

1: Self Confidence

1. **Let's Talk!** In your notebook write 3 things that make you feel confident.

Then break up into groups of three and discuss your answers.

What do the others in class think? Share your ideas.

2. a. For each definition, write the correct word from the bank below.

concerned, criticize, offended, inaccuracies, decision, scenario, characteristics, exchange, circumstances, efficiently

Tip: Remember, when you want to talk about yourself, you can use:
What works best for me is.. / One thing I do is.. / I feel that.. / I think that.. / I know that..

	Definition	Word		Definition	Word
1.	say something mean		6.	well	
2.	worried about		7.	situation	
3.	take back		8.	hurt	
4.	mistakes		9.	qualities	
5.	setting		10.	choice	

b. Use the words from Exercise 2.a. to complete the sentences below. Some words are used more than once.

- If you are _____ about something, it is a good idea to get advice from a parent, a teacher or a friend.
- Don't be _____ if someone says something bad to you. Remember you have good personal _____ that matter much more.
- The teacher's _____ to share Rachel's project made Rachel very happy. She had planned so _____.
- It's acceptable that there are _____ in the things you do in life. People are not perfect.
- If you get something and it's not exactly what you wanted, you can always _____ it at the store. Worst case _____, you'll get store credit to buy something else there.
- Don't _____ yourself too much on how you deal with difficult _____ in life. Hashem always helps you.

3. **Write one example for each of the descriptions.**

- Who might inspect a new apartment building that was just built? _____
- What is something that is good for the environment? _____
- How would you show appreciation to your mother? _____
- Who can confirm the closing of schools on a "snow day"? _____
- What is valuable in a person's life? _____
- What would you be indecisive about? _____
- Give examples of things you should memorize. _____
- What inaccuracy might impact your school work? _____
- What circumstances would make you very happy? _____
- What is something you would exchange? _____

4. a. Look at the list below and check what is true for you.

	How to make yourself feel better and have more confidence	Always	Sometimes
1.	I look at what I have already achieved and am proud of my decisions.		
2.	I think of things I excel in and have accomplished, and forget about the inaccuracies that occurred.		
3.	I think positive thoughts, make sure my self-talk is positive, and don't get offended when someone criticizes me.		
4.	I remember that I have unique characteristics, so I can't compare myself with others - I am who I am. That's the way Hashem made me.		
5.	I remind myself that no one in this world is perfect and everyone can make mistakes. I can't exchange my circumstances.		
6.	I am only concerned with what I can change in my behavior in order to improve.		
7.	I make decisions and engage in activities that have a positive effect on my life.		
8.	I celebrate my small achievements and accomplishments in all scenarios of my life.		
9.	I try to be a trustworthy friend and be efficiently helpful to others.		
10.	I surround myself with supportive friends and adults.		



b. In your notebook, write one example of something you've achieved and are happy to share with others.

5. Fill in the chart with the correct parts of speech.

	Noun	Verb	Adjective	Adverb
1.	critic / criticism			
2.		----		anxiously
3.	offence / offender			
4.	complexity	----	complex	
5.		----	efficient	
6.	qualification / quality			----
7.			acceptable	----
8.		approve		
9.		----		confidently

6. Use at least five words from the chart in Exercise 5, to help your friend who is having a hard time accomplishing a task she has. Give her helpful advice. Write your ideas in your notebook.

2: How to Encourage Self-Confidence



1. Let's Talk! Pair Work – Role Play.

Your best friend is struggling in math; you are an excellent math student. How can you encourage your friend two days before the test? Play the roles, each taking turns to be each student. Share what you discuss.

2. a. Match the words to the picture. Choose from the words in the bank.

clarify, announcement, accompanied, goals, process

- 1.
- 2.
- 3.
- 4.
- 5.

b. Decide whether the following pairs of words have a similar **or** an opposite meaning.

Write S (similar) or O (opposite) next to each one.

1. relevant - related _____	7. consider - reflect on _____
2. don't pay attention to - emphasize _____	8. unrelated - relevant _____
3. acceptance - acknowledgment _____	9. age group - generation _____
4. incomplete - entire _____	10. declaration - announcement _____
5. aspirations - goals _____	11. procedure - process _____
6. confuse - clarify _____	12. went alone - accompanied _____

3. Complete the passage with the words in the bank.

clarify, announcement, accompanied, achievable, relevant, generations, acknowledgment, aspirations, reflected

Sarah (a)_____ her friends to the dress shop to find the perfect dress for the holidays. Sarah wanted to (b)_____ her idea that getting a beautiful dress without spending a lot of money is (c)_____. Her friends argued with her and asked why it is (d)_____, but all three (e)_____ in her family all agreed with Sarah that you can find nice dresses that don't cost too much money. Sarah (f)_____ on this and then made an (g)_____. She has (h)_____ to find the most beautiful dress for lowest price possible. She told the women in her family and they gave her their (i)_____ of her desires and plan. Now she has to find that dress; she's confident she will, and her mother and grandmother will help her.



4. You are going to listen to a lecture by Rebbetzin Nechama Sheinker. Then answer the questions below according to what you hear.

a. The school principal invited Rebbetzin Nechama Sheinker because...

1. she wanted the teachers to learn how to do an arts and craft project with their students.
2. she felt the teachers need some inspiration in disciplining the students.
3. she wanted to help the teachers learn how to encourage and motivate their students to do the best they can.



- b. In the first story the student was motivated to do better on the next test by...
1. *the smiley on the test paper.*
 2. *the encouraging words the teacher said to the student.*
 3. *the student's friends.*
- c. The story about Rabbi Benzion Klatzko shows how the teacher...
1. *got all the students to encourage each other.*
 2. *supported the students with encouraging remarks.*
 3. *asked each student to compliment a classmate in front of everybody.*
- d. When did Rabbi Benzion Klatzko find out about how effective his classroom activity was?
1. *At the end of the school year.*
 2. *Many years later, from a parent.*
 3. *When a parent told him the next day.*
- e. In the third story, what was the secret the Rebbe used to help his student improve?
1. *He showed the student that he could write the answers correctly.*
 2. *He showed the student how many answers he got wrong.*
 3. *He shared the correct answers with the student.*
- f. Who was the person mentioned in the last short story at the end of the lecture?
- _____
- g. What did you learn from the lecture? Write three things in your notebook.



