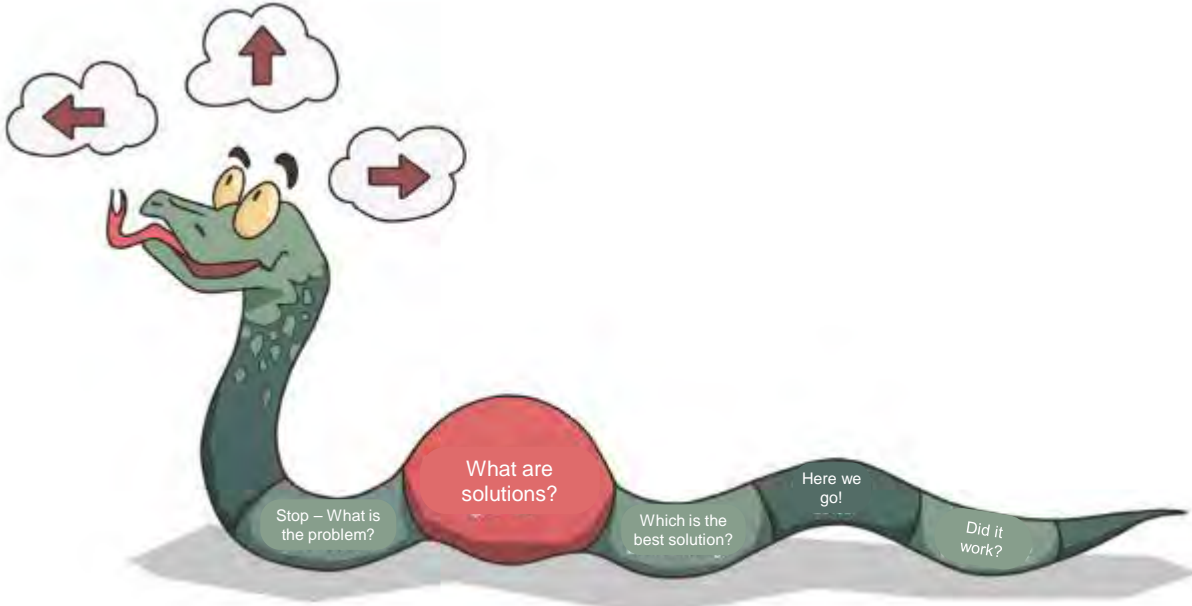
Aim	
What do you want?	

Emergence of Stress and Resilience

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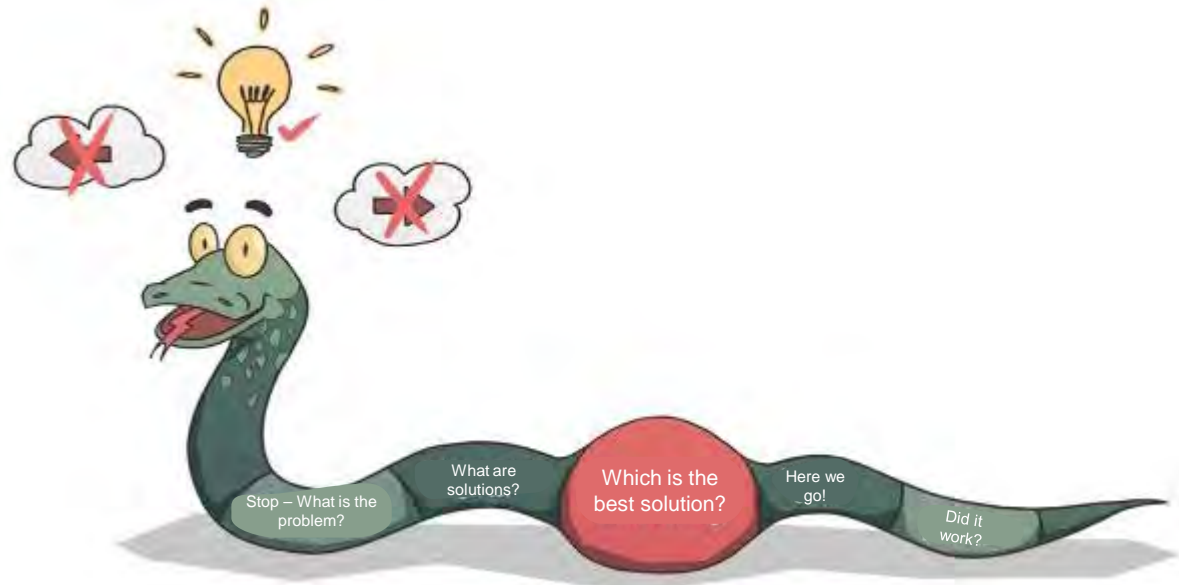
1. Solution	
2. Solution	
3. Solution	
4. Solution	
5. Solution	
6. Solution	

