

Chapter 2

Personality, Self-Esteem, and Emotions

Section 1 Personality

Section 2 Self-Esteem

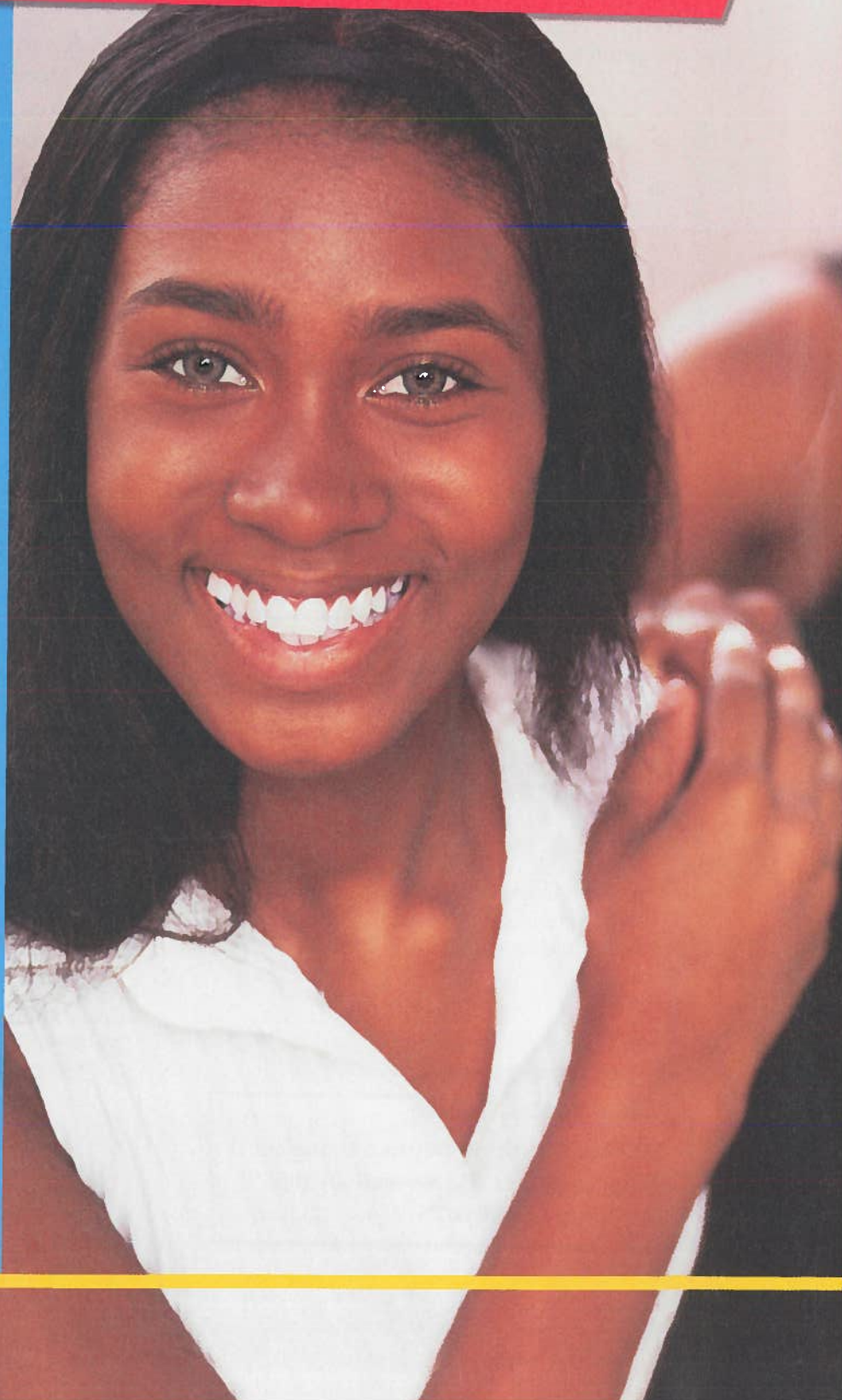
Building Health Skills

- **Communicating** Expressing Anger in Healthy Ways

Section 3

Expressing Your Emotions

- **Media Wise** News Content and Emotions



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Discovery

EDUCATION

TEENS Talk

CLASSROOM VIDEO #2

Being Yourself

Preview Activity

Whose Opinion of You Matters Most?

Complete this activity before you watch the video.

1. Read the quote below.

*No one can make you feel inferior
without your consent.*

Eleanor Roosevelt

2. Then write a short paragraph describing what the quote means to you. **WRITING**
3. Pair up with another student to share and discuss your paragraphs.

Section 1

Personality

Objectives

- ▶ **Name** five traits that are used to define personality.
- ▶ **Identify** two factors that determine how your personality develops.
- ▶ **Describe** what happens to personality over a lifetime.

Vocabulary

- personality
- psychologist
- modeling
- peer group
- identity

Warm-Up

Quick Quiz For each pair of adjectives, rate yourself on a scale from 1 to 5. For example, if *cautious* describes you perfectly, pick 1. If *adventurous* is perfect, pick 5. Otherwise, pick 2, 3, or 4.

Cautious	1 2 3 4 5	Adventurous
Outgoing	1 2 3 4 5	Shy
Calm	1 2 3 4 5	Anxious
Suspicious	1 2 3 4 5	Trusting
Excitable	1 2 3 4 5	Even-tempered



WRITING Use an example from your life to support the rating you chose for one of the adjective pairs.

Describing Personality

Think about how people behave at a party. One person may be the “life of the party.” Another person may sit quietly on the couch. Did you ever wonder why people act so differently in the same situation? It is because each person has a unique personality. Your **personality** consists of the behaviors, attitudes, feelings, and ways of thinking that make you an individual. For example, when you are introduced to new people, you may be characteristically outgoing or you may be shy.

Being outgoing or shy are examples of personality traits. So are being reliable, organized, and forgiving. A **psychologist** (sy KAHL uh jist) studies how people think, feel, and behave. Psychologists have described hundreds of personality traits. **Many researchers use five central traits to describe how people behave, relate to others, and react to change. These traits are extroversion, agreeableness, conscientiousness, emotional stability, and openness to experiences.**

Extroversion This trait describes how much you like being with other people. The labels extrovert (EK struh vurt) and introvert are often used to describe the extremes of this personality trait. An extrovert tends to be outgoing, talkative, and sociable. An introvert tends to be shy, quiet, and reserved. Extroverts tend to seek out other people. Introverts are more comfortable spending time on their own.

Agreeableness This trait describes your tendency to relate to other people in a friendly way. People who are agreeable tend to cooperate with others. They are usually forgiving and good-natured. They assume that other people are honest and trustworthy. People who are disagreeable tend to be suspicious or hostile. They assume that other people are unreliable or ready to take advantage of them.

Conscientiousness This trait describes how responsible and self-disciplined you are. Conscientious (kahn shee EN shus) people tend to be dependable and make good decisions. They approach tasks in an organized, deliberate, and thorough manner. On the other end of the scale are people who do not think through decisions, are careless, and easily distracted. They may give up on a task or lose interest in the task before the task is complete.