6. Writing Task

a. Read this short story.

- 1 Orit was not the best student in her fifth-grade class, and she was always nervous before a test. She would tell her mother that she has a stomachache and try to get out of going to school. Her mother would finally convince her to go. One day, her mother wrote her a little letter of encouragement on a day of a big test. It said: ***Dear Orit, I love you very much. I know you try very hard to get good***
- 5 ***grades in school. I want to wish you much success on the test. I am very proud of you and know that you are a wonderful person. Just keep smiling. Love, Mommy.*** When Orit opened her sandwich bag, she found the letter. The next lesson was the test. Orit kept opening and reading the letter her mother wrote while she tried to do the best she could. The students kept looking at her and the teacher was also a bit suspicious, although she knew what an honest girl Orit was. After a while,
- 10 the teacher couldn't take it any longer and asked Orit to come to her desk with the paper she had in her hand. Orit gave the paper to her teacher. When the teacher read the letter, it reminded her how important encouragement is, not just to a student, but to everyone.



- b. In your notebook, write a letter of encouragement to a friend who is going to take an entrance exam to a post high school seminar.

3: Courage and Confidence

1. Let's Talk! Answer these questions about yourself.

- How courageous are you?
- Do you feel you miss many opportunities because you are afraid to try?
- Do you give up the minute you feel like you aren't succeeding?

2. Circle the word that means the same as the word in bold.

a. pursue	critical	follow	sufficient
b. proposal	purpose	suggestion	material
c. adjustment	pressure	determination	change
d. loss	category	damage	survivor
e. courage	bravery	summary	researcher
f. event	disturbance	happening	flexible
g. failure	dilemma	preparation	disappointment
h. initiative	plan	poverty	assignment
i. universe	leadership	circumstances	world
j. transmit	convey	campaign	exploit

3. a. Each of these are collocations with the word in bold. Add one more word for each.

1. gain...	weight	respect	confidence	_____
2. ...adjustment	small	major	necessary	_____
3. a/an... failure	complete	personal	economic	_____
4. a/an... event	ordinary	elegant	stressful	_____
5. a/an... loss	unexpected	complete	huge	_____
6. to... courage	show	lack	need	_____

b. Use one of the collocations in each group to write a sentence in your notebook.



4. Look at the title of the article. What do you think you'll read about?

Read the text and find out if you were correct.

I Am, I Can!

1 Most people have some basic fears they have to face in everyday life, but they usually have the capacity to overcome them. Some people are afraid of the dark, while others are scared of spiders. There are people who are fearful of going to new places and facing new situations, while others are afraid of going to the dentist or speaking in public.

5 Mrs. Lori Palatnik, an expert, gives three basic tips for overcoming fear.

1. "Put a price on it."

Would the person be willing to do something if someone gave him one thousand shekels? This puts his fear into a different perspective. On hearing this, an adjustment in the fear level would occur and he would be willing to perform the feared action as he would be getting the money or a reward.



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2. "What is the gain over the loss?"

What a person gains by going to the dentist is that he will have healthy teeth. The loss he would have if he doesn't go to the dentist is the possibility of losing some teeth.

3. "The build up to the event is worse than the event itself."

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Take the example of a young child who is afraid of getting a shot¹ at the clinic. He turns his head and cries when he approaches the nurse. All of a sudden, his mother says that it's over and the child can't believe that it was not painful. Now he is no longer afraid and realizes that it wasn't so bad. What was all the worry about anyway?

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How can someone overcome his fears and worries? He needs courage. No one is born with it. It is a quality that must be developed. If a person is courageous, he will have the inner strength to not be afraid of failure. Courage doesn't mean that a person doesn't have anxiety about the future, but he is willing to take the initiative to be creative in certain events, even if there is a possibility of him not succeeding.

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If someone wants to become a courageous person, he should reflect on something he's done in the past that he feels was courageous and try to encourage himself to do it again. Alternatively, he could think about what someone he admires does to be courageous and try to follow their example. A person's self-image comes into play in such a situation and can be modified. If a person makes a resolution to increase his level of courage, he will have more confidence and courage in himself to pursue his activities and life goals. This builds confidence and helps build one's self-image.

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What does it mean to be confident? It is the feeling that a person just knows he is capable of doing an action or performing a task. It means that the person knows that he can learn the skills, gain the knowledge, or already has the talent to do something. Self-confidence is an inner attitude to life that says, "I am able to do anything!" The person may not be good at some things, but the bottom line is that the person feels that he is worthy, has great significance in this world and accepts that he cannot be perfect in everything.

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Nothing can take his worthiness away. It is his feelings and emotions that control his thoughts. Feelings depend on a person's emotional state. These emotional positions can be elevated or lowered by the quality of his thoughts. Each individual has the possibility of controlling his own thoughts. A positive self-image has nothing to do with feeling you are better than anyone else. If someone has a positive self-image, it means he has the courage and the knowledge that he has the capacity to achieve the role in the universe for which he was created by Hashem.

¹. shot - דריקה

5. In your notebook, answer the questions according to the article in Exercise 4.

a. In your own words, explain the three tips Lori Palatnik gives to overcome fear.



b. Answer these statements with true or false. Then correct the false sentences in your notebook.

		True	False
1.	Mrs. Lori Palatnik gives five tips on how to overcome anger.		
2.	The first tip suggests putting a price on the fear to see it in a different perspective.		
3.	A person needs courage to overcome fear.		
4.	In order to become a courageous person, you must have always been courageous.		
5.	Confidence lowers a person's self-image.		
6.	If you tell yourself, "I can do anything!", you are fooling yourself.		
7.	If you have a positive self-image, it means you think you are better than everyone else.		
8.	If you have a positive self-image, you have the capacity to achieve your life's goal.		



6. Let's Talk! In pairs, choose one of the situations below and role play it.

Present to your class.