Emergence of Stress and Resilience

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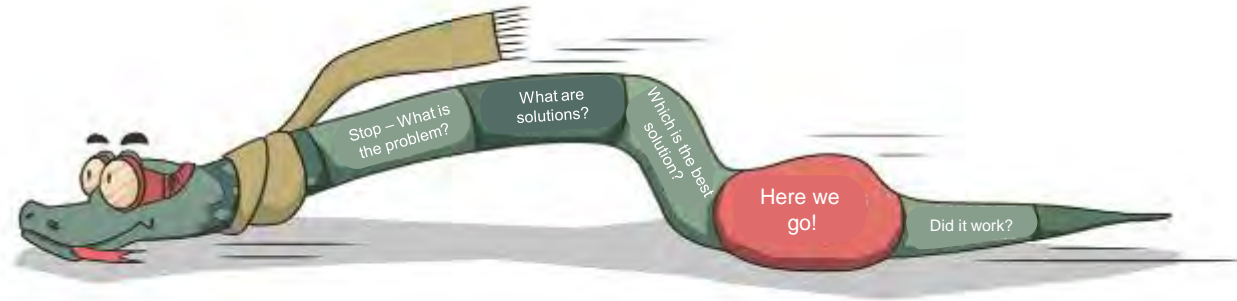
Solutions	Advantages	Disadvantages	Decision

Emergence of Stress and Resilience

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Behavioral vs. Situational Changes



Solution: ...

What needs to be done?	
------------------------	--

Which obstacles may exist?	
----------------------------	--

How can I overcome the obstacles?	
-----------------------------------	--

BREAK

10 minutes

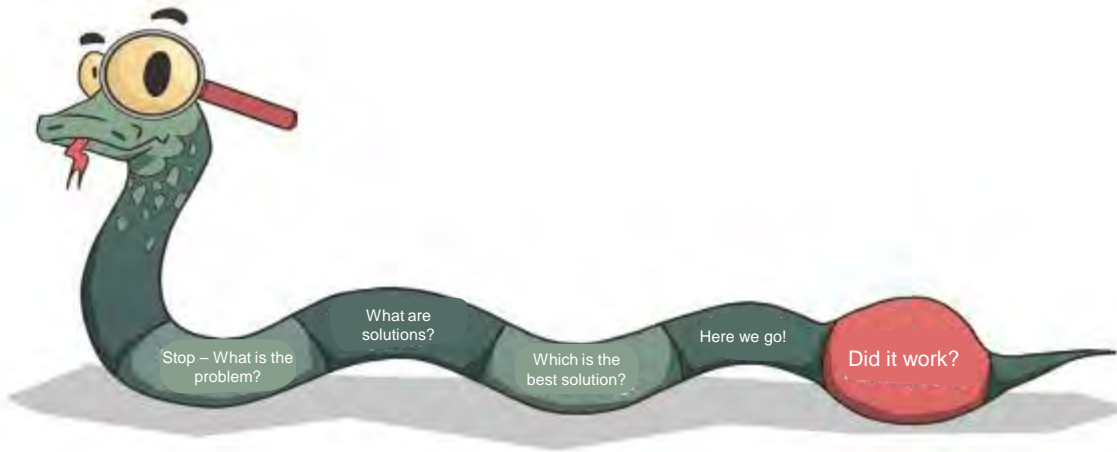


Emergence of Stress and Resilience

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Behavioral vs. Situational Changes



Aim	
What was your aim?	
How does that make you feel?	<p style="text-align: center;">Stress barometer</p> <p>0 % ←————→ 100 %</p> <p>No stress at all very much stress</p>
Did you reach your aim?	<input type="checkbox"/> Yes, I have reached my aim. <input type="checkbox"/> No, I have not reached my aim yet.

