**Building stress resilience in early adolescents’ lives (BReal)**

**Lesson 1 Mix and Match Quiz**

Draw a line connecting each word/phrase on the left to the correct definition on the right.

|  |  |
| --- | --- |
| 1. Prefrontal Cortex | A. A special time for learning to control stress |
| 2. Adolescence | B. Keeping the body’s functions balanced |
| 3. Homeostasis | C. Part of the limbic system and connected to the prefrontal cortex |
| 4. Amygdala | D. Helps to calm the limbic system and control stress |
| 5. Limbic System | E. Signals the alarm when a person feels stress |



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**Lesson 2 Mix and Match Quiz**

Draw a line connecting each word/phrase on the left to the correct definition on the right.

|  |  |
| --- | --- |
| 1. Dopamine | A. An example of “fixed mindset” |
| 2. Prefrontal Cortex | B. This brain region stays very plastic across adolescence until people are in their 20s |
| 3. Growth mindset | C. Using \_\_\_\_\_ instead of “fixed mindset” helps people learn from mistakes |
| 4. "I’ll never be any good” | D. The prefrontal cortex supports \_\_\_\_\_\_\_\_ |
| 5. Flexible behaviour | E. Chemical released in the brain when a person gets something unexpectedly right |



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**Lesson 3 Mix and Match Quiz**

Draw a line connecting each word/phrase on the left to the correct definition on the right.

|  |  |
| --- | --- |
| 1. Stress bucket | A. Being \_\_\_\_ changes people’s brains and affects their physical and mental health |
| 2. Social experiences | B. Another word for coping strategies that reduce stress |
| 3. Taps | C. An imaginary container for worries and stressors |
| 4. Lonely | D. The \_\_\_\_\_\_ sees isolation as a social threat |
| 5. Amygdala | E. Are a big cause of stress |



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**Cumulative Quiz (Lessons 1-3)**

1. What is stress?
2. Describe how stress can affect the different parts of the body.
3. What does the prefrontal cortex in the brain do?
4. Why is it important to make mistakes?
5. Give an example of “growth mindset” vs “fixed mindset”
6. When a person gets something right, a chemical called \_\_\_\_\_ is released into their brain.
7. How does a “stress bucket” work?
8. Give an example of a “tap” for a stress bucket.
9. What are the amygdala and the prefrontal cortex in a “tug of war” about?
10. Your friend is worried about an upcoming tryout for a sports team. Using what you’ve learned in these lessons, what would you say to support them?



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**Quiz Answer Keys**

Lesson 1 Quiz: 1D, 2A, 3B, 4C, 5E

Lesson 2 Quiz: 1E, 2B, 3C, 4A, 5D

Lesson 3 Quiz: 1C, 2E, 3B, 4A, 5D

Cumulative Quiz: most of the answers are open-ended so there’s no exact answer key, but sample answers are as follows:

1. Stress can be defined as the feeling of being overwhelmed or unable to cope with mental or emotional pressures, but at a more basic level it is the body’s response to a change in homeostasis.
2. Brain releases chemicals, lungs breathe faster, kidneys release stress and action hormones, faster heart rate, liver works harder, stomach slows down, higher blood pressure.
3. Helps to calm the limbic system and control stress; receives dopamine signals; supports flexible behaviour, supports learning
4. Making mistakes helps your brain learn; the best choice isn’t always clear; the best choice can change over time; the best choice for now might not always be the best; adolescents still have a “plastic” prefrontal cortex, so it’s a good time to make mistakes and learn from them
5. “If I practise, I can succeed” vs “no point trying, I’ll just fail”
6. Dopamine
7. A stress bucket is a way of envisioning all your worries, contained. The bucket has “taps” to represent the things that help relieve your stress
8. Exercise; time with friends and family; sleep; activities you enjoy
9. Staying safe vs trying new things
10. “It’s understandable to be stressed – I would be too. What does stress feel like in your body today? If you face your fear head-on this time, maybe your next tryout won’t feel so scary! We could go through some ideas for the tryout beforehand. Let’s plan something fun together for afterward.”