- Your friend is afraid to go to the beach because of the high waves, even though she knows how to swim. Try to convince her not to be afraid using the tips that Mrs. Lori Palatnik gives in the article above.
- Your little sister has a terrible toothache. Try to convince her to go to the dentist.
- Your friend is afraid of the upcoming history test. Try to help her boost her self-confidence by using the ideas in the article.
- You received a low grade on the last test. Try to convince your teacher that you know you can do better.
- Try to convince your aunt to not give up on herself just because she just lost her job.

Tip:

When we want to convince others, we can use:

I am absolutely certain /

I can assure you.. /

It's quite true /

I just know you can.. /

I have no doubt

4: Encouraging Friendship



1. Let's Talk! What do you think is the most important thing that can help a person succeed, based on what you learned in the previous sections?

With your partner, discuss the questions and come up with what you both think is the most important thing. Then share with the class.

2. a. Write the correct meaning next to each word.

	Word	Your Match
1.	particular	
2.	agent	
3.	boundaries	
4.	befriend	
5.	aid	
6.	intent	
7.	confess	

Meanings
cause
admit
purpose
specific
become close
help
limits

b. Complete the sentences with the words from Exercise 2a. You may have to make changes.

- The little girl wanted to _____ the other girls in the park.
- Shira tried on the dress in the store, but she didn't like that _____ color.
- You need to have the proper _____ when you daven.
- Her mother was the _____ that enabled her to succeed.
- Her daughter _____ to leaving the light on when she left the house.
- The doctor set _____ for my mother on what exercises she can do.
- He explained that these will _____ her to have less pain.

3. Write the following in your notebook.

- Give two examples of boundaries you set for yourself when you are studying for a test.
- What is something you would confess to?
- What is the one thing you are particularly interested in?
- In what way could you aid your mother at home?



4. a. Let's Talk! In pairs, read the two letters below and give each teen advice on how to make the relationship work for both of them. You can use the questions below to help you.

- How could you encourage the less confident teen to be closer to her friend?
- What advice would you give the popular girl so she doesn't discourage the shy girl?
- How could the two be friends without the relationship becoming overly intense?
- What gifts from Hashem can you suggest that each teen has to help her enhance their relationship?

A. Hi! My name is Avigail and I'm an 11th grade student in a large high school in the center of the country. I must confess that I am very popular in my class, and I try to be friendly to everyone. However, there is one girl in particular, her name is Yocheved, who is going to the extreme. Although many girls in the class are uninterested in her and exclude her from activities, I try to include her whenever I can. The problem is she knows no boundaries. As soon as the bell rings, she jumps up and comes to sit next to me and looks at me intensely. I don't get a chance to breathe. I feel like she expects me to aid her on a steady basis. My intent is not to be irresponsible, aggressive or to insult her. I would appreciate some advice.
Please help me.

B. Hello, I'm Yocheved. I am a student in the 11th grade and I finally have found my best friend. Her name is Avigail. She has been the agent to make me feel adequate and accepted. It wasn't always like that in elementary school. I experienced very negative situations when I was younger when it came to making friends. Finally, when I reached high school, Avigail started to befriend me. I would sit across from her at lunch and spend the mid-morning break sitting next to her and chatting. She gave me the recognition I was praying for. I try to be around her, so she'll notice me and maybe invite me to her house. I am very determined to become her best friend, but it's not happening.
What should I do?

b. Share your ideas with the class. Did your classmates have similar ideas to yours?



5: The Details Are in the Description



1. **Let's Talk!** Group Discussion: In small groups of three, discuss the following question.

- What things make you feel the most nervous, challenged, or stressed?

2. a. Circle the word that completes the sentence in a meaningful way.

1. This course is quite difficult, so you should feel **challenged** / relaxed.
2. It is common to be **adequate** / nervous at a job interview.
3. It is **in view of** / typical of Jews to be merciful and kind.
4. It was so noisy, I couldn't hear all the **background** / details of the class trip.
5. The people walking around the plaza were so beautiful, like a **scene** / symbol from a book.
6. Did you know that **stress** / relaxation could be good for success?

b. Complete the short dialogues with the words in the bank.

summarizes, details, strange, background, scene, nervous, impression, typical of, stress, challenged

1. A: Chani, please give me the _____ of the class party, so I know how to get there.
B: Ruchi, don't _____, once I know, I'll tell you.
2. A: Were you at the _____ of the accident that happened near the bus stop after school?
B: No, I was still in class, but I sure heard all the noise in the _____
3. A: Rina, do you think it's _____ your family to have a lot of guests?
B: Vered, I think many people get that _____, but it's not really true.
4. A: I like the way our English teacher always _____ what we learned at the end of every lesson.
B: Yes, you are right. It makes it easier because I feel very _____ in class.
5. A: Why do you have such a _____ expression on your face?
B: I think I am very _____ and my face is showing it.

3. For each question, write an answer in your notebook, using the word in bold.

- a. What type of people do you like to be **associated with**?
- b. What do you think **motivates** children to do what their parents want them to do?
- c. What **image** do you like to see when you arrive at school in the morning?
- d. What things **represent** a calm feeling for you?
- e. Why do you think it is important to have **illustrated** books for young children?
- f. What things do you like to **display** in your bedroom?



4. a. **Let's Talk!** What do you see in the picture? What do you think you would find there?



Read the short passage and then see how to write your own.

1 Caption: A Hike in the Water

Do you and members of your family, or even a group of friends, enjoy going on a water hike? If you do, the perfect place to go is Ein Mabo'a.

- 5 Pack your lunch and snacks, and don't forget your sun hat and shoes that are good for walking in water. You can get there by public transportation, but the best way is by car or a private bus or van. Ein Mabo'a is a unique natural phenomenon. The spring's pool is called a *rhythmic karstic spring*. It beats like a heart. Between beats the pool is empty, and when it beats the pool fills up with water. Children love to jump in and splash and are amazed when the water disappears. This happens throughout the day. It all depends on how much water is flowing in
- 10 the spring. When you leave this spring, you can walk through a stream and see amazing plants and water animals. There are fish and water turtles along the way. There are inviting pools for swimming too. You can see some interesting caves above the stream. It's a great place to cool off in the summer because it is located down in the Judean desert. It is a half hour drive from Jerusalem. Admission
- 15 is free, and it is open from 8 am to 6 pm in the summer.



b. A caption is like a title; it gives a little bit of information. The paragraph that follows provides the rest of the information. The following paragraph gives more information.

