

## Chapter 7

# Achieving Good Mental Health

### Lesson 1

Your Mental and Emotional Health

### Lesson 2

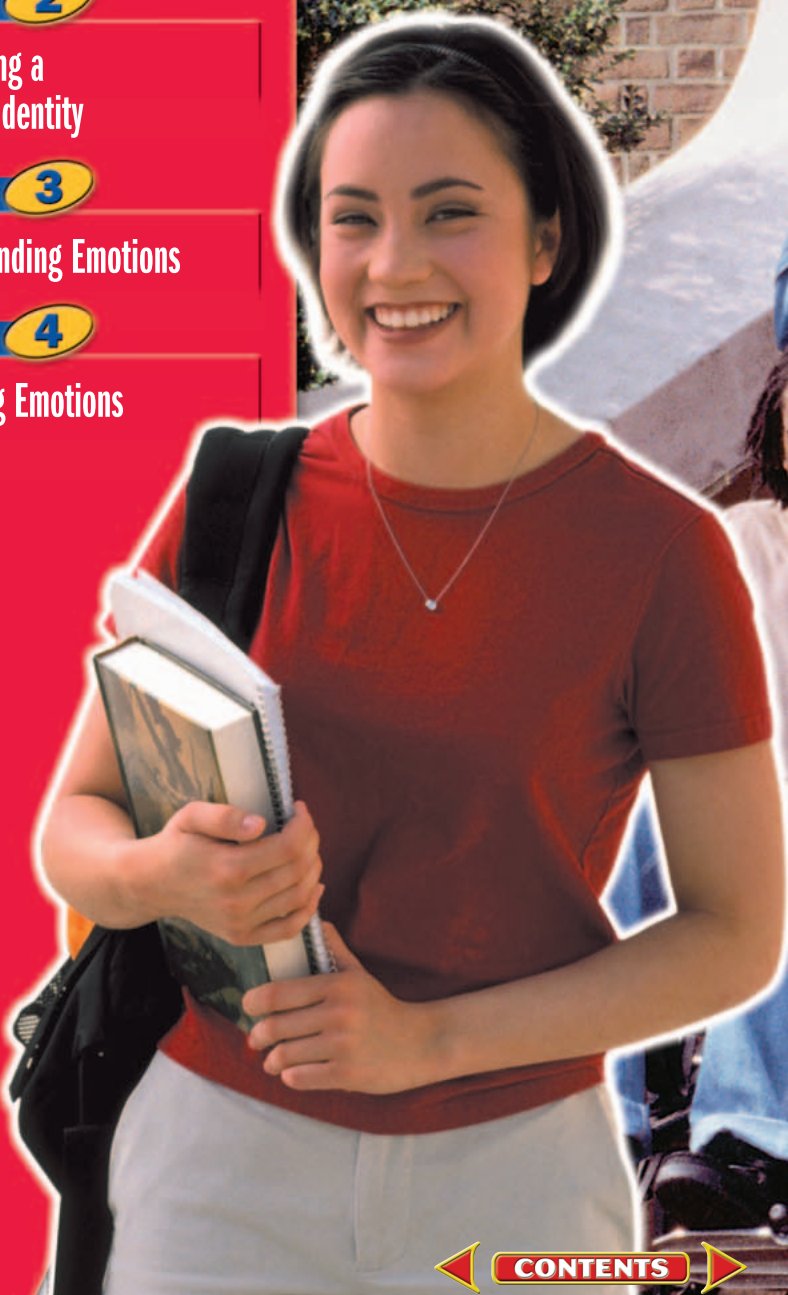
Developing a Positive Identity

### Lesson 3

Understanding Emotions

### Lesson 4

Managing Emotions



## Personal Health Inventory



### What's Your Health Status?

Read each statement below and respond by writing *yes*, *no*, or *sometimes* for each item. Write *yes* only for items that you practice regularly.

- ▶ 1. I take responsibility for and consider the consequences of my personal behavior.
- ▶ 2. I express emotions in positive ways.
- ▶ 3. I recognize my personal strengths and weaknesses.
- ▶ 4. I accept and learn from constructive criticism.
- ▶ 5. I have values that benefit me and the people around me in healthful ways.
- ▶ 6. I accept new challenges and face problems rather than avoid them.
- ▶ 7. I think that I am important to other people.
- ▶ 8. I resist negative peer pressure.
- ▶ 9. I am proud of who I am.
- ▶ 10. I have a generally positive outlook on life.



For instant feedback on your health status, go to Chapter 7 Health Inventory at [health.glencoe.com](http://health.glencoe.com).

### Quick Write

**Using Visuals.** Being mentally and emotionally healthy means building a healthy identity and learning to express your emotions in appropriate ways. How do family and friends influence your mental and emotional health?

## Lesson 1

# Your Mental and Emotional Health

### VOCABULARY

mental/emotional health  
hierarchy of needs  
self-actualization  
personality  
modeling


### YOU'LL LEARN TO

- Identify the characteristics of good mental and emotional health.
- Explain the importance of meeting needs in healthful ways.
- Analyze the importance and benefits of abstinence as it relates to emotional health.
- Analyze the relationship between mental health promotion and disease prevention.



Fold a sheet of paper in half. On one half, write as many characteristics as you can think of that describe a person with good mental health. Circle those characteristics that apply to you. Then select a characteristic that you would like to develop. On the other half of your paper, write what you can do to strengthen that characteristic.



 A person with good mental/emotional health has positive self-esteem. *What are some of the positive feelings you have about yourself?*

**H**ow do you see yourself? Would you describe yourself as serious, friendly, confident, or shy? Do you think you have a positive outlook? Are you generally a happy person? Do you look forward to facing life's challenges? Your responses to these questions reflect aspects of your mental/emotional health.

## The Characteristics of Good Mental/Emotional Health

**M**ental/emotional health is the *ability to accept yourself and others, adapt to and manage emotions, and deal with the demands and challenges you meet in life.* Someone who is mentally and emotionally healthy can usually handle a wide variety of feelings and situations. He or she can make wise choices that demonstrate both strong values and responsible behavior.



People with good mental/emotional health demonstrate the following characteristics:

- ▶ **Positive Self-Esteem.** Your feelings of confidence and self-esteem are directly related to your general level of wellness. A person with positive self-esteem is better able to accept challenges and take failure in stride.
- ▶ **Sense of Belonging.** Having emotional attachment to family members, friends, teachers, and other people around you provides comfort and assurance. It promotes stability and makes you feel a part of your community.
- ▶ **Sense of Purpose.** Recognizing your own value and importance enables you to set and achieve goals and engage in activities that are personally rewarding, such as working hard in school, participating in sports, or doing community service.
- ▶ **Positive Outlook.** Seeing the bright side and having hope about life reduces stress and increases your energy level. It also increases the possibility of success.
- ▶ **Autonomy.** Having the confidence to make responsible and safe decisions promotes self-assurance and a sense of independence.

