

Teacher's guide

What Constant Stress Does To Your Brain - Upper-intermediate (B2)



Canva Presentation Link: [🌐 What Constant Stress Does To Your Brain](#)

Editable Presentation Link: [🌐 What Constant Stress Does To Your Brain](#)

Editable Worksheet Link: [🌐 Student Worksheet: What Constant Stress Does To Your Brain](#)

Video Link: [🌐 What Constant Stress Does To Your Brain](#)

Warm-up

Part 1. Students rate each situation from 1 (not stressful) to 5 (extremely stressful) and add two more of their own at the end. Then, students discuss the questions.

Part 2. Students look at the signs of stress and discuss which ones they have noticed in themselves recently.

Part 3. Students match the words/phrases to their definitions.

Answer Key:

1. Bounce back
2. A weight on your shoulders
3. Thrive
4. Unrelenting
5. Regulate
6. Numbing

Part 4. Students fill in the gaps in the sentences.

Answer Key:

1. Bounce back
2. A weight on your shoulders
3. Regulate
4. Unrelenting
5. Thrive
6. Numbing

Video activity

Part 1. Before watching the video, students discuss the questions.

Part 2. Students watch the video. After watching, students describe the main idea of the video and one surprising fact they heard.

Part 3. Students answer the comprehension questions.

Answer Key

1. Cortisol
2. The hippocampus and prefrontal cortex
3. It weakens memory and increases anxiety.
4. Exercise, sleep, social connection, and mindfulness.

Part 4. Students choose true or false according to the information in the video.

Answer key:

1. **F** – It shrinks the prefrontal cortex
2. **T**
3. **T**
4. **F** – chronic stress alters dopamine levels in a way that reduces your ability to feel pleasure and motivation, contributing to emotional numbing rather than enhancing it.

Video follow-up

Part 1. Students discuss the questions.

Part 2. Students match the idioms to their definitions.

Answer Key:

1. Be at the end of your tether
2. Keep your chin up
3. Hit the roof
4. Hit rock bottom
5. Be on edge

Part 3. Students discuss questions using the idioms.

Part 4. Students think of five ways to reduce stress in everyday life. Encourage students to include at least two idioms or vocabulary items from this lesson.

Reflection

Students discuss questions.

Wrap-up task (optional homework)

Students write a short paragraph (100–120 words) about how they plan to reduce stress in their daily life.

Encourage students to use at least four new words or idioms from today's lesson.

They could mention:

- One stressful habit they want to change
- How stress affects their mind or body
- A few small actions to help them recover