To write your own caption and short description about a picture, follow the steps below.

1. Write a simple caption that summarizes the idea in the picture.
2. Write a text with details to describe the picture.
3. Make sure to stay on topic and not to add unnecessary details.
4. Polish your work.

Tip! Language you can use to describe a picture

Position: next to / near / in the front / in the background / in the upper part

Describing the scene: The picture was taken in / at / near.. (place). / The scene takes place in...
The picture represents / shows.. (scene).

What can you see? In this picture, the character is (Vb)-ing

Impression: The characters look as if... The viewer has the impression that...

The pictures displays / happy / expressive feelings.

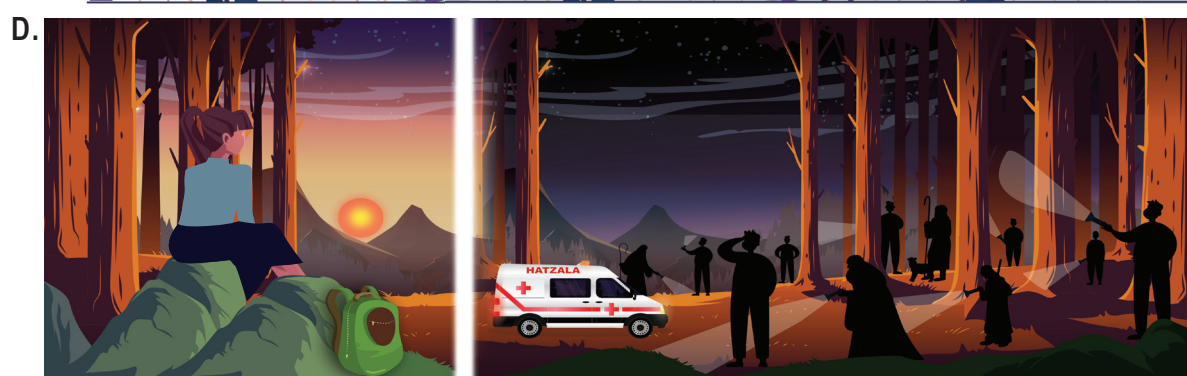
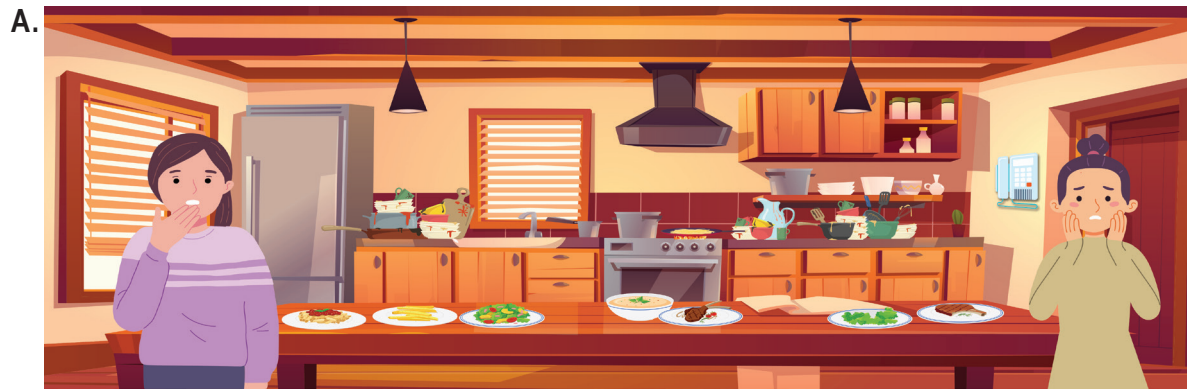
The image in the picture makes the viewer feel.. (sad / happy)

The picture motivates the viewer to think about..

I think / believe / am sure that.. It seems / shows me that.. The problem illustrated here is.. / The issue raised is... symbolizes... is typical of...

5. You are going to be a newspaper reporter. You can choose to write about any of the six incidents you see in the following pictures. Write your report in your notebook.

- a. First give each picture a caption. Remember, a caption is a summary of what the picture is about and is the main idea in your story. You can change this after you are done if needed.
- b. Then choose one of the pictures and write a description of it as if you were reporting the incident. Use the instructions above to help you.
- c. Present your report to the class.



6: Stress



1. Let's Talk! In small groups of four, ask and answer the questions in the questionnaire below.

When you are ready, present your group findings to the class.

What is the most common answer to each question in class?

Student Stress Survey

1. How many hours do you spend doing homework on a school night?

Less than 1 hour	1-2 hours	3-4 hours	4-5 hours	More than 5 hours
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2. How many hours of sleep do you usually get on a school night?

Less than 6 hours	6 hours	7 hours	8 hours	9 or more
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3. How much stress do you think you have on average? (1 is None, 10 is Extremely Stressed)

1	2	3	4	5	6	7	8	9	10
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4. Which of the following causes you the most stress? (select all that apply)

<input type="checkbox"/>	Student issues	<input type="checkbox"/>	Family issues
<input type="checkbox"/>	Financial issues	<input type="checkbox"/>	Health related issues

5. What do you think are the consequences of stress in your daily life? (select all that apply)

<input type="checkbox"/>	Decreased activity levels	<input type="checkbox"/>	Decreased efficiency and effectiveness
<input type="checkbox"/>	Difficulties in communicating	<input type="checkbox"/>	Inability to relax or rest
<input type="checkbox"/>	Changes in eating habits	<input type="checkbox"/>	Excess use of caffeine (coffee/chocolate)
<input type="checkbox"/>	Have many accidents	<input type="checkbox"/>	Other

6. Which of the following do you do when you feel stressed? (select all that apply)

<input type="checkbox"/>	Sleep more	<input type="checkbox"/>	Take a walk
<input type="checkbox"/>	Go to the gym/exercise	<input type="checkbox"/>	Do unnecessary shopping
<input type="checkbox"/>	Eat more	<input type="checkbox"/>	Talk to someone
<input type="checkbox"/>	Sit in the park	<input type="checkbox"/>	Other

2. a. Choose the correct meaning of the word in bold as used in the short paragraph.