How would you assess your own mental/emotional health? How many of the attributes of good mental/emotional health listed in **Figure 7.1** apply to you?

**FIGURE 7.1**

## SIGNS OF GOOD MENTAL/ EMOTIONAL HEALTH

**In general, teens with good mental/emotional health**

- are realistic about their strengths and weaknesses.
- are responsible for their personal behavior.
- avoid high-risk behaviors, such as using tobacco, alcohol, or other drugs.
- are open-minded, flexible, and able to see several sides of an issue.
- are fun-loving and able to relax alone or with others.
- respect both their own needs and the needs of others.
- respect each person's value as a human being—including their own.
- invest time and energy in developing nurturing relationships.
- express their emotions in ways that do not hurt themselves or others.
- put their talents and abilities to good use.
- view change as a challenge and an opportunity.



## A Pyramid of Needs

Many theories have been developed to explain human development and mental health by examining behavior. One important theory was created by Abraham Maslow, a pioneer in psychology. Maslow organized human needs in the form of a pyramid, as shown in **Figure 7.2**. This **hierarchy of needs** is a ranked list of those needs essential to human growth and development, presented in ascending order, starting with basic needs and building toward the need for reaching your highest potential.

FIGURE 7.2

### MASLOW'S HIERARCHY OF NEEDS

When people have met their physical needs, they can begin to focus on meeting their emotional needs.



#### LEVEL 5—REACHING POTENTIAL

Need for self-actualization



#### LEVEL 4—FEELING RECOGNIZED

Need to achieve, need to be recognized



#### LEVEL 3—BELONGING

Need to love and be loved, need to belong



#### LEVEL 2—SAFETY

Need to be secure from danger



#### LEVEL 1—PHYSICAL

Need to satisfy basic needs of hunger, thirst, sleep, and shelter

## Physical Needs

Survival needs such as food, water, sleep, and shelter from the elements are among the needs at the bottom of the pyramid. People who are denied these basic needs become physically weak and may develop illnesses. Many people in our society take for granted that basic physical needs are easily met. However, there are many people for whom food, clean water, and shelter are not easily obtained. For example, people who are homeless may face many difficulties meeting their basic physical needs.

## Need for Safety

Satisfying the need for safety includes more than just safeguarding yourself against physical harm. In fact, the safety needs that are essential to your personality can also be psychological in nature. You need the safety of familiar places and people that help you feel secure, such as your home, your family, or trusted friends.

## Need to Be Loved and to Belong

Everyone needs to give love and to know that he or she is loved in return. Babies who are denied emotional attention may be stunted mentally. They may fail to thrive, and they may even develop behavioral problems later.


Humans are social beings. We need to interact with other people and to know that we are valued members of a group that enhances our physical, mental, or social health. Most people generally want to belong to a community, such as a family, a circle of friends, or a social group such as a school club or a sports team. Feeling a sense of belonging can increase your confidence and strengthen your mental/emotional health.

## Need to Be Valued and Recognized

Most of us feel a need to be appreciated, to be personally valued by family, friends, and peers. One way you might meet this need is by participating in productive activities, such as studying hard for exams, playing an instrument or sport, volunteering at a hospital, or writing short stories. By being able to do something well, you gain respect and a feeling of self-worth.

## CHARACTER CHECK

**Compassion** is a trait that you can express when you understand the needs of others. People who are compassionate are not just aware of other's distress; they have a desire to ease suffering. Homelessness is a growing problem in all communities, both urban and rural. How can you show compassion for people who are unable to meet their basic need for shelter?

 **Participating in team sports can give teens a sense of belonging. What other positive actions can teens take to fulfill this need?**



## Need to Reach Your Potential


At the top of the pyramid is the need to reach your full potential as a person. This quest for **self-actualization**—*the striving to become the best you can be*—includes having goals that motivate and inspire you. Self-actualization means having the courage to make changes in your life in order to reach your goals and grow as a person. During your teen years, you begin to recognize your potential and set goals for your future. You see more clearly what your talents are, what your dreams are, and who it is you want to become. Self-actualization is a lifelong process. Part of the process is learning the self-discipline you need to reach your goals.

## Meeting Your Needs

The ways you choose to meet your needs affect your mental/emotional health. For example, meeting the need for affection by building and maintaining respectful, loving relationships with people you care about will strengthen your mental/emotional health. However, sometimes people choose risky ways to fulfill their needs. Some teens may decide to join a gang to feel a sense of belonging or engage in sexual activity in an attempt to feel loved. Such decisions carry dangerous consequences. Gang membership can lead to physical harm and trouble with the law. Sexual activity can result in unplanned pregnancy, sexually transmitted diseases, and the loss of self-respect and the respect of others. Practicing **abstinence** and finding healthful ways to meet emotional needs are critical in developing and maintaining good mental health.

### hotlink

**abstinence** For more information about the benefits of abstinence, see Chapter 12, page 318.

 **Practicing abstinence and meeting needs in healthy ways will strengthen your mental/emotional health.**  
*What other decisions can you make to promote your health?*



# Understanding Your Personality

Your **personality** is a complex set of characteristics that makes you unique. It's what makes you different from everyone else and determines how you will react in certain situations. Personality is an important factor in how you choose to meet your needs. Thus, it plays a major role in your overall mental health.

## Influences on Your Personality

Personality includes an individual's emotional makeup, attitudes, thoughts, and behaviors. It is composed of tendencies that you were born with and characteristics that you have developed in response to life situations and experiences. The two main influences on your personality are heredity and environment.


### PERSONALITY AND HEREDITY

Just as you inherit physical traits such as hair and eye color, you inherit some personality traits from your biological parents and ancestors. Heredity plays a role in determining a person's basic intellectual abilities and temperament, or emotional tendencies. There is also evidence that heredity may influence behaviors such as risk-taking and talents such as athletic or artistic abilities. This doesn't mean that you have no control over how smart you become or what you do. Your inherited brain chemistry is only one of the many factors contributing to your personality and behavior.

### PERSONALITY AND ENVIRONMENT

Your environment includes everything that surrounds you in your day-to-day life. This means your family, friends, peers, home, neighborhood, school, and every other person, place, object, event, or activity in your life. All of these influences can have an impact on your developing personality.

Among the people in your environment are some who serve as role models for your behavior. Most people naturally engage in **modeling**, or *observing and learning from the behaviors of those around you*, sometimes without even thinking about it. If the behavior of your role model is healthful, the effect on your developing personality will also be healthful. The values you learn from your role models help shape the person you are and the way you live your life.

 Many influences can help shape personality traits, such as a sense of self-discipline and the desire to excel. **Who are the role models in your life who have helped shape your personality?**





## Should Learning Styles Be Taken Into Account in the Classroom?

Academic performance affects many teens' view of themselves. Being a good student is one way teens can meet the need to be valued and recognized. Because students learn and demonstrate their knowledge in different ways, some teachers use different testing methods. For instance, teachers may test students according to the way each one learns best—through seeing, through hearing, or through doing. Do you think teachers should use multiple methods to accommodate different learning styles? Here are two points of view.