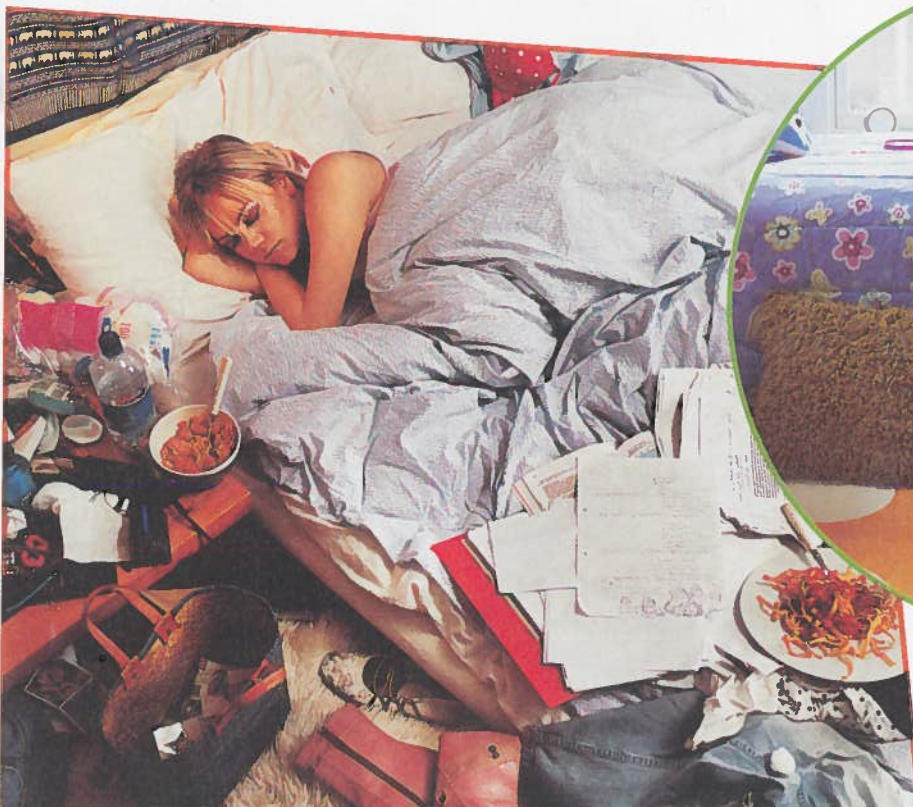
Emotional Stability People who are emotionally stable tend to be relaxed, secure, and calm, even during difficult situations. They tend to focus on the positive side of things. On the other end of the scale are people who are fearful, worried, and angry. They tend to focus on the negative and to expect the worst in most situations.

Openness to Experiences People who are open to new experiences tend to be curious, imaginative, and creative. They are likely to have a wide range of interests and may be less predictable. People who are less open tend to be more predictable and less independent. They are likely to do what everyone else is doing.

**Connect to
YOUR LIFE**

How would you describe your personality, using the five central traits?

FIGURE 1 Keeping one's room clean and orderly takes self-discipline. **Evaluating** Based solely on these photographs, where would you rate these young women on the conscientiousness scale?



How Personality Forms

Which has the greater influence on personality—“nature” or “nurture”? Nature refers to traits you are born with, ones you inherit from your parents. Nurture refers to the environment you are raised in and the experiences you have during your life. **Personality traits are influenced by a combination of heredity and environment.**

Heredity Why are some infants calm and cheerful while others tend to cry a lot? Why do some babies seem uncomfortable in new surroundings while others seem to thrive? These early differences are evidence that infants are born with distinct tendencies to act in certain ways. In fact, some differences are evident before birth. For example, some babies kick and move around a lot inside their mothers, while others are relatively quiet. There is evidence that traits such as cheerfulness and shyness are inherited. There is also evidence that talents, such as musical and artistic abilities, can be inherited.

One way that researchers study how heredity influences personality is by studying identical twins. Identical twins come from a single fertilized egg. Thus, they inherit the same traits. The identical twins in Figure 2 were separated as infants and raised by different families. When they met as adults they were surprised to discover how many behaviors and interests they shared. Identical twins who are raised separately often have similar careers and hobbies. They even like the same type of clothing and food.

FIGURE 2 These identical twins were raised by different families and reunited as adults. They were surprised how much they had in common, including their chosen careers as firefighters.





FIGURE 3 Young people learn how to behave by observing older relatives. They can also learn skills, attitudes, and cultural traditions.

Environment Just because you inherit certain tendencies doesn't mean that your personality is set for life when you are born. Heredity is only half the picture. Environment plays an equally important role. Your family, your friends, and your cultural group are important parts of your environment. They all have an influence on your personality.

- ▶ **Family** Experiences you had as a child helped to shape your personality. Children learn about feelings, attitudes, and appropriate ways to behave from their families. As children develop, they copy the behavior of others. This is called **modeling**. For example, a child may learn to be respectful to older adults by observing a parent's behavior toward grandparents. Children also learn by being rewarded for desirable behaviors and punished for less desirable ones.
- ▶ **Friends** Starting in childhood and throughout the teenage years, friends become an increasingly important influence on personality. Most teens in the United States spend more time with other teens than with their families. These friends, who are about the same age and share similar interests, are called a **peer group**. If your peer group models healthy behaviors, such as cooperation, the group can have a positive influence on your personality.
- ▶ **Culture** Personality traits that are valued in one culture may not be as highly valued in another culture. Some cultures encourage people to be independent while others put a higher value on fitting in with the group. In some cultures, it is normal to show your feelings in public. In other cultures, people are expected to be more reserved. When people from different cultures meet, such differences can lead to misunderstandings.

**Connect to
YOUR LIFE**

In what ways have your friends influenced your personality?

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1 Develop Trust
birth to 18 months

2 Learn to Be Independent
18 months to 3 years

3 Take Initiative
3 to 6 years

4 Develop Skills
6 to 12 years

Stages of Personality Development

By age 25, your central personality traits will be well established. But, this does not mean that you will not continue to change. According to the psychologist Erik Erikson, personality develops throughout life as people meet a series of challenges. Erikson divided life into the eight stages shown in Figure 4. Each stage presents a different challenge to work on. When you successfully accomplish the challenge in one stage, you are better prepared to meet the challenge of the next stage.

1 Develop Trust An infant depends on other people to meet its need for food, a clean diaper, and affection. If these needs are met, the child learns to trust other people. If the needs are not met, the child learns mistrust and may withdraw from others.

2 Learn to Be Independent This is the stage when young children learn to do things on their own. They start to gain control over their own bodies. They learn to walk and use the toilet. If children fail to master these tasks, they develop self-doubt. If their efforts are ridiculed, they may feel ashamed.

3 Take Initiative During this stage, children start to plan their own activities. Through imitating others and through fantasy play, they begin to develop a sense of right and wrong. If children are harshly scolded for poor initiatives, they may feel unworthy, guilty, or resentful.

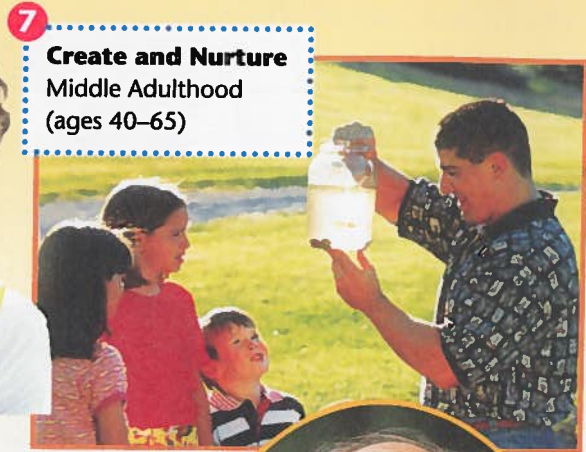
4 Develop Skills Children learn skills they will need as adults. They learn how to help around the home, how to succeed at school, and how to get along with others. These skills make children feel competent—capable of achieving their goals. Without skills, a child may feel like a failure.



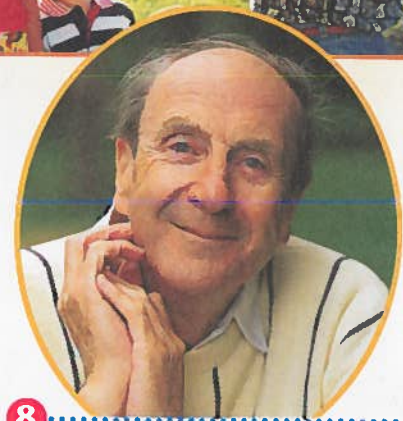
5 Search for Identity
12 to 20 years



6 Establish Intimacy
Young adulthood
(ages 20–40)



7 Create and Nurture
Middle Adulthood
(ages 40–65)



8 Look Back With Acceptance
Late Adulthood (age 65+)

5 Search for Identity According to Erikson, as a teenager, your main challenge is a search for **identity**, or a sense of self. You begin to question who you are and what you want to do with your life. This search leads some teens to try new experiences and to behave in ways that differ from family teachings. Other teens focus on shaping their identities to go along with standards set by their family or culture.