1. The students in the neighborhood school were **disciplined**, and followed all the rules in the classroom and on the school grounds. They followed the rules and behaved properly.

The word **disciplined** as used above means...

- a. wild b. trained c. intelligent d. selfish

2. I just got a telephone call from my grandmother. She is very old, and I haven't seen her for a long time. She was speaking very quickly in Spanish, and I couldn't **interpret** everything she was saying. I don't speak Spanish very well.

The word **interpret** as used above means...

- a. respect b. understand c. process d. regret



3. We were going on a class trip. I was so excited. I hoped and prayed we wouldn't **encounter** any bad weather or a storm, because then we wouldn't be able to make it to the snow on Mt. Hermon.

The word **encounter** as used above means...

- a. turn out b. get into c. run into d. take into account

4. When someone looks into a dark room that is unfamiliar to him, it is hard for him to perceive where all the pieces of furniture are, before he turns on the light.

The word **perceive** as used above means...

- a. stand out b. select c. witness d. identify

5. A new library opened up in our neighborhood. In each area, the books are divided into diverse **categories**, all clearly marked, so it is easy to find everything quickly.

The word **categories** as used above means...

- a. topics b. collections c. shelves d. images

6. The teacher was telling some very interesting stories at our Chanukah party. She brought some interesting **sources** that we hadn't heard about before and we were all inspired.

The word **sources** as used above means...

- a. experiences b. valuables c. references d. facilities

7. For our Torah class on the chumash of Berashit we have to learn the **interpretations** of the great Torah scholars like Rashi, Ramban, Eben Ezra, Seforno, and Siftai Chacamim.

Each one gives a different insight to the meaning.

The word **interpretations** as used above means...

- a. illustrations b. materials c. procedures d. explanations

8. Some people have large homes with big rooms and a lot of space for everyone. But others have small homes and very small **quarters** for everyone who lives there.

The word **quarters** as used above means...

- a. rooms b. people c. scenes d. landscapes

- b. Cross out the word in each row that DOES NOT create a collocation with the word in bold in each row.

	Possible words that can collocate with...	Word
1.	world, important, concern, expensive, planned, special, exciting	event
2.	wrong, interesting, helpful, accordingly, false, expert, valuable	interpretation
3.	diverse, special, general, separate, social, different, frequent	categories
4.	image, popular, common, strange, particular, helpful	sources
5.	sudden, chance, planned, aggressive, entire, random, special	encounter (n)

- c. Choose two collocations for each row in Exercise 2.b. and write at least two sentences using them in your notebook.



3. a. Look at the title of the article. What do you already know about stress?



b. Read the article and see what new information you can learn about stress.

Stress is Different for Everyone

How do different people react to stressful situations?

- 1 Have you ever gotten off the bus at the wrong stop, or misplaced directions on how to get to a certain place? Have you ever gone on a trip with someone, and the driver got lost? What were your reactions? What were the reactions of the driver? Did you or the driver get stressed out and lose control and then call for help? Or did you or the driver take the opportunity for
- 5 spontaneous discovery of a new place or a new situation? Neither of the two responses is incorrect. They just illustrate what different people can do in stressful situations. One person might lose control, while another may call it an adventure.

What does a medical professional say about stress?

- Alka Gupta, MD, from the Health and Wellbeing Program at the Weill Cornell Medical Center in
- 10 New York City explains that stress depends on the interpretation of the person. What she means to say is that it's not about the stressful event itself, but about how each person interprets and responds to it. Each person may interpret the event differently.

A person feels stressed when events that occur leave them feeling helpless and out of control. The cause of the stress might be one huge problem or a build-up of small pressures in life.

- 15 Therefore, it might make it more difficult for a person to identify the cause of stress and interfere with their capability to explain it to others.

What are some reasons for diversity of reactions to stress?

- Since every individual is different, a situation that bothers one person may not bother another. The diversity of reactions to stress that a person feels in various situations is based on many
- 20 factors. One factor is the way a person perceives the situation. Whether the person interprets a situation as positive or negative may be connected to past experiences, self-esteem and how his thought processes work. Another factor is how experienced the person is in dealing with that particular type of pressure. A third factor in interpretation of stressful situations is the person's emotional resilience, and how disciplined they are in dealing with stressful situations. That is
- 25 the flexibility a person has in order to deal with stress. A fourth factor in a person's reaction also considers that there may be additional stressful situations that a person is going through. The final component in the reaction is the amount of support a person has at that point.

What are some causes of stress?

- The causes of stress or anxiety can come from many sources. These usually have to do with
- 30 things that are taking place in a person's life. These causes can include being under a lot of pressure, having to face big changes in life, worrying about a problem, not having any control over the outcome of the situation, feeling helpless because of too many responsibilities, not being occupied enough, or living in times of uncertainty. Identifying the cause helps reduce the stress a person feels.

35 **Can happy events cause stress?**

Some events in life are thought of as happy occasions, but because they bring on big changes or make unusual demands on a person, they can also be very stressful. Some stressful happy occasions can be when one of your siblings gets married, or your mother or sister has a baby, or when a grandparent comes to live in your home. These can be particularly straining to deal with because a person might feel there is additional pressure on them to be positive all the time.

What are some categories of stress?

The following categories of stressful situations can sum up the types of stress a person may encounter in life. It could be a personal issue like illness or injury. It could have to do with family or friends. In addition, it could be connected to school pressures or having a job. It could be a person's living conditions, where they don't have enough privacy or live in very cramped quarters. Some people can react calmly to these situations, while others can become over-stressed. These are usually the types of stress conditions that are routine in the lives of today's teenagers.

What is the most stressful time in the Jewish calendar?

One of the most stressful times in the Jewish calendar is the time before Pessach. Cleaning the house, getting rid of the chametz, shopping for food, koshering and changing the kitchen to Pesach dishes, buying new clothes and shoes for the members of the family, as well as cooking and baking the food for the holiday, all involve some measure of stress, especially for the mother of the household. In order to avoid stressful situations during this time it is important to be aware of the stress, to accept that this could happen and to lower the stress by having a plan. With a list of jobs that need to be done, and an assignment for each member of the family, things can be accomplished with less pressure and stress and done much more efficiently. In order for your family to enjoy a calmer atmosphere during this time period, it might be helpful for you to assist your parents in organizing the whole family to be better prepared and be able to enjoy the holiday more. Prepare your lists, divide the work, and then you will have time to enjoy. This way, you will be able to feel the real freedom from slavery on the first night of Pesach.