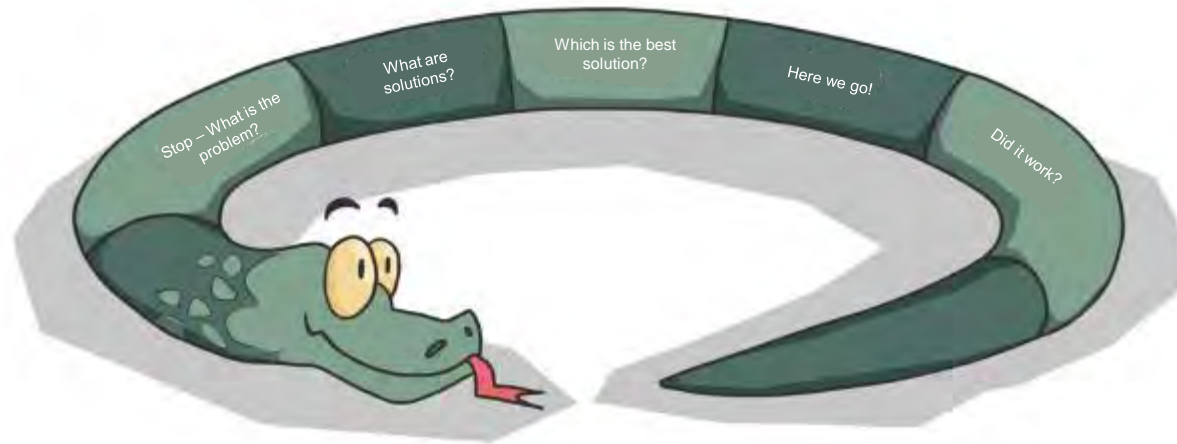
Emergence of Stress and Resilience

How to Reduce Stress and Enhance Resilience

- Identifying Individual Stressors and Stress Responses
- Emotion Knowledge and Regulation
- Cognitive Change
- **Problem Solving**
- Enhancing Self-esteem
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- Time Management
- Breaks and Relaxation

Behavioral vs. Situational Changes

And when the problem remains unresolved...

