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**Teacher Notes**

**for**

***Chill; taking the stress out of senior study***

***Extended interviews with all the participants can be seen at  
[www.studysuccess.com.au](http://www.studysuccess.com.au)***

## **Chill; taking the stress out of senior study**

### **TEACHERS WORKSHEET**

#### **Introduction**

Featuring prominent psychologist Dr Janet Hall ASM. PhD, a regular consultant to parents, teachers, students, business and the media, this program provides students with a guide to managing senior study stress.

Ideal for *tertiary* and *secondary* students alike the 30 minute program is divided into five major sections;

- . *Understanding stress*
- . *Managing stress*
  - *independent learning*
  - *revision and practice exams*
- . *Challenging unhelpful thinking*
  - *negative thinking*
  - *procrastination*
  - *perfectionism*
- . *Dealing with problems*
- . *Taking care of yourself*

We hear the personal accounts of managing senior study stress from **Ashray, Bianca, Carla, Cassandra, Chris, Hong, Julian** and **Srigala**.

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#### **Before viewing the program**

1. Teachers might like to have an introductory class discussion around the following questions;
  - a) What is stress? How would you define it?
  - b) What are some of the symptoms of stress?
  - c) Are the symptoms different for males and females?
2. Students might be invited to break into small groups to come up with *four* suggestions for ways to manage stress in senior study.
3. Individuals might consider; “What plan of action would you take if you found that a particular subject (one that is vital for your success at year 12) was giving you trouble?”

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**STUDENT WORKSHEET**

**While viewing the program**

**CHAPTER ONE:            *Understanding stress***

- 1. Is stress really a problem in senior study?  
.....
  
- 2. Stress may be divided into three major categories. Name two;
  - a) .....
  - b) .....
  
- 3. List four symptoms/signs of stress.
  - a) .....
  - b) .....
  - c) .....
  - d) .....
  
- 4. Name three strategies for reducing stress.
  - a) .....
  - b) .....
  - c) .....

**CHAPTER TWO:            *Managing stress***

- 1. “Independent learning” means.....  
.....  
.....
  
- 2. Name two things independent learners should aim to do.
  - a) .....
  - b) .....

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3. How often did Carla summarise/review her notes?

.....  
.....

4. Why are practice exams helpful?

.....  
.....

5. When can practice exams be done?

.....  
.....

**CHAPTER THREE: *Challenging unhelpful thinking***

1. What is “negative thinking”?

.....

2. Complete the expression: “*Positive thinking may not work all the time but* .....

3. Name three strategies to help you overcome negative thinking.

- a) .....
- b) .....
- c) .....

4. What do you think is the most important aspect of combating “procrastination”?

5. Complete this sentence. “You don’t need to be perfect, just .....

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**CHAPTER FOUR: Dealing with problems**

1. What are the seven steps recommended by Doran?

- a) .....
- b) .....
- c) .....
- d) .....
- e) .....
- f) .....
- g) .....

**CHAPTER FIVE: Taking care of yourself**

1. List six tips for taking care of yourself

- a) .....
- b) .....
- c) .....
- d) .....
- e) .....
- f) .....

**CONCLUSION**

What's your conclusion? .....

.....

.....

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### TEACHER/STUDENT WORKSHEET

#### After viewing the program

1. General discussion:

- a) In what ways were you surprised by the information put forward?
- b) How many of you think that you could use some of the information from the program? In what ways?
- c) Who can suggest some helpful things related to study stress that weren't mentioned in the program?

2. Role plays.

Students might consider presenting in pairs from a number of scenarios;

- a) Two friends are discussing the pressures of senior study. This month one of them is feeling more relaxed than the other because over the last 6 weeks he/she has settled into a routine that seems to be working. But the other student keeps bringing up problems.
  - b) A student comes to a teacher for advice about a problem in a particular subject. What plan of attack do they devise?
  - c) During a routine visit to the doctor for an ankle sprained whilst playing sport, when drawn by the doctor when asked "How are things going with year 12?" the student begins to talk about stress and anxiety. What line of questioning does the doctor take? What advice does she/he offer?
3. A "**CHILL**" poster competition could provide advice to students about managing stress; posters to be displayed around the school

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