6 Establish Intimacy As a young adult, your challenge will be to establish close bonds with others. If you learn to make commitments to other people, you will have their support as you face other challenges.

7 Create and Nurture During middle adulthood, people need to stay productive and creative in all parts of their life. During this stage, adults get satisfaction from helping younger people to learn and grow.

8 Look Back With Acceptance During older adulthood, people reflect on their lives. Some accept the choices they made, while others may regret the opportunities they missed.

Section 1 Review

Key Ideas and Vocabulary

1. What five central traits can be used to define personality?
2. What two general factors combine to influence your personality?
3. What did Erikson say about how your personality develops throughout your life?
4. Define the term **identity**. At what life stage does the search for identity begin?

Health and Community

Role Models Think of a person you consider a role model. Why did you choose this person? Have you met this person or do you know the person through the media? Write a paragraph summarizing your answers. **WRITING**

Critical Thinking

5. **Evaluating** Do you choose friends whose personality traits are similar to or different from yours? Why do you think that is so?

Section 2

Self-Esteem

Objectives

- ▶ **Compare** the effects of high and low self-esteem on health.
- ▶ **Describe** the changes in self-esteem that can occur as people age.
- ▶ **Identify** ways to achieve and maintain high self-esteem.
- ▶ **Summarize** Maslow's theory of self-actualization.

Vocabulary

- self-esteem
- self-actualization
- hierarchy of needs

Warm-Up

Health Stats These data show the results of a survey that asked teens, "What would make you feel better about yourself?" They could choose more than one answer.

What Would Make Teens Feel Better?

49% say "Better grades"

38% say "Losing weight"

36% say "Bulking or toning up"

30% say "Better relationship with parents"

16% say "Fitting in with certain peers"

15% say "I like myself the way I am"

WRITING Do these survey results surprise you? Why or why not?



Self-Esteem and Your Health

How do you decide which movie to go to? Do you read or listen to a review of the movie? Do you notice what rating the movie has or how long the lines are at the box office? Perhaps you depend on the opinions of friends to help you decide. Everyone, including you, has opinions—about movies, music, clothing, food, and other people. You may not be aware of it, but you also have an opinion about yourself.

One term psychologists use to describe your opinion of yourself is self-esteem. **Self-esteem** refers to how much you respect yourself and like yourself. As with so many other concepts in mental health, you can think of self-esteem as a continuum, ranging from high self-esteem to low self-esteem. **Many psychologists think that high self-esteem has a positive effect on health, while low self-esteem has a negative effect on health.**

Benefits of High Self-Esteem People with high self-esteem accept themselves for who they are. They have a realistic view of their strengths and weaknesses and maintain a positive attitude even when they fail at a task. They form close relationships with people who respect and value them because they value themselves.

Some research shows that, if you feel good about yourself, you will be more likely to eat well, to exercise regularly, and to avoid risky behaviors. You will also be more likely to set goals for yourself, ask for help when you need it, and bounce back quickly from setbacks and disappointments.

Risks of Low Self-Esteem People with low self-esteem don't have much respect for themselves. They judge themselves harshly and worry too much about what others think of them. They may "put on an act" in public to impress others and hide their insecurities. Their fear of failure and looking bad may prevent them from trying new things. Negative thoughts such as "I can't do that" or "I'm not smart enough" make it difficult to succeed. So does thinking that success is a matter of luck rather than hard work.

Some studies show that teens with low self-esteem are more likely than their peers to use drugs, drop out of school, become pregnant, and suffer from eating disorders. They are also more likely to engage in violent or self-destructive behaviors.

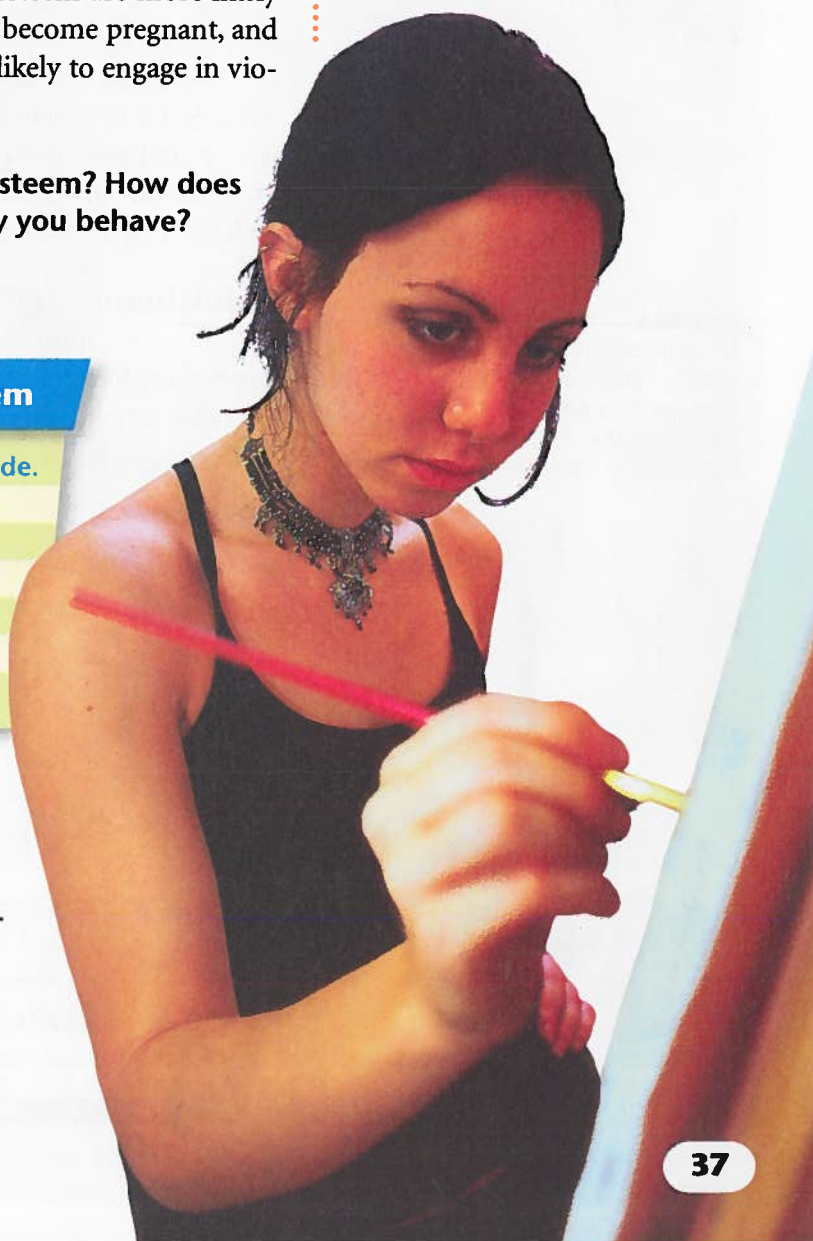
**Connect to
YOUR LIFE**

Do you have high or low self-esteem? How does your self-esteem affect the way you behave?

Boost Your Self-Esteem

- ▶ Maintain a positive attitude.
- ▶ Focus on your strengths.
- ▶ Form close relationships.
- ▶ Set goals for yourself.
- ▶ Avoid risky behaviors.
- ▶ Ask for help.
- ▶ Help others.

FIGURE 5 Identifying and developing your talents is one way to boost your self-esteem.



