



## EMOTIONAL REGULATION

### 3. EUSTRESS AND DISTRESS

Stress is the body's response to situations that require people to react. We tend to label our emotions as good or bad, but it is our reactions to them that lead us to have positive or negative mindsets in our daily lives.

Eustress, also known as positive stress, is any kind of challenging stimulus that may stress you and make you feel energized, motivated, or compelled to respond positively. Distress refers to negative stress.

#### Materials

- Printed handout
- Pen or pencil

#### STEP BY STEP

**A** If possible, print the handout on the next page or copy it in your notebook so you can work on it.

**B** Work in pairs. Look at the pictures, read the characteristics of eustress and distress, and discuss the information with your classmate.

Eustress has the following characteristics:

- Motivates and focuses energy.
- Is short-term.
- Is perceived as within our coping abilities.
- Feels exciting.
- Improves performance.
- Solution depends on the intelligent responses.

Distress has the following characteristics:

- Causes anxiety or concern.
- Can be short-term or long-term.
- Is perceived as outside of our coping abilities.
- Feels unpleasant.
- Decreases performance.
- The person can do very little or nothing to solve the problem.



**C** Read the list of stressful situations in the chart and discuss which type of stress each situation is. Then check (✓) the type of stress situation they are.

**D** Write five more stressful situations and categorize them. Compare your work with another pair.



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**3. EUSTRESS AND DISTRESS**

**E Discuss in groups.**

1 Do your bodies react the same ways when in similar stressful situations? Give an example.

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2 Do you think it is possible to change distress into eustress? How?

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3 How can knowing the difference between eustress and distress help you in general?

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**IT**

If you want to learn more about eustress and distress, go to <http://www.edutics.mx/5wi> and share your thoughts as a class.

Situations	Eustress	Distress
(1) The death of a family member		
(2) Going on vacation		
(3) Choosing a career		
(4) Exams		
(5) Injury or illness		
(6) Waking up early to go to school		
(7) Learning how to drive		
(8) Buying a new gadget		
(9) Ending a relationship		
(10) Turning in school projects		
(11) Quarreling with your best friend		
(12)		
(13)		
(14)		
(15)		
(16)		



## EMOTIONAL REGULATION

### 4. EMOTIONAL RESTRAINT

Emotional restraint is a very important aspect of self-regulation. It is thanks to this that people are able to stop themselves from saying things they don't mean and hurt others. Emotional restraint doesn't mean to stop yourself from having feelings. On the contrary, it involves noticing, identifying, and understanding your emotions to acknowledge your feelings without letting them take over your mind. This will allow you to react in ways that will benefit all your relationships.

*Materials*

- Printed handout
- Pen or pencil

#### STEP BY STEP

- A** If possible, print the handout on the next page or copy it in your notebook so you can work on it.
- B** Work in small groups. Read the situation and share if this has happened to you before or if you have experienced something similar. Imagine how you would react both with emotional restraint and without emotional restraint. Then write your answers in the space provided.
- C** Share your answers with another group. Discuss what reaction would be more beneficial for you and which would give you the best result with your teacher.
- D** Discuss in groups.

1 Have you been able to apply emotional restraint in everyday life? How?

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2 Do you think that emotional restraint can help your relationships with family members, friends, teachers, etc.?

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3 Do you think that emotional restraint can help you achieve your goals?

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#### IT

If you want to learn more about emotional restraint, go to <http://www.edutics.mx/5xk>



**EMOTIONAL REGULATION**

**4. EMOTIONAL RESTRAINT**

**Situation**

It's Friday afternoon and Monday is a holiday, so some of your friends and you have planned a weekend trip. You have worked hard and have done all of your assignments ahead of time. At home you have done all your chores, so you can enjoy the time away. Then, your teacher announces a test on Tuesday, something that completely changes your plans. You may have to study during your trip or return home earlier than planned.

You probably feel upset and disappointed. You could feel pressured and stressed about all the studying you'll have to do. How would you react? What would you do and say?

You may want to jump up and yell at the teacher "That's not fair! Some of us have weekend plans." But this course has taught you better than that. You know you need to keep calm. Maybe count to ten and explain to the teacher how much this will affect you and your friends. Keeping oneself under control and cooperating by having self-regulation is vital. You should address the situation with emotional intelligence.

**Without emotional restraint**

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**With emotional restraint**

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