When Plans Shift

Trace how demands, reactions, and coping strategies connect.

PS.7.4 "Identify and explain potential sources of stress, effects of stress, and various coping strategies for dealing with stress."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read the passage. Underline sources of stress, circle effects of stress, and number each coping strategy you find so you can connect it to a need it addresses.

Maya's Changing Commute

1 On Monday, a city bus detour added twenty minutes to Maya's trip to school. She worried about arriving late to a group presentation, especially because her teammates were counting on her. After school, she also worked a shift at a grocery store, so staying late to rehearse was difficult. Stress is the body's and mind's response to demands that feel hard to manage. A delayed bus alone does not affect everyone the same way. For Maya, the uncertain arrival time and competing obligations made the week feel less predictable and left her with fewer chances to prepare.

2 By Wednesday, Maya noticed that she was waking during the night and had trouble focusing on what her teammates said. Her shoulders felt tight, and she snapped at a friend who asked a simple question. These reactions can happen when stress lasts for several days, though people experience stress differently. Poor sleep can also make concentration and patience harder the next day, creating a cycle. Maya realized that avoiding her teammates was not solving the problem: without an update, they could not adjust their rehearsal plan or share the work differently.

3 Maya checked the bus agency's detour notice and chose an earlier bus for presentation day. She told her teammates when she expected to arrive and asked to practice her section by phone the night before. To settle her body before bed, she put her phone away and tried slow breathing for a few minutes. These steps addressed different needs: planning reduced uncertainty, communication helped the group adapt, and breathing helped her calm down. If the detour or her stress remained hard to manage, she could speak with a school counselor or another trusted adult about more options.

2 ANSWER WITH EVIDENCE

Use the passage

1. Identify two sources of Maya's stress. How did they make preparing for the presentation harder?

2. Identify two effects of stress Maya noticed. Explain how one effect could make another worse.

3. How did choosing an earlier bus and talking with her teammates address different parts of Maya's situation?

4. Which strategy did Maya try to calm her body before bed? What could she do if her stress remained hard to manage?

3 YOUR TURN

Your own words

Invent a school or community situation different from Maya's. In 4 to 5 sentences, name one source of stress and two possible effects, then explain two coping strategies: one that addresses the situation and one that helps manage a reaction.

When Plans Shift

PART 1 · READ AND MARK

Read the passage. Underline sources of stress, circle effects of stress, and number each coping strategy you find so you can connect it to a need it addresses. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Identify two sources of Maya's stress. How did they make preparing for the presentation harder?	**The bus detour made her arrival time uncertain, and her grocery store shift made it difficult to stay late to rehearse.**
2	Identify two effects of stress Maya noticed. Explain how one effect could make another worse.	**She woke during the night and had trouble focusing. Poor sleep could make it harder to concentrate the next day.**
3	How did choosing an earlier bus and talking with her teammates address different parts of Maya's situation?	**The earlier bus reduced the risk of arriving late. Talking with her teammates let them adjust their rehearsal plan and share the work.**
4	Which strategy did Maya try to calm her body before bed? What could she do if her stress remained hard to manage?	**She tried slow breathing. She could speak with a school counselor or another trusted adult.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Suppose the meeting room closes just before a student-led fundraiser, and I am in charge of finding a new space. I might have trouble sleeping and find it hard to concentrate in class because the plans feel uncertain. I would contact the library to ask about available space, which could solve the scheduling problem. I would also take a short walk after school to ease physical tension while I wait for an answer.

Accept effects and strategies supported by the passage, even if students use different wording. For Part 3, look for a clear connection between each coping strategy and the need it addresses.