For: Updates on building healthy self-esteem

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Web Code: ctn-1022

How Self-Esteem Develops

Self-esteem is not a constant. It can increase or decrease as people interact with their family, their peers, and their community. Figure 6 shows the results of studies of self-esteem that were done with different age groups. **On average, self-esteem drops in early adolescence, increases gradually during adulthood, and decreases again toward the end of life.**

Childhood Young children need support and encouragement from family members. If they have the chance to succeed at small tasks and to build skills, they are likely to become confident individuals. Most children enter school with relatively high self-esteem, but there is often a gradual decline in self-esteem during elementary school. This may be because students begin to compare themselves with other children. Or the students may receive more negative feedback from teachers, parents, or peers.

Adolescence It is normal for teens to be critical of their appearance, their abilities, their interests, and their shortcomings. But some teens are overly self-conscious and judge themselves too harshly. They may compare themselves only to the best athletes or the most attractive celebrities. As a result, their self-esteem may suffer.

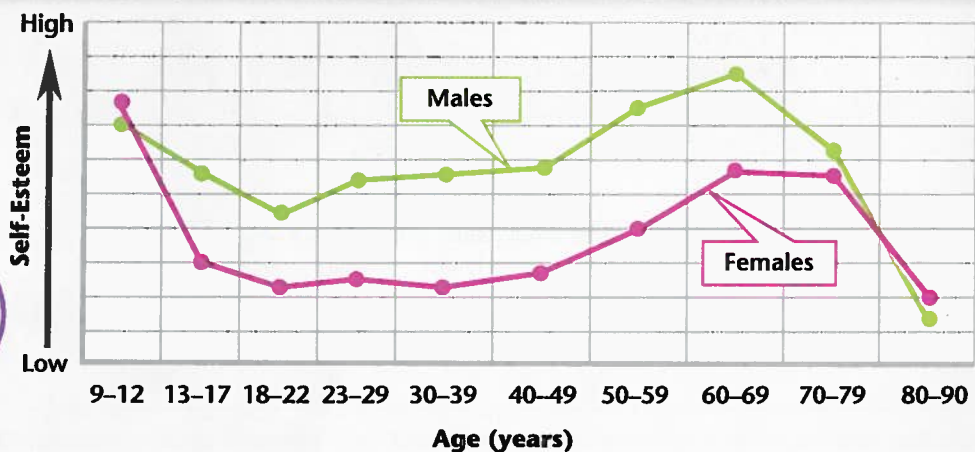
The larger world around you has an influence on your self-esteem. You receive messages about your appearance, your gender, your cultural group, and your values from the media. Messages like “only thin people have fun” or “the latest electronic gadget will make you popular” can make you feel that you are not as good as others.

Adulthood Self-esteem generally rises during adulthood. Adults begin to accomplish their goals and take control of their lives. Also, adults are better able to keep things in the proper perspective. Researchers are not sure why self-esteem tends to decrease in older adults. The drop may be caused by health problems or limited roles for older adults in society.

FIGURE 6 The graph shows how the self-esteem of females and males changes as they age.

Comparing and Contrasting
How does the self-esteem of females and males compare?

How Self-Esteem Changes With Age



Improving Your Self-Esteem

How can you achieve and maintain high self-esteem? **Don't base your self-esteem solely on other people's opinions of you. Focus on your accomplishments, your talents, and your contributions to your family and community.** If you do well in school, excel at a sport, or display other talents, your achievements and the encouragement you receive can boost your self-esteem. Below are some additional tips for boosting self-esteem. Try to incorporate some of these suggestions into your daily life. You will gain confidence in your abilities and feel better about yourself.

- ▶ **Make a list of your strengths and weaknesses.** Learn to focus on your strengths and build on the things you do well. Don't dwell on your weaknesses, but identify areas where you can make an effort to improve.
- ▶ **Set ambitious, but realistic goals for yourself.** Then develop a plan to achieve your goals. Take the time to appreciate and reward yourself when you accomplish a goal.
- ▶ **Do not be too hard on yourself.** When you make a mistake or experience a defeat, figure out what went wrong. Try to learn something positive from the experience and then move on.
- ▶ **Rely on your values.** You will feel better about yourself when you do things that match your values. Avoid doing things just to "go along with the crowd." Choose friends who share your values, support your goals, and encourage your efforts to do your best.
- ▶ **Learn to accept compliments.** However, try to distinguish genuine praise from insincere flattery.
- ▶ **Look beyond your own concerns.** Do something nice for others. Consider helping out more at home or doing volunteer work in your community.
- ▶ **Do not focus too much on appearance.** A focus on appearance can undermine self-esteem. Making sure that you are well groomed, however, can help build self-confidence.

Connect to YOUR LIFE

Think about the last time you made a mistake. How did you respond? Was your response helpful?

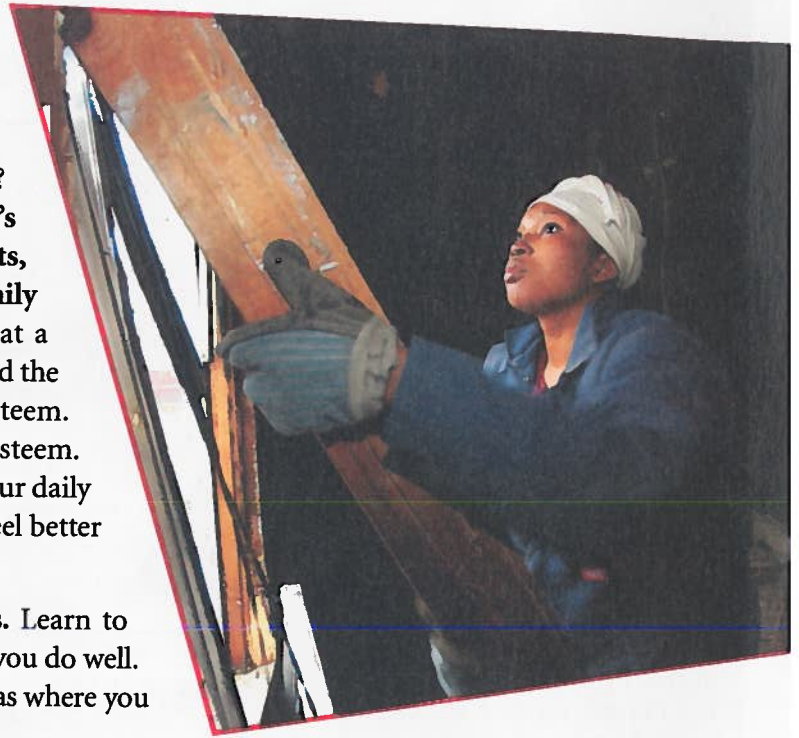


FIGURE 7 You can improve your self-esteem by doing something nice for others. This teen is removing a window from the second floor of a house she helped to renovate.



FIGURE 8 The pyramid shows the hierarchy of human needs that Maslow proposed. Martin Luther King is an example of a self-actualized person.

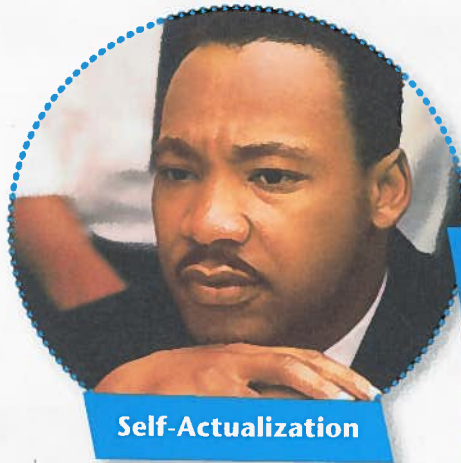
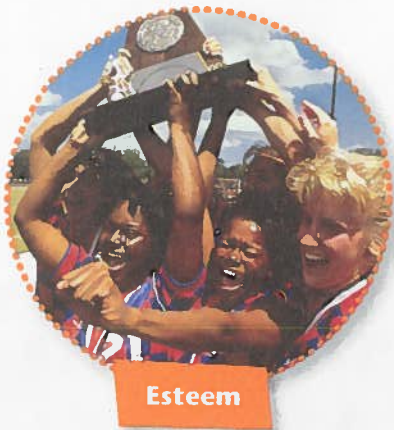
Interpreting Diagrams Which needs did Maslow think must be satisfied before the need to belong can be met?

