



Maximizing Your Potential

WebQuest – Coping with Stress & Anxiety

Name: _____ Date: _____

The following website www.TeensHealth.org provides numerous informational resources about health, growth and emotions for Teens. Follow the below prompts on a webquest through the website focusing on helping teenagers cope with stress and anxiety.



Step 1 – Log on to a computer and type in the following website address, which will take you to the Teen Health – Stress & Coping Center:

Stress & Coping Center

http://kidshealth.org/teen/stress_coping_center/stress_center.html#cat20861

Step 2 – Click on the link titled ‘The Basics – Why do we feel stress? How does it show up in our bodies? And can stress ever be good? Find out here.’

Read the article and answer the following questions:

1. What is stress? What is your body telling you?

2. Define the following terms:

Stressors: _____

Adrenal Glands: _____

Stress Response: _____



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3. Fill in the chart below and describe the difference between good & bad stress:

Good Stress	Bad Stress

*****Continue on to page 2 of teen health article*****

4. What causes stress overload?

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

5. What are signs of stress overload? Have you experienced any of these before?

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____





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6. Read through the list of things to help keep stress under control. What strategy would work for you?

7. Try the breathing exercise on this page, press the play button and follow the instructions.

*****Continue on to page 4 of teen health article*****

8. Read the list of ways to build resiliency in the space below draw/sketch an image that represents one way you could build resiliency.

A large, empty rectangular box with a thin black border, intended for a student to draw or sketch an image representing a way to build resiliency.

Name: _____ Date: _____

Description of Relax/De-stress Strategy (point form notes)	Personal Opinion (Will this strategy work for you? Why or Why not)
Summarize the main points of the article:	