### Viewpoint 1: Melissa J., age 15

I'm proud of my grades. I study every night and always work extra hard before exams. It's not fair to apply different standards just because some students can't handle a written test. Why should I have to write an essay while someone else in class has fun drawing a picture or building a diorama? How can the teacher possibly grade these different projects fairly? It's like comparing apples and oranges. Students should be given real tests, not whatever makes them feel good. That's not the way the real world works after graduation. Those students just need to work harder.

### Viewpoint 2: Gary D., age 16


I do study hard for tests, but even when I know the content, I still do lousy on multiple-choice tests. If that's the only way I can demonstrate my knowledge, I end up looking stupid. Students have different strengths and weaknesses—and so do people in the real world. Look at athletes or dancers. They demonstrate their knowledge and talent by performing, not by taking a written test. I'm not saying you should get rid of all pencil-and-paper tests or forget about writing papers. I just think teachers should offer students a variety of approaches to accommodate different ways of learning. It's only fair.

### ACTIVITIES

1. Research one of the different learning styles mentioned above, including visual (seeing), auditory (hearing), and tactile/kinesthetic (touching, doing). Describe the style and how students in that category learn best.
2. Write a paragraph explaining which viewpoint you favor and why. Be sure to link your discussion to the issue of school performance and self-esteem.

## Personality and Behavior

The one aspect of your personality over which you have the most control is your behavior. How you make decisions, what decisions you make, whether you recognize the consequences of those decisions, and what actions you take can make a great difference in the quality of your life and in your levels of physical and mental/emotional health.

 Showing respect and caring are outward signs of positive aspects of your personality. *In what positive ways do you demonstrate your personality through your daily behaviors?*

## Promoting Mental/Emotional Health

**K**nowing the factors that affect your mental/emotional health will help you choose behaviors that promote health. Being mentally and emotionally healthy can improve your physical health and help prevent some diseases. For example, meeting needs in healthful ways by abstaining from risk behaviors such as gang involvement and sexual activity will protect you from physical harm. People who are able to cope with their emotions and deal with the stress in their lives are also less susceptible to illnesses such as colds and other upper-respiratory infections. Engaging in behaviors that promote mental/emotional health may help prevent disease, and it will strengthen all three sides of your health triangle.



## Lesson 1 Review

### Reviewing Facts and Vocabulary

1. Define the term *mental/emotional health*. Identify three characteristics of a mentally and emotionally healthy person.
2. List the needs included in Maslow's hierarchy of needs.
3. How does heredity influence personality?

### Thinking Critically

4. **Evaluating.** Analyze the importance and benefits of abstinence as it relates to emotional health.
5. **Synthesizing.** Analyze the relationship between mental health promotion and disease prevention.

### Applying Health Skills

**Practicing Healthful Behaviors.** The need to belong and to be loved is a basic human need. What are some healthy choices that provide positive ways for meeting this need? What are the consequences of meeting this need in negative ways? Make a two-column table to organize your thoughts.



**WORD PROCESSING** Sometimes it's easier to organize and display your thoughts if you use a word-processing program. See [health.glencoe.com](http://health.glencoe.com) for tips on how to use a word processor to create a table.



# Developing a Positive Identity

### VOCABULARY

**personal identity**  
**developmental assets**  
**constructive criticism**


### YOU'LL LEARN TO

- Recognize developmental assets.
- Explore strategies for developing a healthy identity.
- Relate how self-esteem and a positive outlook benefit your mental/emotional health.



On a sheet of paper, list your talents and abilities. What are your special qualities? What other traits make you the person you are?



 Your personal identity is made up of many different pieces. *What are some aspects of your identity that make you unique?*

If you were to write an essay describing who you are, you might begin by giving your name and age. Then you might identify your various roles, such as a son or daughter, brother or sister, student, club member, or athlete. You might also describe your talents, interests, hobbies, and accomplishments. All these elements help define the person you are. They contribute to your **personal identity**, *your sense of yourself as a unique individual*.

## Your Personal Identity

During the teen years, you begin to develop a stronger sense of who you are. You learn about yourself through your interactions and relationships with other people. The knowledge you gain from your experiences will help you see yourself more clearly. Developing your personal identity is like putting a jigsaw puzzle together. The pieces of this puzzle include

- ▶ your interests.
- ▶ your likes and dislikes.
- ▶ your talents and abilities.
- ▶ your values and beliefs.
- ▶ your goals.

## Your Developmental Assets

As you mature, it is important to recognize the developmental assets that will help you build a healthy, positive identity. **Developmental assets** are the *building blocks of development that help young people grow up as healthy, caring, and responsible individuals*. These assets, listed in **Figure 7.3**, can help you achieve wellness as you mature into a dependable, conscientious adult. Remember that developmental assets can be found in many aspects of your life and that you can always work to strengthen these assets.

FIGURE 7.3

### DEVELOPMENTAL ASSETS

The Search Institute, a nonprofit organization, compiled this list of 40 assets that can help young people make healthful decisions on the road to adulthood.

**Support**—family support, positive family communication, relationships with other adults, caring neighborhood, caring school climate, parental involvement in schooling

**Empowerment**—being valued by adults in the community; serving a purpose by having a role in the community; feeling safe at home, at school, and in the neighborhood

**Boundaries and Expectations**—family boundaries (clear rules and consequences), school boundaries, neighborhood boundaries, adult role models, positive peer influences, high expectations

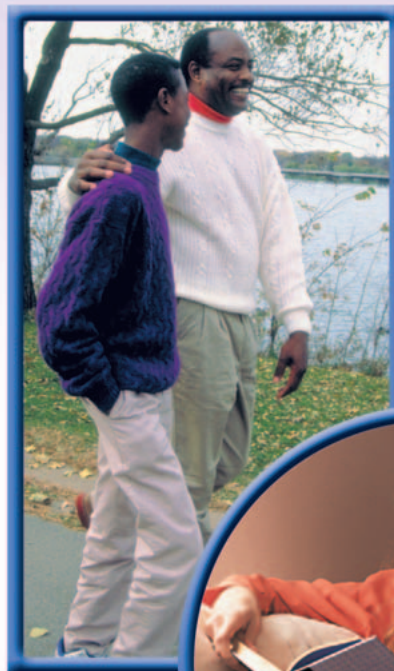
**Constructive Use of Time**—creative activities, youth programs, time at home, sports

**Commitment to Learning**—being motivated to achieve, being involved at school, doing homework, reading for pleasure

**Positive Values**—compassion, equality and social justice, integrity, honesty, responsibility, self-control

**Social Competencies**—planning and decision making, interpersonal communication, having knowledge and tolerance of different cultures, resistance skills, peaceful conflict resolution skills

**Positive Identity**—personal power, self-esteem, sense of purpose, positive view of personal future



# Real-Life Application

## Identify and Strengthen Your Developmental Assets

Developmental assets increase the likelihood that a person will behave in ways that will enhance his or her health. Use the chart and questions to help you analyze the influences in your life and strengthen your developmental assets.