Achieving Your Potential

The psychologist Abraham Maslow thought that people have an inborn drive to be the best that they can be. The process by which people achieve their full potential is called **self-actualization**. In the 1950s, Maslow offered an explanation for why few people ever reach their full potential.

According to Maslow, before people can achieve self-actualization, their basic needs must be met. These needs are physical needs, the need to feel safe, the need to belong, and the need for esteem. Maslow arranged these needs in a pyramid, as shown in Figure 8. He called this arrangement the **hierarchy of needs** (HY ur ahr kee).

- ▶ **Physical Needs** A person's most basic needs are the physical needs of the body. Physical needs include the need for food, water, and sleep. If these basic needs are not met, a person has little or no energy to pursue higher needs.
- ▶ **Safety** The next level of need is for safety, or protection. A person needs shelter from the elements, such as heat, cold, and rain. A person needs to feel safe from violence in the home and in the community. In the modern world, safety needs also include a need for enough money to meet basic physical needs and other safety needs.
- ▶ **Belonging** The third level of needs is a need to connect with other people. Family, friends, and others in your community can provide the love and acceptance needed for your emotional health.
- ▶ **Esteem** Maslow's fourth level is a need for esteem. He divided esteem into the approval of others and self-esteem. The need for the approval of others includes the need for recognition, respect, appreciation, and attention. It can also include the need for fame, glory, and status—your position in life. Maslow regarded self-esteem as a more important need than the approval of others because, once achieved, it is more permanent.



Personality Traits of Self-Actualized People

- ▶ Realistic and accepting
- ▶ Independent, self-sufficient
- ▶ Appreciative of life
- ▶ Concerned about humankind
- ▶ Capable of loving others
- ▶ Fair, unprejudiced
- ▶ Creative and hard-working
- ▶ Not afraid to be different

▶ **Self-Actualization** Once all of a person's other needs are met, he or she can go on to achieve the qualities of a self-actualized person. Maslow made a list of personality traits that people who had reached their potential share. Figure 8 lists these ideal traits.

Research has shown that Maslow correctly identified the set of human needs. However, psychologists now think that people don't have to progress through the hierarchy of needs in the way that Maslow described. It is possible to not meet some of your basic needs and still strive to meet higher needs. For example, Mozart was an extremely creative composer even though some of his basic needs were not met. Nevertheless, a well-fed person who has adequate shelter is more likely to be friendly and self-confident. This person is also more likely to perform tasks better than a person with low self-esteem.

Section 2 Review

Key Ideas and Vocabulary

1. Define **self-esteem**. Explain the effects that high and low self-esteem may have on health.
2. In general, what happens to self-esteem during adolescence? Explain why this change occurs.
3. Identify three things you should focus on if you want to improve your self-esteem.
4. Define the term **self-actualization**. What did Maslow claim must happen before a person can achieve self-actualization?

Health at School

Building Self-Esteem Make a list of events that happen in school that can increase a person's self-esteem. Make a second list of events that happen in school that can lower a person's self-esteem. Choose one event from each list and write a paragraph explaining how these events can affect self-esteem. **WRITING**

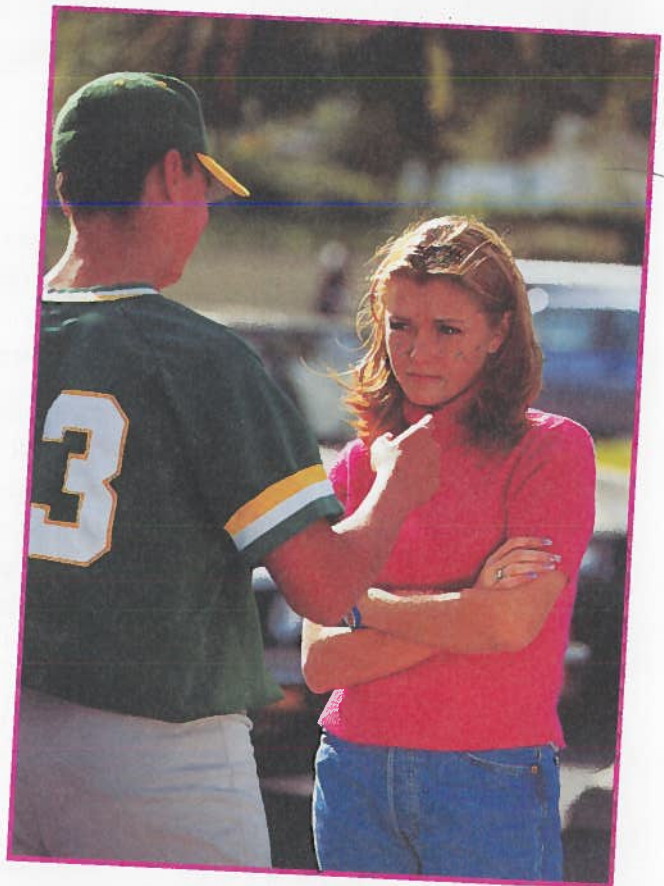
Critical Thinking

5. **Making Judgments** Describe something that you accomplished in the past year that made you feel proud and explain why. **WRITING**
6. **Classifying** Which personality traits in Figure 8 do you have?

Expressing Anger in Healthy Ways

Matt and Toni had been going out for over a year. Matt thought that things were great between them. Toni felt differently. She wanted to stop seeing Matt. When she told Matt, he was stunned at first and couldn't speak. Then, he began to yell at Toni. Now Toni was angry too. She later told friends a secret about Matt that she had promised not to tell.

How would you react if you were in this situation? Yell? Cry? Act as if you didn't care? These behaviors are possible responses to anger. Some responses can improve the situation or at least make you feel better. Other responses can make a bad situation worse. The following guidelines will help you learn to express your anger in healthy ways.



1 Accept your feelings.

Anger is a normal emotion. Denying your anger will not make it go away, and ignoring your anger can lead to more destructive behaviors later on. Once you accept your anger, you can start to work on expressing your anger in healthy ways.

2 Identify your triggers.

Before you can deal with your anger, you need to know what makes you angry. You may be angry at a specific person or situation. Thinking about events in your past might make you angry. So might thinking about your future. One way to monitor your feelings is to record them in a journal.

3 Describe your response.

Record what you did in response to your anger and what happened after you responded. Circle those responses that led to a positive outcome.

Friday

1. My sister wore my sweater. I yelled at her. She yelled back. Mom got mad.
2. Argued with Dad about the car. Went for a bike ride. Then talked to Dad.

4 Seek constructive alternatives.

- ▶ **Address the Problem** After you calm down, try to discuss the problem. Make it clear how you feel without blaming the other person. Listen with respect to what the other person has to say. Even if talking doesn't fix the problem, you may feel ready to move on.
- ▶ **Release Excess Energy** Do some physical activity that you enjoy or do some activity that requires you to be creative. Something as simple as taking a walk can also help.
- ▶ **Avoid Certain Situations** If some situations act as triggers for your anger, you may be able to avoid them. Or you may decide to leave a situation if you start to feel angry.
- ▶ **Avoid Destructive Behaviors** Overeating or not eating, drinking, smoking, using drugs, or taking extreme physical risks may help you forget your problems for a short time. However, these behaviors can cause damage that lasts a lifetime.
- ▶ **Ask for Help** If you are having trouble controlling your anger, talk to a trusted adult. The adult can either help you figure out how to cope or can direct you to someone who can. There are counselors who specialize in helping people learn to manage their anger.

5 Evaluate your progress.

Continue to keep track of your responses to anger in your journal. At first it may take a lot of self-control to change the way you respond to anger. But the more you practice constructive behaviors, the more automatic they will become.