4. Answer the questions according to the article in Exercise 3.b., in your notebook.

- According to Alka Gupta, MD, why is the same situation perceived differently by people?
- What do a person's reactions to stress depend on? Name two.
- Complete the sentence: A person might feel stressed when _____.
- What happy event could cause stress? Explain why in your own words.
- How might a person's living conditions cause stress? Explain.



5. Let's Write! Do you feel Pessach is a stressful time for you? What do you like about getting ready for Pessach? What don't you like about getting ready for Pessach?

Write a short paragraph (50-75 words) in your notebook, answering the questions above.

7: Expert Advice



1. Let's Talk! In groups of three, ask and answer the following question.

What do you do when you feel stressed?

As a group come up with one idea you all agree on. Present your idea.

Which idea does your class agree on the most?

2. a. Which word DOES NOT mean the same as the word in **bold**.

1. **at random**: by the means of, by chance, accidentally
2. **duty**: responsibility, capability, job
3. **constructive**: helpful, positive, flexible
4. **sign**: indication, signal, expectation
5. **to handle**: to deal with, engage, control
6. **demands**: requires, desires, needs
7. **relief**: aid, comfort, damage

b. Circle the sentence that might go BEFORE the sentence with the word in **bold**.

1. She chose students **at random**, so anyone could be picked.
 - a. Mrs. Weinstein told us she would choose five people to help her.
 - b. Mrs. Weinstein asked for volunteers to help her.
2. Sarah can't go on the trip tomorrow because she has many **duties**, and she can't change her plans.
 - a. We were told of the trip a month ago.
 - b. We were told of the trip just this morning.
3. We all love doing **constructive** projects.
 - a. We were told we would have to build something together.
 - b. We were told we would have to read something together.
4. We aren't sure how **to handle** the events.
 - a. We have a very stressful situation today.
 - b. We have a very happy situation today.
5. It was such a **relief** to hear his voice when he called.
 - a. We speak to him every morning and evening.
 - b. We hadn't spoken to him for a few days, and we were worried.
6. I now know asking for help is not a **sign** of weakness.
 - a. The expert explained that we all need help at some time.
 - b. The expert explained that we should never ask for help.
7. Life today has too many **demands** and there seems to be no time.
 - a. I'm so tired of sitting around and doing nothing all day.
 - b. I'm so tired of trying to get everything I need to do on time.

3. Give an example for each of the following statements. Write your examples in your notebook.

- a. A demand you feel you have.
- b. A duty you have at home.
- c. Something that gives you relief.
- d. Something constructive you can do to make you happier.
- e. Something you would choose at random.

Do you know? Expressions!

Do you know what 'Don't bite off more than you can chew' means?

It means you shouldn't do more than you think you can handle.

How about 'Be on the same page'? This has nothing to do with reading a book; it means to understand the same thing as others around you.

Of course, there is also 'To have a lot on your plate'. Do you think that means there is too much food on your plate? NO! It means you have a lot of things that need to be done.

One more: What do you think 'Take time out' means?

It means to take a break from what you're doing, to rest.



4. You are going to listen to a panel discussion between Mrs. Noa Turner and three teens.

Listen to the recording and answer the questions below.

a. Answer True or False according to what you heard.

		True	False
1.	Mrs. Turner is an expert in educational management.		
2.	The participants in the panel are all teens who come from different parts of the country.		
3.	In the first question, Ruth explains how she manages her time in order to finish everything she has to do.		
4.	Ruth says every task is equally important and enjoyable.		
5.	In the second question, Chana describes what she learned about taking on too much responsibility.		
6.	Chana says setting boundaries can help reduce stress.		
7.	In the third question, Simcha suggests that if you want to change a situation, you need to try very hard.		
8.	Simcha says that it's important to talk to a parent to help you deal with a stressful situation.		
9.	Simcha says that relaxation can relieve stress.		
10.	Mrs. Turner says that the girls' answers probably amazed their friends.		



5. Group Work! In small groups of three or four, choose one of the expressions you learned from the Do You Know? Box and create a poster or drawing showing the meaning of the expression and what the words mean individually. The poster should show how the expression changes the meanings. Present your poster to the class, explaining your ideas.

8: Positive Aspects of Stress



1. Let's Talk! In small groups of three or four, discuss the four notices on the page. The group should discuss the questions below about each notice.

- How do you feel when reading the notices?
- Which notice do you think would bring you to do something about the situation?
- Which notice would affect you the least?

When you are finished, present your conclusions.

Deadline

Final English project due Thursday,
Rosh Chodesh Sivan.

Any student not turning in their project
on time will not pass the course!

Your English teacher

Dear Children,
You all know it is three weeks
before Pesach. We must divide all
the work among you so we will be
able to kosher the kitchen
and have the house clean three
days before bedikat chamez.
*Love,
Mother*

Notice from the Vaad Habyit

To all residents of the building,
On Thursday from 8:00 am until 4:00 pm, the water in
the building will be closed by the water department.
Make sure you have enough water for your personal use,
and do not run the washing machine during this time.
Vaad Habyit

Emergency Blood Drive
Hachovesh has an emergency
need for blood! We need people
to donate blood for the families
who were in that terrible
accident. Please come and
donate. You can save a life.

2. a. Match the words in the word bank to the meanings in the chart below.

abuse, activate, bland, cognitive, deadline, dominate, donate, essentially, flight, incident, lengthened, overwhelmed, regulate, tend

	Word	Meaning		Word	Meaning
1.		running away from	8.		tasteless
2.		basically	9.		lead
3.		cruelty	10.		give
4.		start	11.		event
5.		have a habit of...	12.		made longer
6.		last day to submit	13.		normalize
7.		thinking	14.		amazed

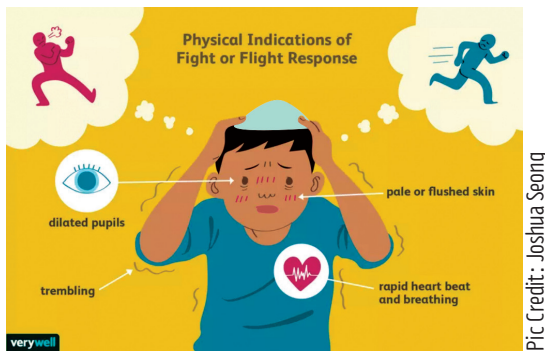
b. Complete the sentences using the words in Exercise 2.a.

