**Psychology 12: Unit 4 - Chapter 15**

**Stress Diary Project**

1. Keep a diary of your stress and coping for 4 days.

* Note the date and time of the stressful event
* Provide a brief description of the event
* Describe your behavior, thoughts, emotions, and physical feelings.
* Describe how you coped with the event, and then label the coping strategy under “Method” (15.3)

2. Type your diary up, deleting any items that you do not want to share.

* Use the terminology from 15.1 and 15.2 to describe your behaviours, thoughts, emotions and physical feelings.
* Describe how you coped with the event, and then label the coping strategy (15.3)

3. In 3-4 paragraphs, analyze the stress in your life.

* Do you see a pattern in what stresses you out? Describe the pattern, or not, using terms from 15.1 and 15.2 *(perhaps events where you have no control are extremely stressful? Surprises stress you out? Maybe daily hassles are stressing you?)*
* Do you see a pattern in how you cope with stress? Describe the pattern, or not, using terms from 15.3.
* As a result of monitoring your stress, has it changed at all? How do you feel about your stressors?

4. Include #2 & #3 in your **ePortfolio in Unit 4**, under the heading “Stress and Coping Diary”

**Assessment – Metacognition Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Beginning** | **Developing** | **Accomplished** | **Exemplary** |
| **Thinking**Student generates variety of deep thoughts about their reading; often analyzes text and applies generalization  | Student does not generate any thoughts or retell from their reading. | Student generates the same type of thinking or retells their reading. | Student generates a variety of thoughts beyond the written word, demonstrating basic thinking. | Student generates a variety of thoughts beyond the written word, demonstrating clear and deep thinking. |
| **Evidence**Support from Schema (prior experiences, knowledge, and world experiences) | Does not give support as to how the text connects to prior learning and experiences to support thoughts. Off topic. | Limited support as to how the text connects to prior learning and experiences to support thoughts. Somewhat off topic. | Basic explanation of how the text connects to prior learning and experiences to support thoughts. | Demonstrates ability to make clear (and insightful) explanation of how the text connects to prior learning and experiences to support thoughts. |
| **Evidence**Support from Text | Does not give evidence within the text to support idea/thoughts. Somewhat off topic. | Finds limited evidence within the text to support idea/thoughts. Somewhat off topic. | Finds basic evidence within the text to support idea/thoughts. | Demonstrates ability to find clear evidence within the text to support idea/thoughts. |

**Stress and Coping Diary**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date & Time** | **Description of Event**What was happening, or what was the situation? | **Stress Reaction Analysis**Describe what you were doing, thinking, and feeling emotionally and physically | **Coping Method**Identify the specific method(s) you used and describe them |
|  |  | Behavioural |  | Method |
| Cognitive |  | Description |
| Emotional |  |
| Physiological |  |
|  |  | Behavioural |  | Method |
| Cognitive |  | Description |
| Emotional |  |
| Physiological |  |
|  |  | Behavioural |  | Method |
| Cognitive |  | Description |
| Emotional |  |
| Physiological |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Behavioural |  | Method |
| Cognitive |  | Description |
| Emotional |  |
| Physiological |  |
|  |  | Behavioural |  | Method |
| Cognitive |  | Description |
| Emotional |  |
| Physiological |  |
|  |  | Behavioural |  | Method |
| Cognitive |  | Description |
| Emotional |  |
| Physiological |  |
|  |  | Behavioural |  | Method |
| Cognitive |  | Description |
| Emotional |  |
| Physiological |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Behavioural |  | Method |
| Cognitive |  | Description |
| Emotional |  |
| Physiological |  |
|  |  | Behavioural |  | Method |
| Cognitive |  | Description |
| Emotional |  |
| Physiological |  |
|  |  | Behavioural |  | Method |
| Cognitive |  | Description |
| Emotional |  |
| Physiological |  |
|  |  | Behavioural |  | Method |
| Cognitive |  | Description |
| Emotional |  |
| Physiological |  |
|  |  | Behavioural |  | Method |
| Cognitive |  |
| Emotional |  |
| Physiological |  |
|  |  | Behavioural |  | Description |
| Cognitive |  |
| Emotional |  |
| Physiological |  |