Practice the Skill

1. Review what happened between Matt and Toni. List two positive ways they could have expressed their anger. Predict what the results might have been for each strategy.
2. Briefly describe three times in the past when you experienced anger. For each, describe what caused you to become angry, how you expressed your anger, and the result of your response. Which response worked best? Which was the least effective? Why?
3. For a week, keep a journal to record each time you felt angry. Include the cause, how you responded, and the result. Circle those responses that led to positive outcomes. At the end of the week, use your journal to evaluate your progress. Did your responses improve during the week?
4. If you are not happy with the progress you are making, set a specific goal for controlling your anger. Your goal could be walking away from certain situations or waiting to express your anger until you calm down. Write your goal in your journal and monitor your progress over the next few weeks.

Section 3

Expressing Your Emotions

Objectives

- ▶ **Identify** four primary emotions and three learned emotions.
- ▶ **Explain** why it is important to recognize your emotions.
- ▶ **Distinguish** helpful from harmful coping strategies.

Vocabulary

- emotion
- primary emotion
- grief
- learned emotion
- coping strategy
- defense mechanism

Warm-Up

- **Myth** It is always healthy to “let your feelings out.”
- **Fact** Some ways of expressing your emotions are positive and constructive. Other ways of expressing emotions are negative and destructive.
- **WRITING** Think of a time when you felt afraid and a time when you felt guilty. Describe how you behaved in response to each feeling.



Primary Emotions

One important part of a healthy personality is being able to express emotions in appropriate ways. An **emotion** is a reaction to a situation that involves your mind, body, and behavior. Research shows that people are born with a few basic, or primary, emotions. **Primary emotions** are emotions that are expressed by people in all cultures. **Happiness, sadness, anger, and fear** are examples of primary emotions.

Happiness People feel happy for many different reasons and sometimes for no particular reason at all. Happiness is a normal response to pleasant events in one's life. Feeling happy helps you feel good about yourself. Make a list of the things you enjoy. Then, try to make room in your daily life for these experiences. If you enjoy skating with friends, for example, make plans with your friends to go skating. If you like to read books, set aside some time each day for reading. The good feelings that result will stay with you for the rest of the day.

Sadness Sadness is a normal response to disappointing events in your life. A day when nothing goes right, a poor grade in school, or family problems can all leave you feeling sad and empty. When you are sad, you may cry, eat more or less than normal, feel tired, or withdraw from those around you. If you are sad about the death of a loved one, you will likely experience a period of deep sorrow known as **grief**.

What can you do to overcome feelings of sadness? You can share your feelings with a close relative or friend. If you are sad about a failure, it might help to make a list of your accomplishments or do something nice for yourself. It is important not to withdraw from other people or isolate yourself. If you do, your sadness can become overwhelming.

Anger Feelings of anger can range from mild resentment to intense rage. You probably have experienced the tense muscles, racing heart, and rapid breathing associated with anger. You may even have gotten red in the face and clenched your fists. Anger is a normal response to feeling frustrated or helpless.

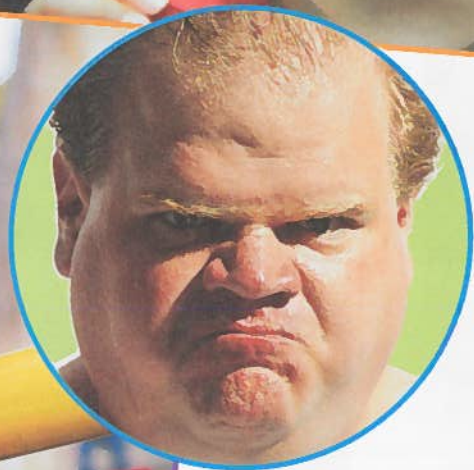
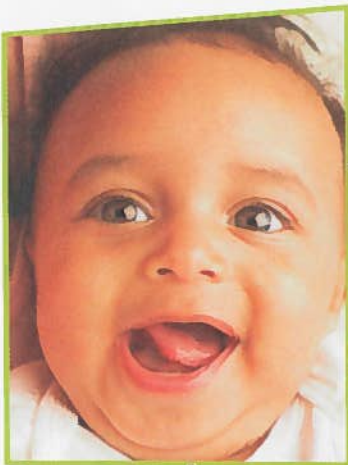
Anger can be either a helpful or harmful emotion. Anger is helpful when it provides you with the energy necessary to try to change things. Clayton is angry because his parents often say, “Why can’t you get good grades like your brother?” After thinking about the situation, Clayton realizes that his brother puts a lot of effort into his schoolwork. He decides to ask his brother to help him improve his approach to his studies.

Anger can also be destructive. What if Clayton decides to focus his anger on his brother? He might start avoiding his brother or find reasons to fight with him. People who tend to express anger in negative ways may hurt themselves and others. They are also at greater risk for developing illnesses such as heart disease. The Building Health Skills activity on pages 42–43 offers strategies for dealing with anger in healthy ways.

Connect to YOUR LIFE If a close friend insulted you, how would you feel? How might you react?

FIGURE 9 Primary emotions produce distinct facial expressions that are easy to recognize.

Observing Which emotion is being expressed in each photo—happiness, anger, sadness, or fear?



Fear Fear is the emotion you feel when you recognize a threat to your safety or security. You feel fear if the car you are riding in starts to skid, someone threatens to hit you, or the smoke alarm goes off in your home. As with anger, when you are afraid, your heart races and your breathing speeds up. You may also feel cold and sweaty.

Fear can be a helpful emotion because it can lead you to run from life-threatening situations. Fear can be a harmful emotion when it is not based on a real threat or when it is an overreaction to a perceived threat. Unrealistic fears can prevent people from living a normal life and doing the things they want to do. For example, a person who is afraid of elevators may be unable to live or work in a high-rise building.

Learned Emotions

Some emotions are not expressed in the same way by all people. These emotions are called social emotions, or **learned emotions**. The expression of learned emotions depends on the social environment in which a person grows up. **Love, guilt, and shame are examples of learned emotions.**

Love What do love between family members, love between friends, and romantic love have in common? All are marked by deep feelings of affection and concern. These feelings can be expressed in many different ways—through caring words, loving touches, thoughtful actions, and more.

In many cultures, women tend to express love differently than men. Women are often more comfortable expressing their love in words. Many men are more comfortable expressing their love through actions such as shared activities. These different tendencies reflect what women and men learn about expressing emotions from their culture.

You can feel love toward places and things, as well as toward people. You may love your country. You may love a certain style of music. You may feel love and concern for your fellow humans. Love is one of the most positive emotions people are capable of feeling. The capacity to give and receive love is essential for mental health.

FIGURE 10 You can express love by showing affection and concern for others. You may also express love for your country.



MEDIA Wise

News Content and Emotions

What stories appear on the evening news and why? To attract viewers, news directors may select stories that are highly emotional. Can watching the news increase your level of fear or anxiety? Evaluate the evening news using this checklist.



Were two or more stories about a crime or a trial?

Yes

No

Did you see a car crash, train wreck, or plane crash?

Yes

No

Were there reports about fires, floods, or other disasters?

Yes

No

Did most of the people who were interviewed express sadness, fear, or anger?

Yes

No

Did a majority of the reports show events with negative outcomes?

Yes

No

Two or more "Yes" answers indicate a program that could increase your level of fear or anxiety.

Activity

Watch a local news program and record the content of each story. Don't include weather or sports. Use the checklist to evaluate the program. Write a paragraph summarizing what you learned. Also describe how the news affected you. **WRITING**

Guilt and Shame Leah's dad lost his job. Leah is angry because there isn't enough money and she can't find a part-time job to help out. Today she spotted a twenty-dollar bill in her friend Rosa's locker. When Rosa looked away, Leah grabbed the money and stuffed it into her pocket. Because Leah knows that what she did was wrong, she feels guilty.

Guilt can be a helpful emotion. Guilt can stop you from doing something you know is wrong, or it can make you take action to correct something you've done. The best way to deal with feelings of guilt is to correct the situation, if possible, and to talk about your feelings. Sometimes people feel guilty when they haven't done anything wrong. For example, when parents divorce, children often blame themselves.