- The teacher was very disappointed that her students didn't meet the _____ for submitting their projects, so she _____ the time for them to work by another week.
- The _____ scared the young boy, so he took _____ and ran all the way home.
- People should _____ clothes and other items that they usually _____ to throw away.



4. Children _____ want to learn to develop their _____ ability, but sometimes they also just want to have some fun.
5. Some people _____ their bodies by eating a lot of junk food, which doesn't enable the body to _____ its systems.
6. It's a good idea to _____ your imagination to create positive thoughts, when you feel negative feelings are starting to _____ your day.
7. The man was so used to eating _____ food, when he ate something very spicy, he was _____ by the strong flavors.

3. Before you read the article in Exercise 4, read the information in the box and look at the picture. What do you think this means?



Good to Know! The Fight or Flight Response

This is an automatic response that our body creates when something is perceived to be scary or stressful.

The perception activates something in our nervous system. This changes into stress and it helps the body get ready to protect itself by either having the ability to fight, or to run away or flee.

Since the options the body offers are fight or flee, it's called 'fight or flight response'.



4. Read the article below. What do you think the answer to the title is?

Can Stress Be Useful?

- 1 The majority of the population is under the impression that stress is a very bad thing. That is not necessarily true. The fact is, that all stress is not created equally. When someone is under pressure for whatever reason, it's hard to believe that this situation will ever end. If you heard that there can be benefits to stress, you would probably think that wasn't true. That doesn't mean that you should allow
- 5 or enable stress to dominate your life day in and day out. This can destroy your body and mind by causing anxiety, tiredness, high blood pressure, depression and other health issues.

Eating a meal that is bland can be very boring, but when you add a little spice, it can change the whole meal. A life without a little stress can be boring too. People think living a stress-free life is ideal. Although stress is thought of as being exclusively negative, research shows there are also positive aspects of stress.

- 10 It is like adding spice to your life.

- Two different kinds of stress have been identified by researchers. The first is called 'distress', which refers to negative stress, while 'eustress' refers to positive stress. This means, if the stress is chronic, it is your body's reaction to internal or external stressful events over a long time. On the other hand, stress can essentially have some positive effect on everyday life, mainly that daily levels of a reasonable amount of
- 15 stress may help protect the body against damage that is connected to aging and disease.

There are some surprising benefits to stress that could be considered helpful in living. Medium levels of stress can enhance motivation to succeed. A good example of this is when you are forced to face a



deadline. Whether it is personal, connected to school, or a requirement for a job, most people are usually able to find the extra motivation to complete the assignment. This is the positive aspect of stress. It helps us push forward.

When people feel overwhelmed with a situation, it forces them to solve the problem at hand. It helps them build the confidence and skills that are important for their future. In the end, this increases resilience and people tend to feel less threatened and more in control of the situation. If a person uses this stress to face their fears, they become equipped to handle other such incidents in the future.

Another example of the positive aspect of stress is better cognitive function. The stress may cause a low level of panic, and this increases performance at school, at home or on the job. Creativity is better under these situations. Compare your daily activities during a time of stress and a regular day without extra stress. Which day was more productive? You may discover that you are more focused and productive on higher stress days than on lower stress days.

When your body is under 'eustress', it responds by preparing itself for any possibility. The body does this by producing chemicals called interleukins that help regulate the immune system¹. This is part of the fight or flight mechanism that Hashem made to protect against injury, and it can protect us against illness by giving the body a little support to the immune system.

After examining the benefits of 'eustress', it can be identified as a friend you didn't know you wanted or had. The main thing is to recognize the difference between good stress and bad stress. Note that 'eustress' can be a positive part of your life, as long as it is not chronic.

¹: immune system = מערכת חיסונית

5. Answer the questions below according to the article in Exercise 4, in your notebook.

a. What does the writer explain in the first two paragraphs?

1. Too much stress is not good for people in general, especially teens.
2. There are different types of stress that people have in their lives.
3. Stressful situations happen every day.

b. In the third paragraph we learned that...

1. no stress isn't good for you either.
2. stress can make life boring.
3. adding stress to eating can change the meal.

c. Explain in your own words what "daily levels of a reasonable amount of stress may help" refers to.

d. Explain what the difference between 'distress' and 'eustress' is.

e. In what way can eustress aid you in being more successful? Explain using examples from the text.

f. What should you watch out for when you feel stress?