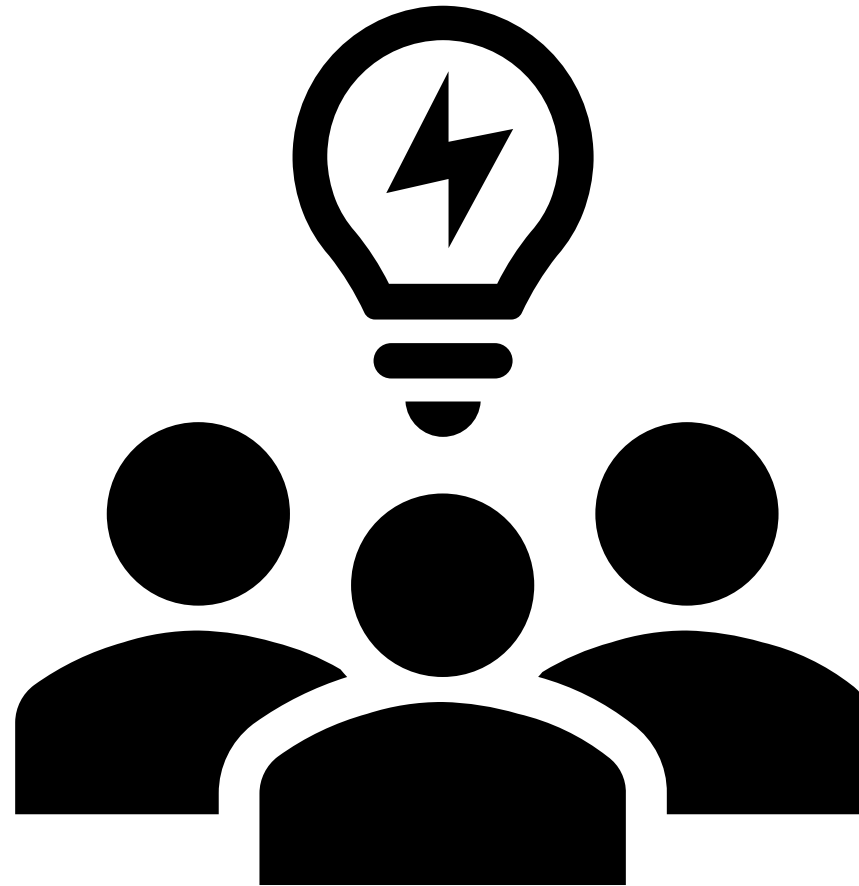


Emergence of Stress and Resilience

How to Reduce Stress and Enhance Resilience

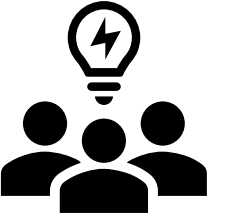
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Behavioral vs. Situational Changes



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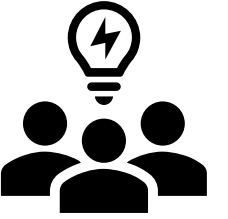
Enhancing Self-esteem



Each student is given a blank sheet of paper on which to make an outline drawing of their hand. Each sheet is labeled with names. The sheets are left in place. Students go around the room filling each other's "hands" with compliments.

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Enhancing Self-esteem



Developing posters on the topic “Compliments”
Each group works on one topic. Afterwards, the posters are presented and discussed in the plenum.

What are reasons to give a compliment?

What's wrong with giving a compliment?

