



ACTIVITY: 'NOT SO TRIVIAL'

TIME: 10–15 minutes
SIZE: Individuals
SPACE: No special requirements
RESOURCES: Simple Trivia Quiz & Answers Sheet (pp.78–79 or SenseAbility CD), pens, paper, A-B-C-D Model (p.56)

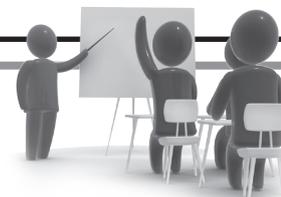
The aim is for students to explore the physical signs of mild stress/anxiety.

The result should be engaging class discussion about ways to manage those symptoms.

1. Explain that at the end of this activity the class will discuss relaxation techniques. Show students how to check their heart rate by placing a finger on their pulse (radial artery on wrist or carotid artery on neck), count beats in 15 seconds by a wall clock, and multiply by four. Have students write down their resting heart rate.*
2. Distribute the quiz, face down, explaining as you go that this is a quiz that has proved straight-forward to other students their age, and they should have no trouble with it (i.e. downplay the difficulty). Explain that everyone has two minutes to do the quiz. Stress there is to be no talking.
3. Although words at the top suggest differently, the quiz is, in fact, very difficult.
4. When everyone has the quiz, start the clock.
5. After just one minute, stop the activity and quickly have students check their heart rates. Once those are written down, commence class discussion.

NB: the resting heart rate for healthy teenagers can range between 50 and 90 beats per minute, but please consult an expert for more information on this.

DISCUSSION SUGGESTIONS



- Explain firstly the quiz was, in fact, very difficult.
- Did anyone find their heart rates were elevated above the resting level they took prior to the quiz? Why might that be?
- Using the A-B-C-D Model as reference, ask the students what feelings were experienced during the quiz minute (from calm and confident to panicked and angry?) and list these on the whiteboard. Did anyone feel in control? Who felt out of control?
- What kinds of thoughts triggered anxious feelings?
- What kinds of thoughts helped you feel more in control?
- Ask: What actions were you doing (e.g. working on quiz, fidgeting, glaring at teacher?), List these. Finally, ask: What thoughts were going through your mind (e.g. 'I can do this', 'This is unfair!' or 'I must be an idiot')?

IMPORTANT POINTS

- Explain again that all these various thoughts, consequent feelings and consequent actions all stemmed from the same event. Therefore, it is our thoughts that affect the way we feel and act.
- Explain the importance, when we are stressed, of placing events in perspective, and trying to calm ourselves rather than give in to kneejerk emotional responses.
- You may want to have the class do a quick relaxation mandala (p.89) to help reduce any lingering stress or frustration. Now might be an excellent time to quickly revisit any relaxation techniques students are working on in their Real-life Application. Any students willing to teach the class an easy technique (e.g. Deep Breathing) might do so now.
- To satisfy curious students, share the correct answers to the quiz questions (p.79).