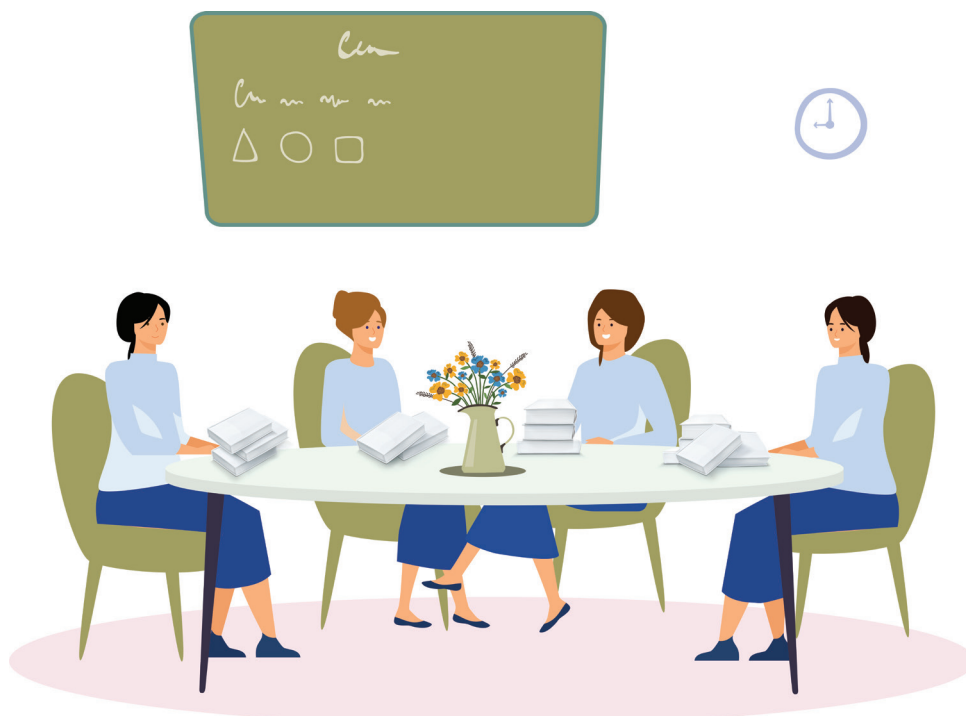
6. Let's Talk! Let's Play a Game! In groups of four, each member gets a number from one to four. According to the number you receive, copy the situation on a piece of paper and fold it. Place it on the table. Then write one more situation of your own, without showing it to your team members, on a different piece of paper, fold it and place it on the table as well. Each member, in turn, picks up one of the pieces of paper that was placed on the table and reads it aloud. The rest of the group has to decide which category the situation that was read aloud belongs to. Then, each member has to explain why they chose that category. The presenter can agree or disagree, but has to explain why.

Categories:

distress	eustress	both	neither
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Situations:

- You want someone to go shopping with you to help you buy a dress for your brother's wedding. However, no one in your family is available and your friends are all too busy. What should you do?
- You found out one of your close relatives is very sick. You tried to call her, but no one answered. You are very worried. What should you do?
- Your father gave you a check to pay your tuition for school; it is over three thousand shekels. You misplaced it or lost it. What should you do?
- You volunteer at an afternoon center for special needs children. You just found out that the other girls there are all getting paid. How would you go about asking for a small salary just like the other girls get?



9: What Would You Do?

1. **Let's Talk!** Think back to the last few days. What is one example of positive stress that you can remember? How did you use it to your advantage? Explain.

2. a. Circle the word that means the same as the word in bold.

1.	dishes	background	tableware	judgement
2.	occupy	fail	argue	inhabit
3.	advocate	supporter	agent	factor
4.	absence	lack of desire	lack of imagery	lack of presence
5.	objective	desire	purpose	original
6.	mission	task	stability	mansion
7.	accompany	reduce	protect	come with
8.	severely	entirely	strongly	temporarily
9.	interact	cooperate	illustrate	publish
10.	option	indication	maintenance	alternative

b. Complete the sentences with the correct word from Exercise 2.a.

1. Since the family was growing, there was no other _____ but to look for a bigger apartment.
2. Our _____ in life is to fulfill the task that Hashem created for each one of us.
3. The shelf in the kitchen closet fell down and all the _____ broke, so we had to buy a new set.
4. She was so _____ confused and scared that she was unable to make the proper choice at that time.
5. Who _____ you to the interview at your new school?

3. Continue the sentences using the vocabulary in Exercise 2, in your notebook.

- a. I am an **advocate** of...
- b. I can **occupy** myself with...
- c. My **objective** in life is to...
- d. I like to **interact** with...
- e. The **absence** of... would affect me because...



4. **Role Play!** In small groups of three or four, choose one of the situations below to role play.

Decide how you want to act it out and then perform it in front of the class.

While you watch the other groups present, you are to fill in the feedback chart below. You need to fill in the chart for all the presentations and comment on whether you agree or disagree, or would do things in the same way or differently in the same situation. Then share your ideas.

- A. You have accompanied your friend to babysit for a family, in a private house far away from neighbors. Suddenly, while you are talking, you hear some strange noises coming from outside. They repeat over and over again. You both become very frightened from the frequent repetition of the noise. You can't see anything, but the noise continues. What do you do?



B. You are the youngest in the family, and your two married sisters are coming to your house for Pessach. You enjoy their children very much, but sometimes you feel like your sisters take advantage of you and ask you to do things they can do themselves. They ask you to babysit all the time when they are here, just so they can go out with friends. You have to give up your room and privacy so one of the couples can stay there. You feel like you are the only one helping to serve the food and to clean up after the meals. What do you do?

C. You and two of your friends have traveled to the beach on a hot summer day. Your mother is also there with your little brother. Your mother asked you to watch your brother while she goes into the water. You are so busy with your friends that you forget about your little brother. He wanders off and you don't pay attention. Suddenly, you notice his absence. What do you do?

D. You are at home with your two little sisters. Your mother has gone shopping with your brother to buy them clothes for the holiday. Your sisters are hungry and want you to make them something to eat. You take on the mission and decide to make something extraordinary. As you are preparing the meal, there are a few accidents along the way: you cut your finger, you broke some dishes, there was a small fire on the stove. There is a big mess in the house when your mother comes in. How will you explain everything to her? What do you do?

Feedback Chart:

	Situation A	Yes	No	Comments
1.	The situation was clearly presented.			
2.	I learned interesting aspects about the topic.			
3.	I agree with the ideas they presented.			
	Situation B	Yes	No	Comments
1.	The situation was clearly presented.			
2.	I learned interesting aspects about the topic.			
3.	I agree with the ideas they presented.			
	Situation C	Yes	No	Comments
1.	The situation was clearly presented.			
2.	I learned interesting aspects about the topic.			
3.	I agree with the ideas they presented.			
	Situation D	Yes	No	Comments
1.	The situation was clearly presented.			
2.	I learned interesting aspects about the topic.			
3.	I agree with the ideas they presented.			



5. Let's Write! Write an opinion essay about how to best deal with the situation below. Explain why you think this solution is the best way to deal with this situation.

Write the essay in your notebook. Write between 100-120 words.

Your sister is getting married and everyone in the family is so excited. Your mother is so busy with all the preparations she has no time to acknowledge you and your needs. How can you get your mother to notice you and your needs, and also contribute to the celebration in a positive way without being stressed or depressed?