

Mental and Emotional Health

Chapter 3

Achieving Mental and Emotional Health



Chapter 4

Managing Stress and Coping with Loss



Chapter 5

Mental and Emotional Problems



UNIT PROJECT

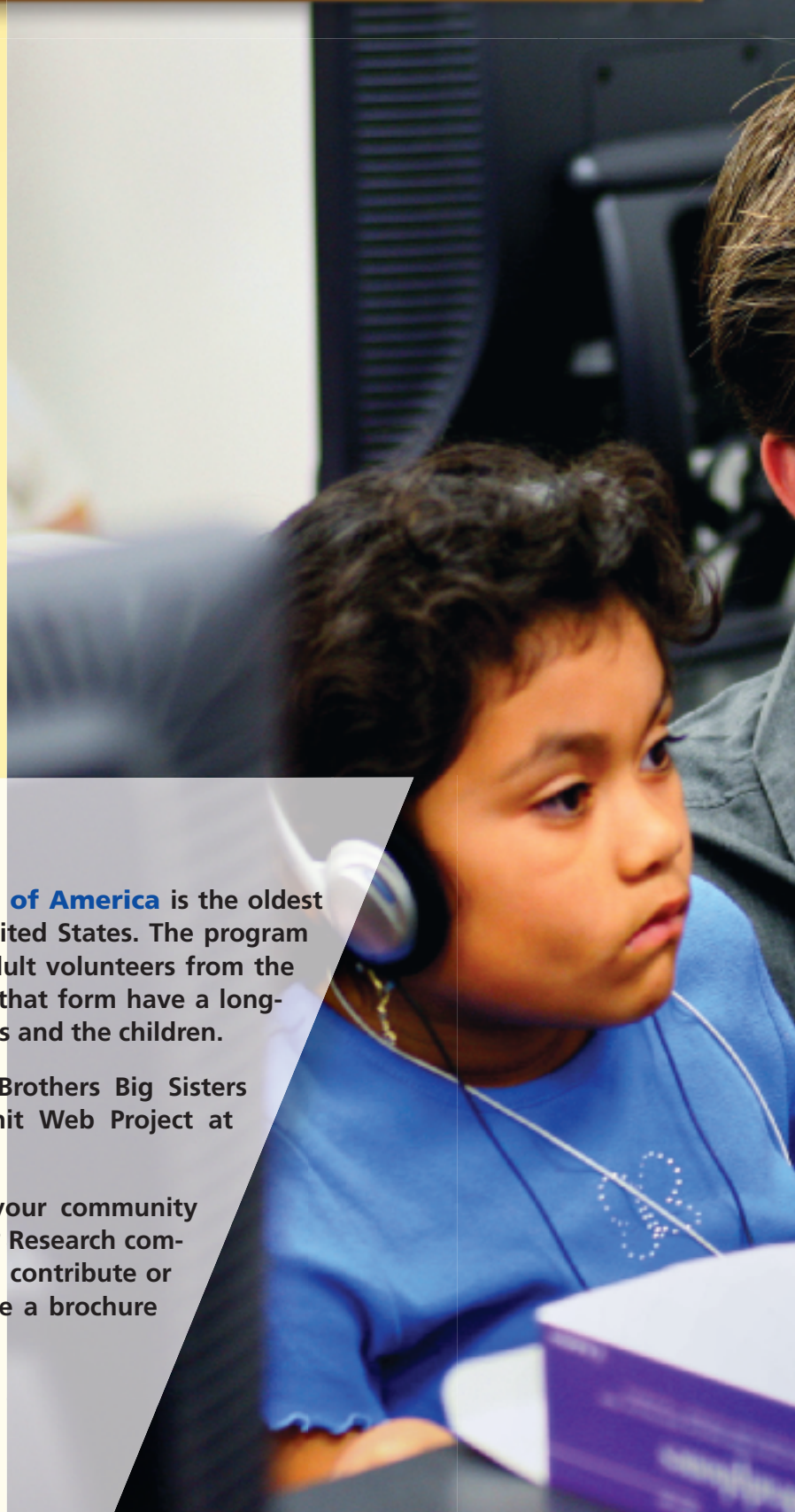
Mental and Emotional Support

Using Visuals **Big Brothers Big Sisters of America** is the oldest and largest mentoring program in the United States. The program matches children with teen and young adult volunteers from the community. The one-to-one relationships that form have a long-lasting, positive effect on both the mentors and the children.



To learn more about Big Brothers Big Sisters of America, go to the Unit Web Project at glencoe.com.

Get Involved. Which organizations in your community provide mentoring for children and teens? Research community resources to find out how you can contribute or participate. Based on your findings, create a brochure advertising these mentoring programs.



***“Learn from yesterday, live for today, hope for tomorrow.
The important thing is not to stop questioning.”***

— Albert Einstein, 20th-century physicist



Achieving Mental and Emotional Health

Lesson 1

Developing Your Self-Esteem

BIG Idea Good mental and emotional health helps you develop healthy self-esteem.

Lesson 2

Developing Personal Identity and Character

BIG Idea Healthy identity is based on being a person of good character.