### External Assets

- **Support**
- **Empowerment**
- **Boundaries and Expectations**
- **Constructive Use of Time**

External developmental assets are the positive experiences that support and empower you as you grow up. They include the standards set by parents or guardians, the expectations and encouragement of teachers, and the laws and rules established by the community.

### Internal Assets

- **Commitment to Learning**
- **Positive Values**
- **Social Competencies**
- **Positive Identity**

Internal developmental assets are the personal strengths, commitments, and values that you use to guide the decisions you make. For example, if you respect yourself, you will not harm your health by using tobacco, alcohol, or other drugs.

### ACTIVITIES

1. Identify the external developmental assets in each of the following areas, and describe at least one way that each asset provides a positive influence in your life: family relationships, peer relationships, the school environment, the community environment.
2. Identify your internal developmental assets, and explain why these are personal strengths. Consider the following: accomplishments, strengths, and values.
3. Write a summary about the assets in your life. Reflect on the positive influences these assets have on the decisions you make. Use the following sentence beginnings in your summary:

I learned that . . . I am proud that . . . I was surprised that . . . I would like to improve . . .

## Working Toward a Healthy Identity

Once you recognize your developmental assets as important influences on your personal identity, you can take active steps to strengthen these assets and build a healthy identity. This process requires both self-acceptance and self-improvement.

## Recognize Your Strengths and Weaknesses

An essential step in developing a healthy identity is viewing your strengths and weaknesses in honest, realistic ways. Accept and take pride in your strengths and accomplishments. Whether you are a caring family member, a trustworthy friend, an honor student, a good basketball player, or a talented singer, you should feel proud of the positive aspects of your identity.

At the same time, assess your weaknesses without being overly self-critical, and set goals for improvement. For example, if you tend to put things off, or procrastinate, try to develop new work habits that will lessen the pressure of having to do everything at the last minute. You may be able to use one of your strengths to help you address a weakness. For example, your strength might be that you are a fast learner and will quickly learn new work habits. Using your strengths and addressing your weaknesses helps you develop competence and effectiveness.

## Demonstrate Positive Values


Your values, or your beliefs and ideas about what is important in your life, guide your actions and influence the decisions you make. You can demonstrate your values in many ways. For instance, you show honesty and integrity when you don't cheat on tests. When you comfort a sad friend, you demonstrate caring and compassion. Making sure that your behavior reflects your personal values and standards will reinforce your positive identity.

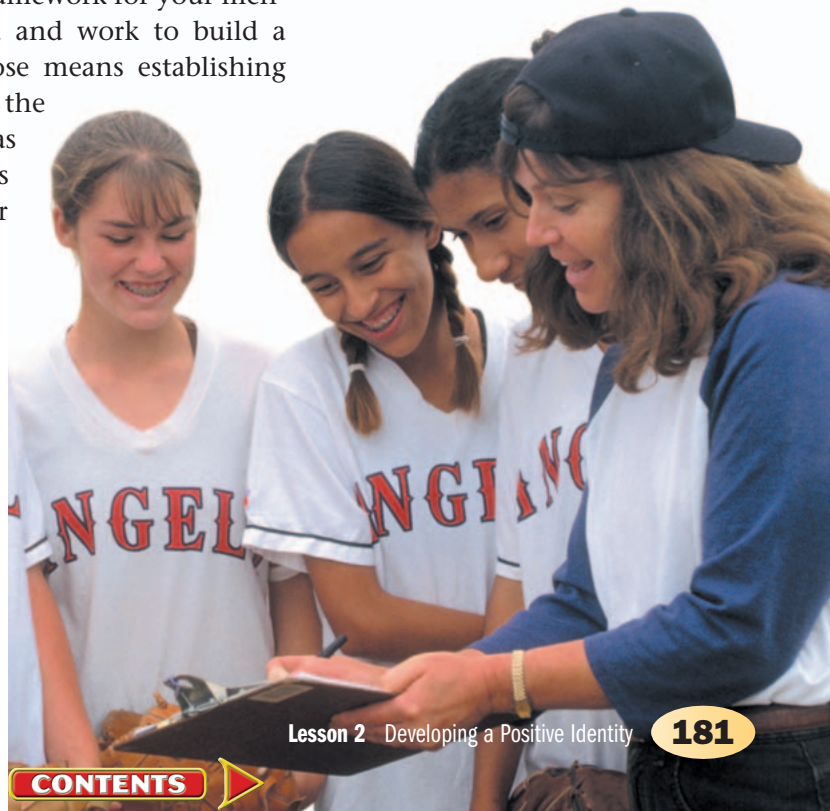
## Develop a Purpose in Your Life

Think of having a sense of purpose as a framework for your mental health as you grow toward adulthood and work to build a healthy identity. Having a sense of purpose means establishing goals and working to achieve them. Some of the goals you establish will be short-term, such as studying for and passing an exam. Others will be long-term, such as making plans for higher education and acquiring job skills.

## Form Meaningful Relationships

Relationships provide one means of developing a sense of purpose in your life. Family and friends enable you to express yourself and share your experiences, beliefs, and feelings. Positive relationships with family, friends, teachers, and coaches also give you a support system that will help you build confidence and develop a sense of security and belonging.

 The relationship between this coach and her team is part of a caring school climate. *Explain how having this asset can help teens build a healthy identity.*



# Health Minute

Working Toward  
High Self-Esteem

## People with high self-esteem:

- ▶ take responsibility for their behavior.
- ▶ generally have a positive outlook on life.
- ▶ like and accept who they are overall.
- ▶ try to learn from their successes as well as from their mistakes.
- ▶ build and maintain healthy relationships.

## To improve self-esteem:

- ▶ think of appropriate ways to share your positive attributes.
- ▶ engage in behaviors that will promote your health.

▶ **Teens find many ways to contribute to their community, including building houses for the homeless. *How does helping others contribute to a positive identity?***



## Contribute to the Community

Your community is an extended support system for you and your family; it provides services and resources to meet many of your needs. Giving back to the community is part of being a good citizen, and it helps you feel a sense of accomplishment. For example, you might help out a neighbor or participate in a community clean-up campaign. Apply your strengths to improving others' quality of life, and strengthen your sense of belonging in the process.

## Avoid Unhealthy Risk Behaviors

Risk-taking is a normal part of growing up—it helps define and develop identity. Healthful risk-taking has a positive effect on development. Engaging in sports, artistic or creative activities, public speaking, travel, and making friends all involve some risk. Such risks challenge you to develop skills and mature in new ways.