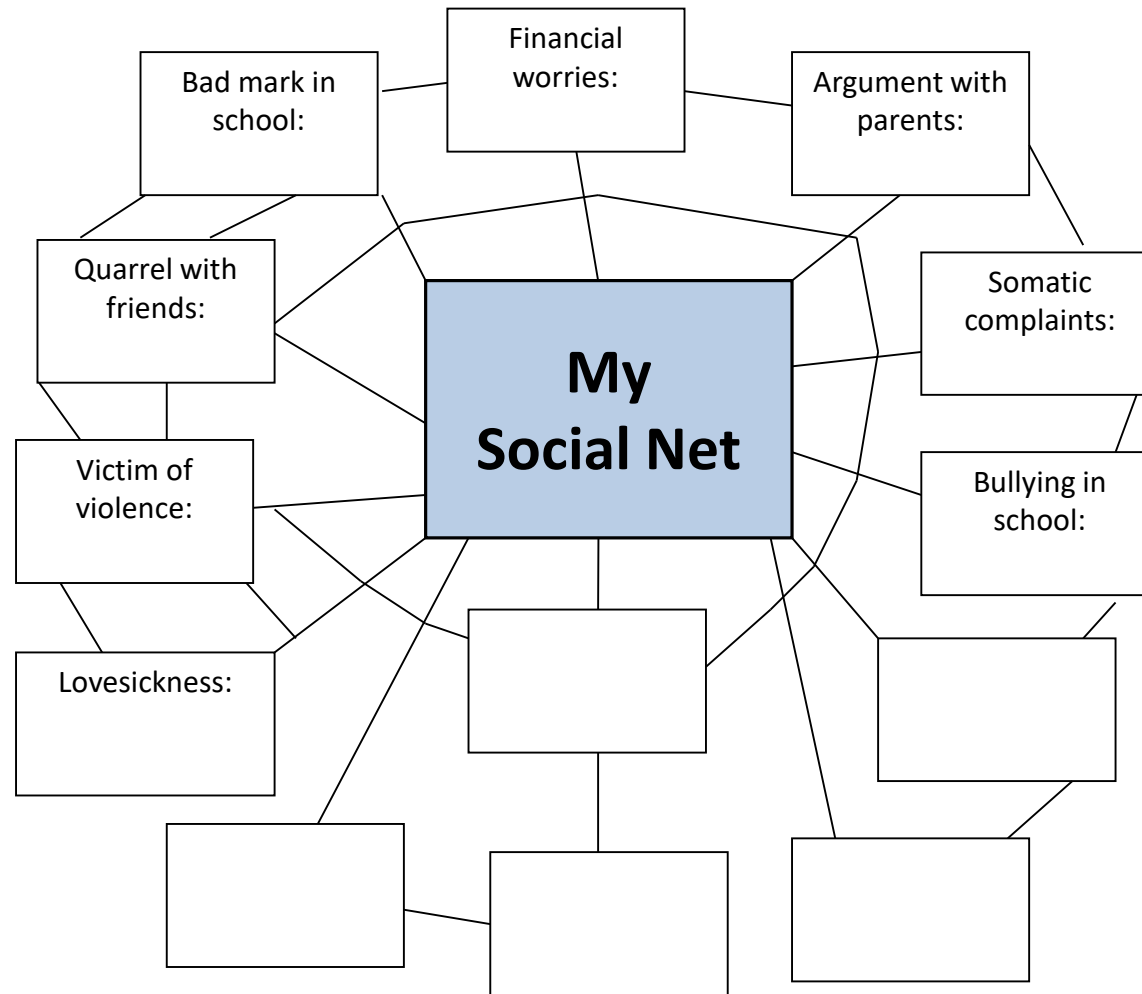
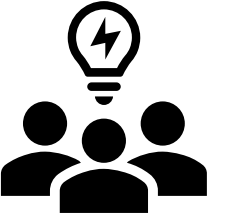
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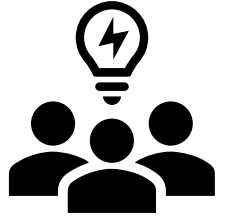
Behavioral vs. Situational Changes

The Social Net: Available Social Resources



- Identifying Individual Stressors and Stress Responses
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The Social Net: Available Institutional Support



- Search for institutions that can be contacted for support (e.g., on the internet).
- Present information about various counseling institutions on a poster.

bke-Jugendberatung
anonym
kostenfrei
datensicher
Bundeskonferenz für
Erziehungsberatung e.V.

Startseite Forum Gruppenchat Mailberatung Sprechstunde geöffnet

Willkommen bei der bke-Jugendberatung!

Das erste Mal bei uns?

Hier kannst Du dich registrieren

Informationen in leichter Sprache findest du hier.

Themenwoche Taschengeld - Schaut gerne vorbei!

Forum: Lies und diskutiere mit!

Gruppenchat: Chatte mit Jugendlichen!

Mail: Klick zur Mailberatung!

Einzelchat: Klick zum Einzelchat!

Heutige Chatangebote

Offene Sprechstunde
19.00 - 21.00 Uhr

Offener Gruppenchat
16.00 - 18.00 Uhr

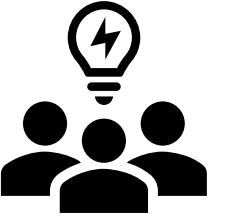
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Time Management

“Oh no - so much homework!”

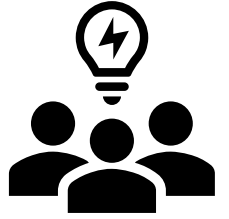
Jan doesn't know what to do. How is he supposed to get it all done today? The band practice, tonight's performance, his father's tasks, swimming practice. “And now also an essay about the ancient Romans - great!” Jan has no idea how he's supposed to get it all done, because there's also the argument with his girlfriend Julia. She is upset because Jan has only had the gig on his mind for two weeks. Julia has hardly seen him. Even during breaks, he only meets the other boys to work on songs. But Jan wants to cheer her up with a small present and an invitation to the concert tonight.