Lesson 3

Expressing Emotions in Healthful Ways

BIG Idea Managing your emotions allows you to express them in healthful ways.



Activating Prior Knowledge

Using Visuals Look at the picture on this page. How is this teen expressing his identity? List three characteristics that help define who we are.



Chapter Launchers

Health in Action

Discuss the **BIG** Ideas

Think about how you would answer these questions:

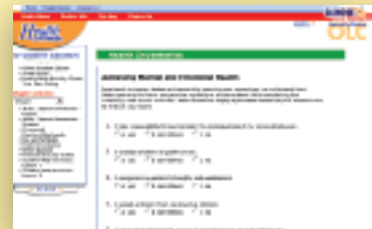
- ▶ How would you describe your level of self-esteem?
- ▶ How is your self-esteem related to your identity?
- ▶ How does the way you express emotions reflect your mental health?

Watch the **Health eSpotlight** Video Series



The Lesson 2 video shows Oklahoma teens helping others. Watch the other videos to learn about topics in this chapter.

Assess Your Health



QuickPass™ GH2011C3S

Visit glencoe.com and use this code to access chapter videos, Health Inventories, and other features.

LESSON 1



GUIDE TO READING

BIG Idea *Good mental and emotional health helps you develop healthy self-esteem.*

Before You Read

Create an Outline. Preview this lesson by scanning the pages. Then organize the headings and subheadings into an outline. As you read, fill in your outline with important details.

I.
A.
1.
2.
B.
II.

New Vocabulary

- ▶ mental/emotional health
- ▶ resilient
- ▶ self-esteem
- ▶ competence
- ▶ hierarchy of needs
- ▶ self-actualization

Developing Your Self-Esteem

Real Life Issues

Staying Positive. Kevin has been swimming since he was 5 years old. When he recently didn't make the swim team, he thought there had been a mistake. He did well in swimming competitions throughout elementary school. He even took time to work out every day after school prior to the tryouts. He feels embarrassed about being cut from the team and doesn't know how he can face his friends.



Writing *Imagine you are Kevin's close friend. Write a dialogue between yourself and Kevin discussing how he should deal with his disappointment.*

What Is Mental and Emotional Health?

Main Idea **Mental and emotional health helps you function effectively each day.**

Do you see yourself in a positive way? Are you able to handle challenges and setbacks well? The ability to answer “yes” to these questions is one sign of mental and emotional health. **Mental/emotional health** is the ability to accept yourself and others, express and manage emotions, and deal with the demands and challenges you meet in your life. Having good mental/emotional health is an important part of your total health.

Most people have ups and downs throughout their lives. For example, you may have felt proud because you performed well during a school play, but were disappointed when you didn't make the varsity team at school. Such ups and downs are normal, especially during the teen years when you are adapting to many changes in your life.

The Importance of Mental and Emotional Health

Mentally healthy people are, in general, happy and enjoy their lives. They feel confident and comfortable spending time alone or with others. They're also flexible and can cope with a wide variety of feelings and situations.

Good **mental** and emotional health influences your physical and social health too. For example, if you're worried, you might eat an unhealthful diet, not get enough sleep, or stop exercising regularly. If you're worried and become irritable, your relationships with friends and others may suffer.

Characteristics of Good Mental and Emotional Health

How do you know if you have good mental and emotional health? Here are some general characteristics.

- **Sense of belonging.** Feeling close to family members, friends, teachers, and others provides you with support.
- **Sense of purpose.** Recognizing that you have value and importance as a person lets you set and reach goals.
- **Positive outlook.** Seeing the bright side of life reduces stress and increases your chances of success.
- **Self-sufficiency.** Having the confidence to make responsible decisions promotes your sense of independence and self-assurance.
- **Healthy self-esteem.** Having healthy self-esteem helps you accept and recover from difficulties and failures.

Everyone has to manage difficult and stressful situations. Mentally and emotionally healthy people handle stresses in positive ways. These people are **resilient**—they have *the ability to adapt effectively and recover from disappointment, difficulty, or crisis*.

Academic Vocabulary

mental (*adjective*): of or relating to the mind



READING CHECK

Name What are the characteristics of good mental/emotional health?

■ **Figure 3.1** Close friends encourage one another. *How might this kind of encouragement affect a person's mental health?*





My team lost the last game of the season, and I thought about quitting the sport. Then my dad told me that Michael Jordan was cut from the varsity basketball team when he was in 10th grade. Imagine if he had quit! He wouldn't have become one of the greatest NBA basketball players in history. I decided to be like Mike and not to give up on exercise or sports. For more physical activity ideas, visit the Online Fitness Zone at glencoe.com.

Self-Esteem

Main Idea Healthy self-esteem is necessary for good mental/emotional health.

Developing **self-esteem**, or *how much you value, respect, and feel confident about yourself*, influences the other characteristics of good mental health. If you feel valued, loved, and accepted by others, and you value, love, and accept yourself your overall attitude and outlook will be good. Having good self-esteem will also affect your overall attitude and the health choices you make. Taking healthful risks can raise your self-esteem. Trying new challenges can also raise your sense of **competence**, or *having enough skills to do something*.