Leah might also feel shame for stealing the money. Shame is different from guilt because it focuses on the person rather than the action. When you feel guilty you think, "I did a bad thing." When you feel ashamed, you think, "I am a bad person." Shame can be harmful because it lowers self-esteem. Shame also makes it less likely that a person will try to correct the bad situation.

Connect to YOUR LIFE

What advice would you give Leah to help her correct the situation with Rosa?

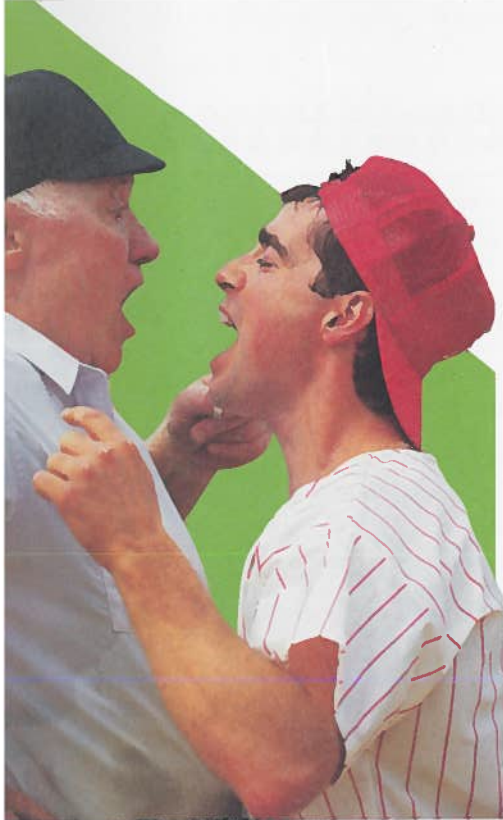


FIGURE 11 When a player is arguing with an umpire, you do not need to hear the words to recognize the emotion. You only need to look at the gestures and body language.

Recognizing Your Emotions

Have you ever been overwhelmed by emotion without knowing what emotions you were feeling? If this experience sounds familiar, then you know how difficult it can sometimes be to understand what you are feeling. **Yet, recognizing your emotions is the important first step toward dealing with them in healthful ways.** The next time you experience a strong emotion, pause briefly to reflect on your feelings. Then, follow these steps.

- ▶ Name the emotion you are feeling. Be aware, however, that some emotions, such as anger, can mask other emotions, such as fear, guilt, and shame.
- ▶ Determine what triggered the emotion. Try to pinpoint the exact source of your feeling. It may be difficult to isolate the cause from everything else that is happening at the time.
- ▶ Think back to past times that you felt the same way. What similarities do you notice about the situations? Are there any important differences?

By pausing to reflect on your feelings, you will learn a lot about yourself and your emotions. With practice, recognizing your emotions will become more automatic. Over time, you will begin to see patterns in your reactions and emotional responses. Still, there will always be times when intense feelings cloud your ability to sort things out. When this happens, use the steps listed above to make your feelings clearer. The end result will be a deeper understanding of the situation and of yourself.

Connect to YOUR LIFE

Which is more difficult to do, name the emotion you're feeling or pinpoint its source? Why?

Coping With Your Emotions

Sometimes emotions can become too much to handle. In such cases, you may use coping strategies. A **coping strategy** is a way of dealing with an uncomfortable or unbearable feeling or situation. **Coping strategies are helpful when they improve a situation or allow a person to handle a situation in a better way. Coping strategies are harmful when they make a situation worse or a person is less able to handle a situation.**

Defense Mechanisms You use some coping strategies without being aware that you are using them. **Defense mechanisms** are coping strategies that help you to protect yourself from difficult feelings. You may recognize some of the defense mechanisms described in Figure 12. Notice that they all involve a bit of mental juggling. By twisting the reality of a situation a bit in your mind, the situation becomes easier to accept. Fooling yourself in this way allows you to put off dealing with the problem and the emotions it causes.

Common Defense Mechanisms

Denial	Refusing to recognize an emotion or problem	Your parents are getting divorced, but you act as though nothing is wrong. When friends express their concern, you laugh and tell them it does not bother you.
Compensation	Making up for weaknesses in one area by excelling in another area	You are failing two classes in school. You compensate by becoming the lead saxophone player in the school band.
Rationalization	Making excuses for actions or feelings	You work in a convenience store. When no one is watching, you take some magazines. You figure it's a large store and they can afford it.
Reaction Formation	Behaving in a way opposite to the way you feel	You feel guilty for bullying a kid at school. You cover up your feelings by bragging to friends about your actions.
Projection	Putting your own faults onto another person	At your after-school job you do not complete your tasks. When you get fired, you blame your boss, saying she did not take the time to explain the tasks to you.
Regression	Returning to immature behaviors to express emotions	You are angry at your brother for reading your diary. You scream at him and your parents, run into your room, and sulk.



FIGURE 12 Defense mechanisms can be helpful if they are not overused. However, if you become too dependent on defense mechanisms, you may not learn to express your true feelings. You may not develop skills that are important for your mental and emotional health.

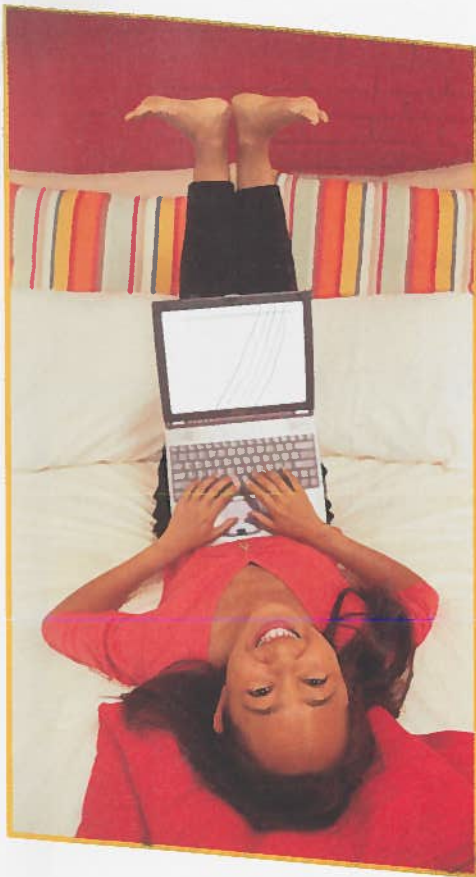


FIGURE 13 One helpful way of coping with your emotions is to write about them.

Helpful Ways of Coping Think back to the last time you experienced a strong emotion. How did you react? Internally, you may have used a defense mechanism, such as rationalization, to make the situation easier to accept. But how did you react outwardly? People react in many different ways to their own strong feelings. Some helpful ways of coping are listed below. What are some other helpful coping strategies that have worked for you?

- ▶ Confront the situation head-on. If possible, take action to improve the situation.
- ▶ Release your built-up energy by exercising, cleaning your room, or being active in some other way.
- ▶ Take a break by reading a book, listening to music, taking a walk, writing in your journal, or otherwise relaxing.
- ▶ Talk through your feelings with a family member, friend, counselor, or other trusted person. Sometimes, just talking about your feelings will help you see things more clearly.

Harmful Ways of Coping People may respond in unhealthy ways to intense emotions. They may use coping strategies that make their problems worse. Using alcohol or other drugs is an example of a harmful coping strategy. Withdrawing from friends and family is another.

Learning to express your emotions in positive ways is not an easy skill to master. Most people need help dealing with their emotions from time to time. If you find that you resort to harmful coping strategies, it may be time to ask for help.

Section 3 Review

Key Ideas and Vocabulary

1. Define the term **emotion**. What is the difference between primary emotions and learned emotions?
2. Explain the importance of being able to recognize your emotions.
3. How do healthful and harmful coping strategies differ? Give an example of each.
4. Define the term **defense mechanism**. When do defense mechanisms stop being helpful?