Jan gets home from school at 1 p.m.. After school, he goes to his friends Dirk's house. Dirk has bought two video games that he really wants to show Jan. The two of them play for an hour until Jan remembers that he should have been home quite some time ago. He runs home and forgets the screws he was supposed to buy for his father on the way home from school. His father is really angry. He sends Jan right back to the hardware store. He can forget about visiting Julia now. He already has to hurry to get to swim practice at 4 p.m. in time. Of course, he doesn't make it on time. Ten minutes late - that's two euros for the team's coffers. When he misses the start of the swimming competition, there is great laughter. Now he also has to worry about his spot in the relay. He just can't concentrate.



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Time Management



Now Jan quickly cycles to his girlfriend's house.

"Julia is no longer at home!", her mother explains. "She waited because she was hoping you would come by. But now she's in town with a friend. Julia was pretty disappointed!" "Crap!", Jan thinks to himself. "I drove all the way for nothing!"

He wonders if Julia even wants to see him anymore. With a really bad conscience and totally stressed, he cycles on. He has been looking forward to the concert for weeks. It's the first gig of his band. All his friends will be there, and then such a hassle. The others have been waiting for him in the rehearsal room to play the new songs again. But there is no more time for that, the concert starts at 8 p.m.. They rush to the youth center, where the first band is already playing.

"After that, it's our turn! Come on, hurry!"

Jan is excited but also pretty exhausted. Then the four boys go on stage and play their gig. When Jan sees Julia's blond curly head bouncing around in front of the stage, he is reassured and happy. Almost everything went well. But maybe next time it will be a little less stressful!

While the others are still celebrating the successful performance, Jan has to go home. You know, the ancient Romans...

Emergence of Stress and Resilience

How to Reduce Stress and Enhance Resilience

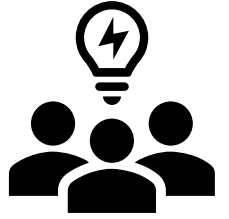
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Behavioral vs. Situational Changes

15.11.2022

Time Management

Time	Obligations, activities	Time needed	Completed	
14-15 h			Yes No	<input type="checkbox"/> <input type="checkbox"/>
15-16 h			Yes No	<input type="checkbox"/> <input type="checkbox"/>
16-17 h			Yes No	<input type="checkbox"/> <input type="checkbox"/>
17-18 h			Yes No	<input type="checkbox"/> <input type="checkbox"/>
18-19 h			Yes No	<input type="checkbox"/> <input type="checkbox"/>
19-20 h			Yes No	<input type="checkbox"/> <input type="checkbox"/>
20-21 h			Yes No	<input type="checkbox"/> <input type="checkbox"/>
21-22 h			Yes No	<input type="checkbox"/> <input type="checkbox"/>
22-23 h			Yes No	<input type="checkbox"/> <input type="checkbox"/>



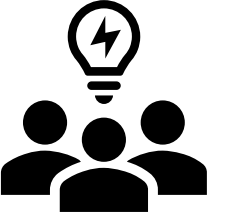
Why does Jan have stress?

What could Jan do to reduce or have less stress?

What might a suitable schedule for Jan look like?

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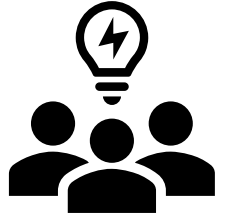
Time Management



- Each student receives a blank weekly schedule and enters how long he/she goes to school every day and the fixed appointments and commitments each day.
- Mark the time periods with fixed appointments and obligations with a colored pencil (e.g., red).
- Mark free spaces with a different color (e.g., green).
- If there are many fixed appointments and obligations: Is everything really necessary?
- Which stress-balancing activities are possible (e.g., listening to music, swimming, meeting with friends, reading, doing sports, painting, relaxing, watching TV, playing computer games).