Unhealthy risk-taking, such as using tobacco, alcohol, or other drugs; reckless driving; and gang affiliation, can be dangerous. Refuse to participate in such behavior. Keep in mind the aspects of your identity, such as your values, that you are trying to uphold.

## Self-Esteem and Positive Outlook

**W**hen you have a healthy identity, you will experience increased self-esteem and a higher level of mental/emotional health. Self-esteem comes from the understanding that you are a unique and valuable human being. How you feel mentally and physically and how you take care of yourself are all affected by what you think of yourself. Teens with high self-esteem are in a strong position to meet the challenges of adult life.

Along with self-esteem, having a positive outlook is also directly related to your general level of wellness. Studies have shown that

people with a positive outlook live longer and are healthier, both mentally and physically. Remind yourself that no matter what happens, there is always hope. Then, when something goes wrong, make a plan to address the problem. Try to see challenges as opportunities for growing and learning.

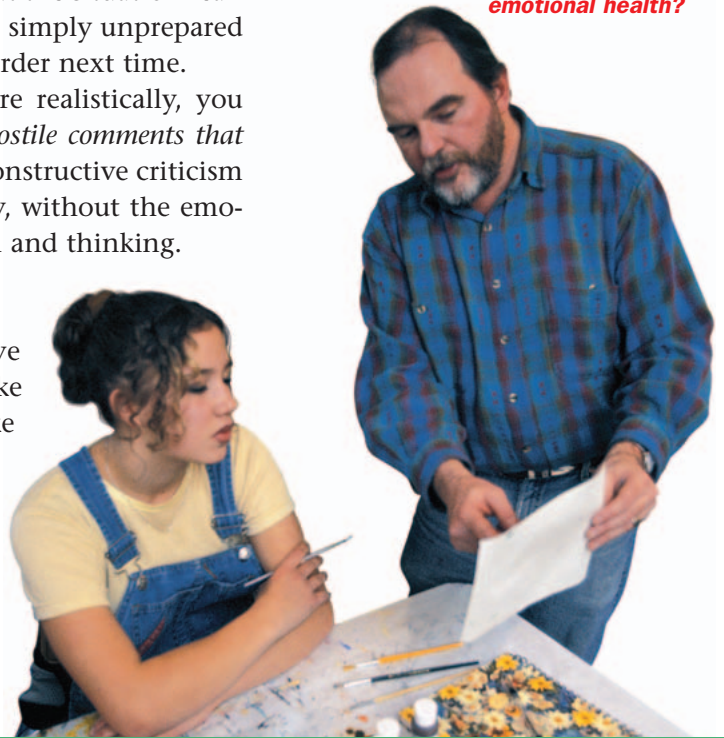
## Realistic Patterns of Thinking


In order to increase your self-esteem and develop a positive outlook on life, it is essential to see events realistically. Some people fall into a pattern of seeing events as worse than they actually are. For example, a teen who has just failed an exam may think that he or she is stupid and will always fail. By looking at the situation realistically, the teen will realize that he or she was simply unprepared for that day's work and will resolve to study harder next time.

Sometimes, to help yourself see events more realistically, you might seek **constructive criticism**, or *nonhostile comments that point out problems and encourage improvement*. Constructive criticism can help you view a situation more objectively, without the emotional influences that can alter your perception and thinking.

### ANALYZING YOUR SELF-TALK

Listen to your self-talk. Replace negative messages with constructive criticism. If you make a mistake, tell yourself that all people make mistakes; learn from yours and move on. Also, don't be afraid of telling yourself "Good job!" when you've done something that deserves praise. Such positive self-talk will benefit your self-esteem, your general outlook on life, and your mental/emotional health.



 This teen uses constructive criticism from the teacher to improve her skills and thus raise her self-esteem. **Why is self-esteem important to mental and emotional health?**



## Lesson 2 Review

### Reviewing Facts and Vocabulary

1. Define *personal identity*. List five elements that contribute to one's personal identity.
2. Name three of the positive values listed as developmental assets.
3. List three strategies for building a positive identity.

### Thinking Critically

4. **Synthesizing.** Why do you think developmental assets increase the likelihood that a person will not engage in risk behaviors?
5. **Analyzing.** Describe how positive identity and high self-esteem help you with goal setting, developing relationships, and contributing to your community.

### Applying Health Skills

**Goal Setting.** Evaluate aspects of your identity. Is there an area you would like to improve? Make a specific goal to strengthen one aspect of your identity. Using the steps of goal setting, write down plans and strategies to help you achieve your goal.



**SPREADSHEETS** Using a spreadsheet can help you organize a list. To learn more about how to use a spreadsheet, see [health.glencoe.com](http://health.glencoe.com).





# Understanding Emotions

## VOCABULARY

**emotions**  
**hormone**  
**empathy**  
**hostility**


## YOU'LL LEARN TO

- Analyze how emotions influence your overall health.
- Appraise the significance of changes occurring during adolescence.
- Explore ways to demonstrate empathy toward others.
- Demonstrate communication skills in building and maintaining healthy relationships.



In one minute, list as many emotions as you can. Then compare your list with those of your classmates. Which emotions are most common? Why might some emotions, such as empathy, be on fewer lists?



 **Actors portray strong emotions by using body language and changes in their voices. *What emotions are these actors trying to express?***

**A**rt imitates life. This familiar phrase is particularly true in regard to drama. Acting requires the performer to express a character's emotions both verbally and physically. How might an actor express joy or sorrow as part of a play?

## Understanding Your Emotions

**E**motions are *signals that tell your mind and body how to react*. Sometimes referred to as feelings, emotions are your responses to certain thoughts and events. To communicate emotions, you use combinations of words or other sounds, facial expressions, and body language. Emotions affect all sides of your health triangle.

- ▶ Joy can prompt the release of brain chemicals that cause you to experience warmth and a sense of well-being. Feeling this way promotes mental/emotional health and positively influences your relationships and thus your social health.
- ▶ Fear can trigger physical changes, including increased perspiration, a rise in heart rate, and a tightening of muscles. This “fight-or-flight” response enables you to defend yourself or flee the scene.

- ▶ Strong emotions like anger can cause both physical and mental responses, such as a rise in heart rate and feelings of distress. Inappropriate responses, such as lashing out, can be harmful to you or to people around you.

## Identifying Your Emotions

Sometimes you know exactly what you are feeling and why. At other times, you may experience emotions that seem to have no apparent cause. Moreover, the many changes brought on by hormones during puberty can affect your emotions. A **hormone** is *a chemical secreted by your glands that regulates the activities of different body cells*. Hormones may cause you to swing quickly between extreme emotions such as elation and depression. Mixed emotions, such as when you feel both jealous of and happy for a friend, also can be challenging. Accurately identifying what you are feeling is an important first step toward knowing how to respond in a healthy way.

### Happiness

Think of other words that might describe how you feel when you are happy. You might say you are pleased or that you feel good or carefree. Happiness can be described as being satisfied or feeling positive. When you are happy, you usually feel energetic, creative, and sociable.