Critical Thinking

5. **Classifying** Students often pick on Tito, but he says that this behavior is a sign that the other students like him. What defense mechanism is Tito displaying? Explain.

Health at Home

Expressing Emotion Discuss with your family how you typically express emotions such as sadness or joy. Are there “rules” in your culture about when it is appropriate to express emotions and when it is not? Write a summary of what you learn. **WRITING**

6. **Predicting** People who design ad campaigns want you to react to their ads by buying their products. Think about ads you have seen for products. Based on these ads, do you think that advertisers are more likely to design ads that appeal to your mind or your emotions? Explain your answer.

Being Yourself What did you learn from the video about ways to build self-esteem?

Section 1 Personality

Key Ideas

- ✓ Many researchers use five central traits to describe how people behave, relate to others, and react to change. These traits are extroversion, agreeableness, conscientiousness, emotional stability, and openness to experiences.
- ✓ Personality traits are influenced by a combination of heredity and environment.
- ✓ According to the psychologist Erik Erikson, personality develops throughout life as people meet a series of challenges.

Vocabulary

- personality (30)
- psychologist (30)
- modeling (33)
- peer group (33)
- identity (35)



Section 2 Self-Esteem

Key Ideas

- ✓ Many psychologists think that high self-esteem has a positive effect on health, while low self-esteem has a negative effect on health.
- ✓ On average, self-esteem drops in early adolescence. It increases gradually during adulthood and decreases again toward the end of life.
- ✓ Don't base your self-esteem solely on other people's opinions of you. Focus on your accomplishments, your talents, and your contributions to your family and community.

- ✓ According to Maslow, before people can achieve self-actualization, their basic needs must be met. These needs are physical needs, the need to feel safe, the need to belong, and the need for esteem.

Vocabulary

- self-esteem (36)
- self-actualization (40)
- hierarchy of needs (40)



Section 3 Expressing Your Emotions

Key Ideas

- ✓ Happiness, sadness, anger, and fear are examples of primary emotions.
- ✓ Love, guilt, and shame are examples of learned emotions.
- ✓ Recognizing your emotions is the important first step toward dealing with them in healthful ways.

- ✓ Coping strategies are helpful when they improve a situation or allow a person to handle a situation in a better way. Coping strategies are harmful when they make a situation worse or a person is less able to handle a situation.

Vocabulary

- emotion (44)
- primary emotion (44)
- grief (44)
- learned emotion (46)
- coping strategy (48)
- defense mechanism (48)

Reviewing Key Ideas

Section 1

1. A person who is very talkative and sociable is demonstrating a high degree of
 - a. conscientiousness.
 - b. agreeableness.
 - c. extroversion.
 - d. emotional stability.
2. According to Erikson, the main challenge people face during adolescence is to
 - a. develop competence.
 - b. search for identity.
 - c. develop trust.
 - d. look back with acceptance.
3. Why is it important how adults behave in front of children?
4. Describe how young children begin to gain independence.
5. **Critical Thinking** Review the five central personality traits. Which traits would help elect someone as class president? Which traits would help the elected president do a good job?
6. **Critical Thinking** Would your friends and your family describe your personality in the same way? Explain your answer.

Section 2

7. Which of the following describes people with low self-esteem?
 - a. They judge themselves harshly.
 - b. They have a positive attitude.
 - c. They accept themselves for who they are.
 - d. They have a realistic view of their abilities.
8. Self-actualization is the process by which people can
 - a. improve self-esteem.
 - b. reach their full potential.
 - c. establish an identity.
 - d. develop trust.
9. How can helping others have a positive effect on your self-esteem?
10. **Critical Thinking** Describe a person who has achieved self-actualization. Use someone you know, someone you admire, or a character in a book you have read.

Section 3

11. An example of a learned emotion is
 - a. fear.
 - b. anger.
 - c. sadness.
 - d. guilt.
12. A child who had been toilet-trained starts to wet the bed again when a new baby arrives. This behavior is an example of
 - a. regression.
 - b. denial.
 - c. projection.
 - d. compensation.
13. How can anger and fear be both helpful and harmful emotions?
14. Explain why love is such an important emotion.
15. **Critical Thinking** Why is withdrawing from family and friends a harmful way to cope with strong emotions?



Building Health Skills

16. **Advocacy** Design a poster to teach young children healthful ways to cope with anger.
17. **Analyzing Influences** Design a survey to help you determine the major influences on the self-esteem of teens. Include questions about factors such as parents, friends, teachers, religion, culture, and media.
18. **Setting Goals** Identify a defense mechanism from Figure 12 that you overuse. Then make an action plan to limit your overuse of the defense mechanism. Decide on a series of steps you can use to break this habit. Monitor your progress and adjust your action plan, if necessary. **WRITING**

Health and Community

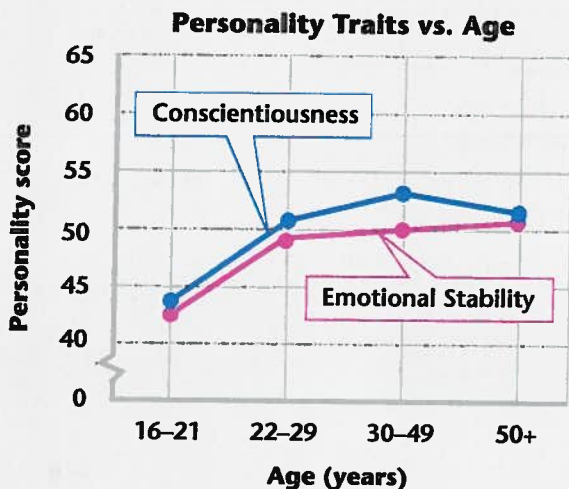
Shared Emotions Sometimes an emotion is felt throughout a community in response to an event. Find two newspaper articles that include words such as *anger*, *grief*, *joy*, *fear*, *guilt*, or *pride*. For each article, write a paragraph explaining the source of the emotion and the response to the emotion. **WRITING**



Standardized Test Prep

Math Practice

The graph shows how two central personality traits—emotional stability and conscientiousness—change as people age. The scores are based on studies of thousands of people. Use the graph to answer Questions 19–22.



- What was the score for emotional stability for people ages 16–21?
A 40 B 43
C 44 D 50
- At what age are the scores for conscientiousness highest?
F 16–21 G 22–29
H 30–49 J 50+
- At what ages are the conscientiousness and emotional stability scores most similar?
A 16–21 and 22–29
B 16–21 and 30–49
C 16–21 and 50+
D 30–49 and 50+
- According to the graph, which of the following statements is true?
F Adults are less conscientious and more emotionally stable than teenagers.
G Adults are more conscientious and less emotionally stable than teenagers.
H Adults are less conscientious and less emotionally stable than teenagers.
J Adults are more conscientious and more emotionally stable than teenagers.

Reading and Writing Practice

Read the passage. Then answer Questions 23–26.

There is no scientific basis for personality profiles based on birth dates, palm readings, or handwriting analysis. However, people who read or hear these profiles often say, "That sounds just like me." People react this way because the descriptions are usually so general that they could apply to anyone. The statements also tend to use flattering words, such as *smart* or *honest* or *kind*. People usually pay attention to statements that they either think are true or want to be true and ignore the incorrect statements.

- What is the main idea of this passage?
A Personality profiles are never accurate.
B Personality profiles have a scientific basis.
C Everyone has the same general personality.
D People believe personality profiles that have no scientific basis.
- According to this passage, flattering descriptions are
F accurate. G used to please people.
H often untrue. J general and vague.
- Which of the following statements is supported by this passage?
A Handwriting can tell you a lot about your personality.
B People tend to ignore statements they agree with.
C People are likely to accept positive descriptions of themselves and reject negative ones.
D People born on the same day have similar personalities.

Constructed Response

- In a paragraph, write a personality profile that might appear in a magazine. Try to make it so general that it could apply to almost anyone.

Test-Taking Tip

When taking a test, have confidence in the first answer you choose. Change an answer only if you are sure your first choice is wrong.