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Time Management



Avoiding Interferences During Homework

Interferences	Time management tips
Smartphone	Avoiding disruptions
Start several things at the same time	Never several goals at the same time
Working without a clear goal	Using memos
Lack of priorities	Separating important and unimportant things
Perfectionism	Setting realistic goals
Unfocused	Taking breaks, balancing energy

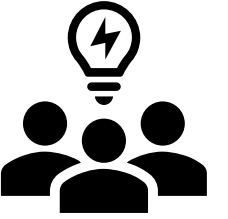
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Behavioral vs. Situational Changes

Breaks and Relaxation



- Schedule breaks and look for things that help to relax (e.g., listening to music, exercising, reading)
- Practicing systematic relaxation techniques

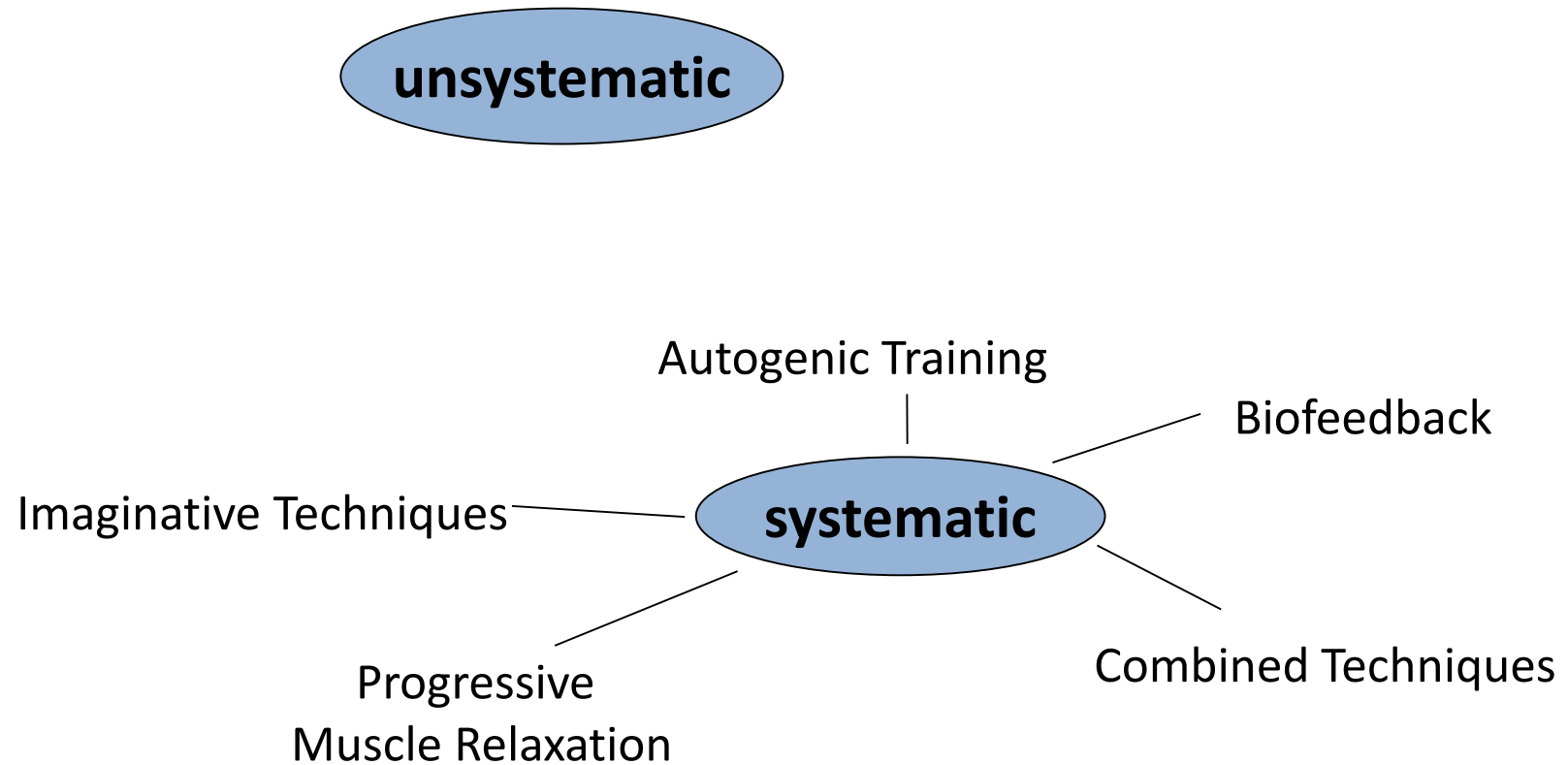
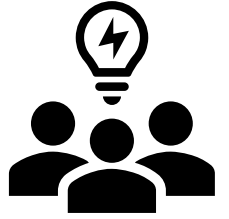
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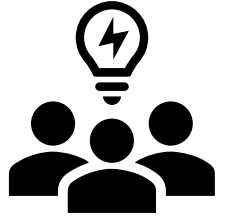
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Relaxation Techniques: Overview