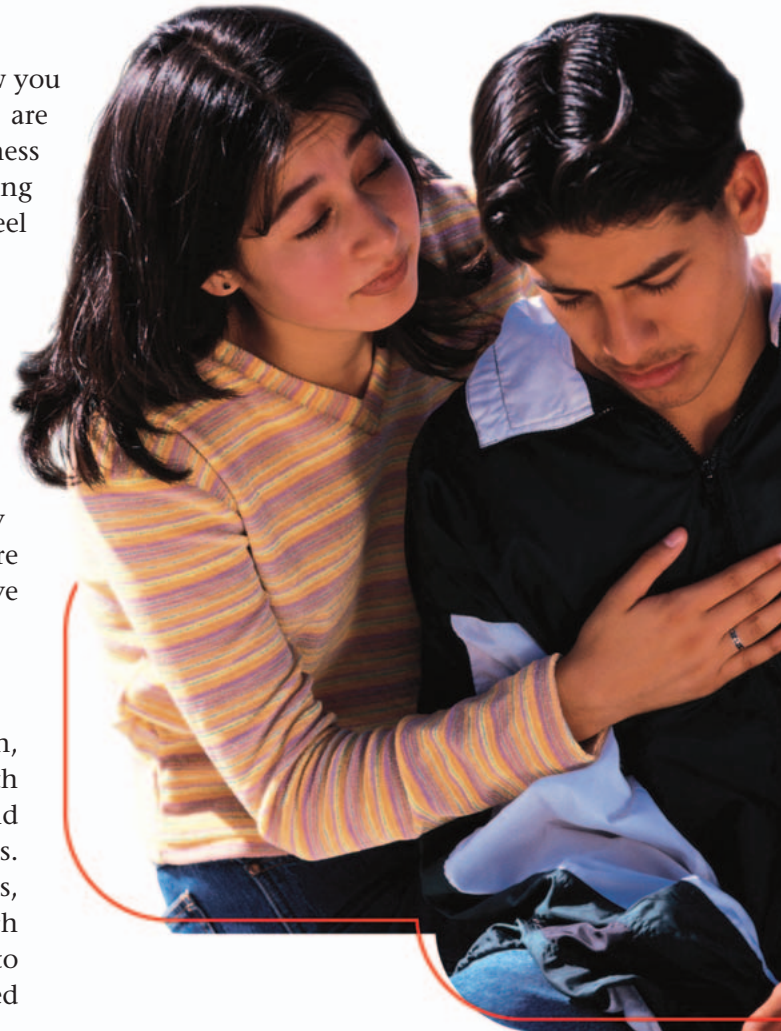
### Sadness

Sadness is a normal, healthy reaction to difficult events. Causes of sadness can range from being disappointed or rejected to experiencing the loss of a loved one. Feelings of sadness may be mild and fleeting, or they may be deep and long-lasting. When you are sad, you may feel easily discouraged and have less energy.

### Love

Love involves strong affection, deep concern, and respect. It includes supporting the growth and individual needs of another person and respecting that person's boundaries and values. Love can be expressed through words or actions, such as good deeds. It comes in many forms, such as caring about family and friends, loyalty to siblings, and a deep sense of being connected to your community and country.

▼ **Sadness may bring feelings of hurt, isolation, or helplessness. How can you comfort a friend who is feeling down?**



## Empathy

**Empathy** is the ability to imagine and understand how someone else feels. When you feel empathy, you feel connected to another person's emotions. An empathetic person listens attentively and communicates understanding when people express their feelings. Demonstrating empathy can help strengthen your emotional bonds and enhance your relationships.

## Fear

When you are startled by someone or something, you probably feel some degree of fear. Feelings of fear can increase your alertness and help you escape from potentially harmful situations. However, fear that results from an imagined threat can prevent people from leading normal lives. For example, an exaggerated fear of being in a crowd can result in a life of solitude. This type of fear is called a **phobia** and requires professional help.

### hotlink

**phobia** To learn more about phobias, see Chapter 9, page 225.

# Health Skills Activity

## Communication: Expressing Your Feelings

Tara feels a knot in her stomach when she sees her friend Suzanne. The last time she agreed to go to a concert with Tara, Suzanne failed to show up. It hurt Tara's feelings that Suzanne didn't care enough about their friendship to show up.

Suzanne says excitedly, "Tara, did you see who's playing this weekend? Let's get there early, okay?"

Tara feels torn between two choices. She could ignore her feelings by keeping them bottled up. Her other option would be to communicate her hurt and disappointment, but that would risk hurting Suzanne's feelings.



### What Would You Do?

Use the following communication skills to write a dialogue in which Tara expresses her hurt and disappointment in a way that spares Suzanne's feelings.

1. Use "I" messages.
2. Keep your tone respectful.
3. Provide a clear, organized message that states the problem.
4. Listen to the other person's side without interrupting.

## Guilt

Guilt often results from acting against one's values or from failing to act when action might have brought about a better outcome. Although guilt can eat at you, it can also act as your conscience and motivate you to make some positive changes in your behavior. Sometimes, people may feel guilty for things they have no control over. For example, some teens blame themselves when parents divorce even though they are not the cause of the separation. Being able to recognize when you are not responsible for a negative outcome will save you from needless guilt.

## Anger

Anger is a common reaction to being emotionally hurt or physically harmed. When anger isn't handled in constructive ways, it can result in violence, bringing physical and emotional harm to you and others. **Hostility**, *the intentional use of unfriendly or offensive behavior*, can be particularly damaging, not only to others but also to the hostile person. People who show chronic hostile behavior are four to seven times more likely to die of heart disease than those who are not prone to hostility. Knowing what causes your anger and how you can respond to it healthfully can help you gain control.



Explore more about emotions and the role they play in our lives at [health.glencoe.com](http://health.glencoe.com).



## Lesson 3 Review

### Reviewing Facts and Vocabulary

1. How can emotions influence your overall health?
2. Define *empathy*. How can a person demonstrate empathy?
3. How might guilty feelings lead to positive results?

### Thinking Critically

4. **Evaluating.** Appraise the significance of changes occurring during adolescence: What effects do changing hormone levels have on emotions?
5. **Synthesizing.** List three situations that may cause a teen to feel anger. Then, explain how each of these situations can be dealt with in healthful ways.

### Applying Health Skills

**Conflict Resolution.** Write a skit in which unpleasant emotions cause a conflict between two friends. Your skit should demonstrate positive communication skills that aid the teens in handling their strong emotions and resolving their differences.



**WORD PROCESSING** Word-processing software can help you write and revise your skit. For more information on using word-processing software, click on [health.glencoe.com](http://health.glencoe.com).



# Managing Emotions

### VOCABULARY


**defense mechanisms  
suppression**

### YOU'LL LEARN TO

- Evaluate the effects of peers, family, and friends on emotional health.
- Demonstrate strategies for communicating emotions and needs in healthful ways.



There are many ways to communicate emotions to others. List three emotions, and describe how you usually communicate them.

 **Healthful expression of feelings increases your ability to enjoy life. *What are some positive ways to express emotions?***

**E**motions are neither good nor bad. How you deal with your emotions, however, can strongly influence your overall level of health. Learning to recognize emotions and dealing with them in healthful ways are especially important to good mental health.

## Dealing with Emotions in Positive Ways

**A**s you were growing up, you learned various ways of expressing your emotions from others, from your environment, and from your experiences. Perhaps your family members talk openly about their feelings and encourage sharing them. Maybe your friends express themselves indirectly with looks or smiles or with behaviors such as laughing or hugging. Perhaps some of your peers don't talk about or express feelings much, and you've learned from their example that emotions are private. Regardless of what you have learned, it is important to evaluate methods of communicating feelings and practice healthful ways of expression.

Negative ways of dealing with feelings do nothing to solve problems. Exaggerating emotions for effect, pretending that feelings are not there at all, or intentionally hurting another person while expressing feelings can worsen the situation and create new problems.



## Responding to Your Emotions

You can use some of the following strategies for interpreting and responding to most emotions.

- ▶ Look below the surface of your emotion. Ask yourself: What am I really reacting to? Does the intensity of my emotion match the situation?
- ▶ Consider whether or not the situation to which you are reacting will matter tomorrow, next week, or next year.
- ▶ Don't take action on a strong feeling until you have thoroughly considered the possible consequences of your action.
- ▶ Use positive feelings to inspire yourself. Relieve negative or upsetting feelings by engaging in physical activities or by talking to a family member or trusted friend.
- ▶ If a negative feeling doesn't go away, seek help from a parent, another trusted adult, or a health care professional.




## Managing Difficult Emotions

You've probably been overwhelmed by strong emotions at one time or another. Intense emotions can affect your attitude and behavior in ways that are upsetting. However, you can learn to manage strong emotions. When you feel your emotions building, recognize the feeling and manage it by taking slow, deep breaths and relaxing. You might also get away from the situation to compose yourself. Sometimes you can control your feelings by analyzing the situations that cause the feelings. Writing in a private journal, playing music, or talking your feelings over with a parent or trusted friend can help you reflect on both your emotions and the situation that led to them.

## Defense Mechanisms

Because of the way emotions affect you, you may try to avoid the ones that cause you discomfort by using **defense mechanisms**. These are *mental processes that protect individuals from strong or stressful emotions and situations*. **Figure 7.4** on page 190 lists some of the most common defense mechanisms. Sometimes, these responses occur unconsciously and may help protect you from feeling too much emotional pain. For instance, the use of **suppression**, *holding back or restraining*, can provide a temporary escape from an unpleasant situation. In the long run, however, defense mechanisms may keep you from facing what is really troubling you. That's why it's important to develop strategies for dealing with difficult emotions in healthful ways.

 **Creating art is a healthful way to handle your emotions. The next time you feel a strong emotion, try doing something creative.**

## COMMON DEFENSE MECHANISMS

- **Repression.** Involuntary pushing of unpleasant feelings out of conscious thought.
- **Suppression.** Conscious, intentional pushing of unpleasantness from one's mind.
- **Rationalization.** Making excuses to explain a situation or behavior rather than directly taking responsibility for it.
- **Regression.** Reverting to behaviors more characteristic of an earlier stage of development rather than dealing with the conflict in a mature manner.
- **Denial.** Unconscious lack of acknowledgement of something that is obvious to others.
- **Compensation.** Making up for weaknesses and mistakes through gift-giving, hard work, or extreme efforts.
- **Projection.** Attributing your own feelings or faults to another person or group.
- **Idealization.** Seeing someone else as perfect, ideal, or more worthy than everyone else.

### Handling Fear

Fear is an emotion many people work to overcome. Overcoming fear requires a strategy. The first step is to identify your fear. Analyzing the situation that causes the fear often helps. Talking about your fear with someone you trust may also give you a fresh outlook. This person may remind you of other fears you have faced successfully or know of resources that can help you. Some fear is healthy and natural; only when fear is irrational or uncontrollable should you consider it a problem.

### Dealing with Guilt

Guilt can be a very destructive emotion. When you feel guilty about something, try to get at the underlying source and address that issue. If you have hurt someone, for example, admit your mistake and make amends. Learn from the experience, and resolve to be more careful and responsible in the future. Discussing the situation with family or friends can also help make you feel better. Keep in mind that some situations may not be in your control. Viewing such circumstances realistically and honestly will help you see that you are not responsible and should not feel guilty for them.

### Managing Anger

Anger can be one of the most difficult emotions to handle. The first step in constructively dealing with anger is similar to dealing with guilt—you must try to get at the underlying source and address it. Even if there is nothing you can do about the source of your anger, you can find ways to cope with your feelings. Refer to the Hands-On Health Activity for some general anger-management techniques.

# Hands-On Health **ACTIVITY**

## Managing Anger

In this activity you'll identify and develop healthy strategies to handle anger.

### What You'll Need

- pencil and paper

### What You'll Do

1. Write the following headings on your paper.
  - Do something to relax.
  - Rechannel your energy.
  - Talk to someone you trust.
  - Get some physical activity.

2. Under each heading, list at least two *specific* activities you can try.
3. Compare your list with a partner's. How are your techniques similar or different? What does this tell you about how individuals handle anger?

### Apply and Conclude

Working with your partner, create a comic strip that illustrates at least one effective anger management skill.



## Lesson 4 Review

### Reviewing Facts and Vocabulary

1. List three strategies for interpreting, responding to, and communicating an emotion in healthful ways.
2. What are five common defense mechanisms?
3. Give four examples of anger-management techniques.

### Thinking Critically

4. **Analyzing.** Evaluate the effects of various relationships on emotional health: In what ways do peers, family, and friends influence how you express and manage emotions?
5. **Explaining.** Describe the results that may occur when you take time to reflect before responding to a strong emotion.

### Applying Health Skills

**Communication Skills.** Write a one-act play. Focus on someone using the strategies listed at the beginning of this lesson to decide how to react to and express a specific feeling.



**WORD PROCESSING** You can use word-processing software to help you draft, revise, and edit your play. See [health.glencoe.com](http://health.glencoe.com) for tips on using a word-processing program.



## Emotional Health in TV Programs

There are healthy and unhealthy ways of dealing with your emotions. In this activity, you will examine the ways in which emotions are expressed on different television programs and analyze the messages these programs send on the subject of emotional health.

Emotion	How it was expressed	How other characters reacted
Frustration	The character snapped at a younger sibling.	His mother made him apologize and then asked him to discuss what was wrong.

### ACTIVITY

Watch a sitcom, drama, reality show, or talk show. Record the ways in which different emotions are expressed throughout the program. Use a chart like the one above to help organize your notes.