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Behavioral vs. Situational Change



**In addition to changes in behavior,
changes in circumstances are also important**

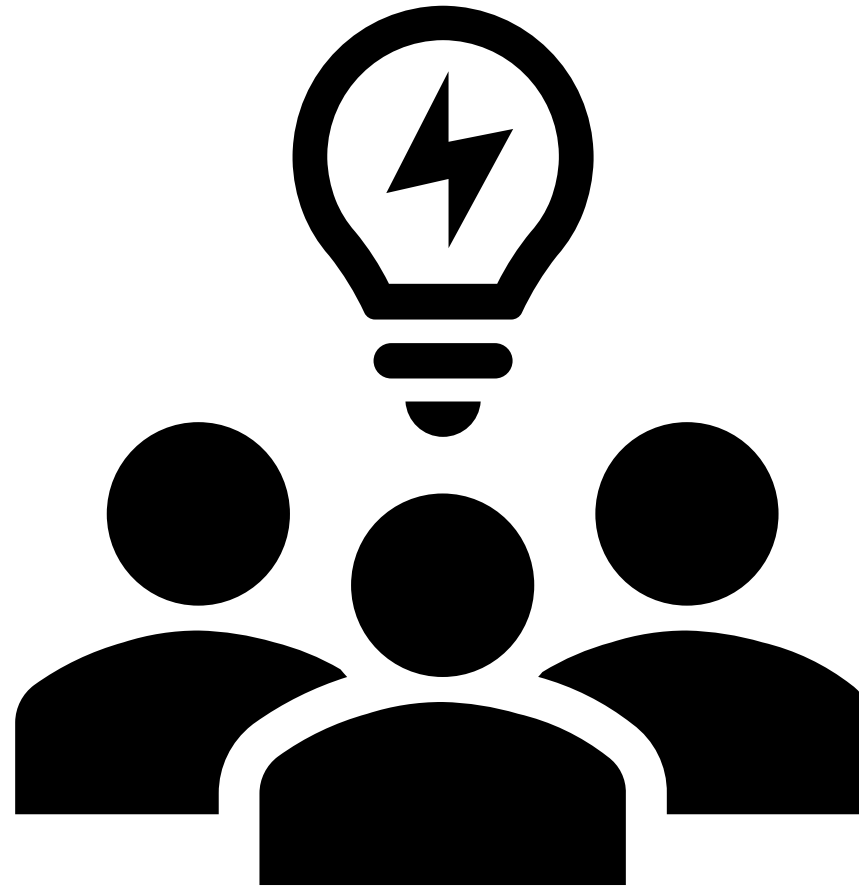
- Examples:
 - Place at home and/or school where you can take a break
 - Reducing over-performance requirements
 - Regular and sufficient nutrition at home and school
 - Physical activities
- Most importantly, there is not “one right way” for stress management; what helps depends on personal preferences and situational circumstances.

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Behavioral vs. Situational Changes

Coping with Stress



Write down which strategies you
want to/will try the next time you are stressed.
(2-3 minutes)

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Take-home Message II



- Stressors and stress responses vary from person to person.
- There are many different ways to cope with stress and emotionally arousing situations.
- Besides behavioral and cognitive changes, situational changes should also be considered.

THANK YOU FOR LISTENING