Consider the overall message the program sends regarding emotional health. Do the characters demonstrate healthy ways of dealing with difficult emotions? Do they suffer consequences as a result of inappropriate behavior? Are unhealthy ways of expressing emotions corrected? Rate the emotional health of the program, using a scale of

1 to 5, with 5 being the highest and 1 being the lowest.

### EXPRESS YOUR VIEWS

Write a one-page review of the program that includes a synopsis of the plot and characters and a description of the consequences of the characters' behaviors. Indicate whether the program provided a positive or negative example of how to express or deal with emotions. Support your viewpoint with specific examples from the program.

## CROSS-CURRICULUM CONNECTIONS



**Create a Poem.** Reaching for the stars means striving to become the best you can be. Working toward this self-actualization is an important aspect of good mental health. Poet Langston Hughes described it this way: “We have tomorrow, bright before us like a flame.” Using Hughes’s words as a model, choose a symbol that represents you and your quest to fulfill your potential. Write a poem about your self-image and incorporate your symbol.



**Research a Biography.** Developing a sense of purpose in your life means moving beyond your own needs to contributing to your community. Many successful people, such as Nelson Mandela and Mother Theresa, have chosen paths of self-sacrifice in life. Write a short research report on a well-known figure who has worked to improve the quality of life of others. Determine why helping others was a priority for this person.



**Calculate Demographics.** According to the U.S. Department of Health and Human Services, the percentage of females reporting significant emotional problems is 22 percent among adolescents aged 14 to 17. Suppose that the study surveyed 3.7 million girls ages 14 to 15 and 3.5 million girls ages 16 to 17. How many girls aged 14 to 17 would have reported significant emotional problems?



**Investigate a Body System.** Hormones play an important role in influencing mental and emotional health. The endocrine system produces hormones in ductless glands located throughout the body. These hormones transmit chemical signals to which the body responds. Create a chart showing the glands of the endocrine system, their location in the body, the hormones they secrete, and the function of each in the body. Discuss the problems that might arise from imbalances in the system and what conditions can cause them.

## CAREER Corner

### School Counselor

Do you have empathy, and do you like helping others? Are you interested in teaching and working with students and their families? If so, a career as a school psychologist or counselor might be for you. These professionals assist students with personal, family, educational, and mental health problems.

To enter this profession, you’ll need a four-year college degree and at least a two-year graduate degree. Find more information about this and other health careers by clicking on Career Corner at [health.glencoe.com](http://health.glencoe.com).



# Chapter 7 Review

► **EXPLORING HEALTH TERMS** Answer the following questions on a sheet of paper.

**Lesson 1** Match each definition with the correct term.

**hierarchy of needs**                      **self-actualization**  
**mental/emotional health**           **modeling**  
**personality**

1. The sum of behavioral and emotional tendencies that affect a person's life.
2. A ranked list of those needs essential to human growth and development.
3. Striving to become the best you can be.
4. Observing and learning from the behavior of others.

**Lesson 2** Replace the underlined words with the correct term.

**constructive criticism**                      **personal identity**  
**developmental asset**

5. Constructive criticism is made up of elements such as interests, abilities, values, and goals.
6. A personal identity is a building block of development that helps you grow up as a healthy, caring, and responsible individual.
7. Giving thoughtful recommendations on how a friend can improve a skill is an example of developmental asset.

**Lesson 3** Fill in the blanks with the correct term.

**emotion**                                      **hormone**  
**empathy**                                      **hostility**

A(n) **(8)** \_\_\_\_\_ tells your mind and body how to react. A change in the level of a(n) **(9)** \_\_\_\_\_ can affect how you react to situations and thus can affect your emotions. Anger sometimes results in **(10)** \_\_\_\_\_, which can damage a relationship.

**Lesson 4** Identify each statement as True or False. If false, replace the underlined term with the correct term.

**suppression**                                      **defense mechanisms**

11. People sometimes use defense mechanisms to avoid dealing with an unpleasant emotion.
12. Projection is the intentional pushing of unpleasantness out of one's mind.

► **RECALLING THE FACTS** Use complete sentences to answer the following questions.

**Lesson 1**

1. In general, teens with good mental/emotional health demonstrate what characteristics?
2. Why is it important to meet needs in positive ways?
3. List four environmental influences that can affect the development of someone's personality.

**Lesson 2**

4. Identify the eight categories of developmental assets.
5. What does it mean to develop a sense of purpose?
6. How can healthful risk-taking have a positive effect on development?
7. How does high self-esteem and a positive outlook affect a person's health?

**Lesson 3**

8. List seven basic emotions.
9. Why is it harmful to feel hostile often?
10. Identify two causes of guilt.

**Lesson 4**

11. What are some ways of managing strong emotions?
12. Identify two strategies for dealing with guilt.

► **THINKING CRITICALLY**

1. **Evaluating.** Identify a positive role model in your life. Explain the qualities and characteristics that make her or him a positive role model. (LESSON 1)
2. **Synthesizing.** Identify three of your strengths and three of your weaknesses. Outline ways that you can use your strengths to address your weaknesses. (LESSON 2)
3. **Analyzing.** Why is empathy an important characteristic? Explain actions you can take to demonstrate empathy. (LESSON 3)
4. **Evaluating.** List three unhealthful responses to a difficult emotion such as guilt or anger. Explain why these responses are unhealthful, and then provide healthier alternatives for dealing with the emotion. (LESSON 4)

► **HEALTH SKILLS APPLICATION**

1. **Analyzing Influences.** Make a list of the factors that you think have the strongest influence on your

personality. Identify which of these are hereditary influences and which are environmental influences. (LESSON 1)

2. **Communication Skills.** Think of a person in your life who has given you constructive criticism or positive feedback. Write a thank-you letter to this person. Indicate how this feedback has affected your feelings of self-esteem. (LESSON 2)
3. **Advocacy.** Create a small booklet that promotes emotional health by explaining positive ways for teens to deal with difficult emotions or mood swings. (LESSON 3)
4. **Practicing Healthful Behaviors.** For one week, maintain an “anger log.” After each instance of anger, rate the experience from 1 (mildly irritated) to 10 (hostile). Include the trigger for your anger, what you felt like doing at the time, and how you actually handled the emotion. If necessary, determine ways to improve your anger-management skills. (LESSON 4)

 **BEYOND**  
the Classroom

**Parent Involvement**

**Advocacy.** Learn more about local charities and shelters in your community. With your parents or guardians, find out what items and experience are needed and what volunteer positions are available. Use this information to make leaflets or posters that inform others of ways they can help individuals meet their needs.



**School and Community**

**Service Learning.** Find out whether your school has a service-learning program. If it does, determine what community volunteer opportunities exist. If your school doesn't have such a program, run a Web search for the Corporation for National and Community Service to locate specific opportunities in your community in fields that interest you.