How You Develop Self-Esteem

You probably remember a time when your family praised you for doing something well, or reassured you and gave you advice on tasks you hadn't yet mastered. When you are praised for mastering a task or reassured when you do not, your self-esteem increases. Self-esteem also increases when you believe that you can succeed, or when you master new challenges.

No one succeeds at new tasks and activities all the time. If you don't succeed at a new task or activity, think about the reasons why you may not have succeeded. How did you prepare? Was it realistic to expect to succeed on your first try? Also, everyone has unique abilities. You may have to work harder at a new task or activity if you do not have the unique abilities to master that task or activity easily.

How you react emotionally to situations also affects your self-esteem. *Self-talk*, the encouragement or criticism that you give yourself, can affect your self-esteem. Using positive self-talk will strengthen your self-esteem. Try to replace negative thoughts by using positive self-talk.

Benefits of Healthy Self-Esteem

Healthy self-esteem helps you feel proud of yourself and your abilities, skills, and accomplishments. You believe that setbacks are temporary. You have the confidence to confront challenges and overcome them.

Healthy self-esteem also gives you the confidence to try new things. You're not afraid to try a new sport, or join a club at school, or even get a job and learn new tasks. People with healthy self-esteem know that they may not be as good at some tasks as they are with others. They don't see themselves as a failure if they don't succeed at something.



READING CHECK

Describe Identify several benefits of healthy self-esteem.



■ **Figure 3.2** Important people in your life play a role in shaping your self-esteem. *How has someone important to you affected your self-esteem?*

Improving Your Self-Esteem

Main Idea You can improve your self-esteem and your overall mental and emotional health.

You can control many things that affect your self-esteem. Avoid criticizing yourself, or spending time with people who criticize you. Set realistic expectations, and don't expect everything to be "perfect." Expecting perfection can prevent you from enjoying your successes. You may judge a success as a failure if it doesn't meet your criteria for perfection. These additional suggestions can help you improve your self-esteem.

- Choose friends who value and respect you.
- Focus on positive aspects about yourself.
- Replace negative self-talk with supportive self-talk.
- Work toward accomplishments rather than perfection.
- Consider your mistakes learning opportunities.
- Try new activities to discover your talents.
- Write down your goals and the steps you will take to achieve them.
- Exercise regularly to feel more energized.
- Volunteer your time to help someone.
- Accept the things you can't change, and focus your energy on changing the things you can.



Go to [glencoe.com](https://www.glencoe.com) and use this code to complete the Student Web Activity on avoiding negative self-talk.

Developing Self-Awareness

Main Idea Understanding your needs and meeting them in healthy ways will help you reach your highest potential.

As infants, we rely on others to meet our basic needs. Those needs include food, clothing, and physical safety and comfort. As we grow, our needs become more complex. The psychologist Abraham Maslow created a theory that explains human development and motivation (see **Figure 3.3**). The **hierarchy of needs** is a ranked list of those needs essential to human

Figure 3.3

Maslow's Hierarchy of Needs

Maslow's model helps us understand our needs. Meeting these needs in healthy ways strengthens our mental/emotional health.



growth and development, presented in ascending order, starting with basic needs and building toward the need to reach your highest potential.

Maslow's hierarchy shows that our earliest motivations are to satisfy our physical needs. Once these basic needs are met, we become interested in meeting the need to belong and be loved, the need to be valued and recognized, and the need to reach our potential or to achieve **self-actualization** or to strive to be the best you can.

As well as understanding needs, you need to learn how to meet them in healthy ways. Meeting a need in a high-risk way will not lead to healthful development. For example, some teens may join gangs in order to belong to a group. Joining a gang is a high-risk behavior that affects all sides of the health triangle.

Try using Maslow's model to evaluate your personal development. What needs are you focused on right now? How are you meeting those needs? As your self-awareness grows, you can begin to take more control of your personal growth. Reaching out to others can help you develop deeper relationships and a stronger support group.



■ **Figure 3.4** These teens have found a way to contribute to their community. *Why do you think taking time to attend to the needs of others is beneficial to self-esteem?*



READING CHECK

Explain Why is joining a gang an unhealthy way to meet the need to be valued?

LESSON 1 ASSESSMENT



After You Read

Reviewing Facts and Vocabulary

1. List the characteristics of good mental/emotional health.
2. Define the term *self-esteem*.
3. Identify the five levels of Maslow's hierarchy of needs.

Thinking Critically

4. **Analyze.** Explain how being mentally and emotionally healthy contributes to the quality of your life.
5. **Identify.** What are three ways that you can demonstrate healthy self-esteem and good mental/emotional health?



Visit glencoe.com and use this code to complete the Interactive Study Guide for this lesson.

Applying Health Skills

6. **Practicing Healthful Behaviors.** Keiko just found out that she didn't make the track team. Write a script showing how she can use positive self-talk to deal with this disappointment.

Writing Critically

7. **Descriptive.** Imagine a teen whose suggestions are ignored during a group project. With healthy self-esteem, how might the teen respond?

Real Life Issues

After completing the lesson, review and analyze your response to the Real Life Issues question on page 66.

LESSON 2



GUIDE TO READING

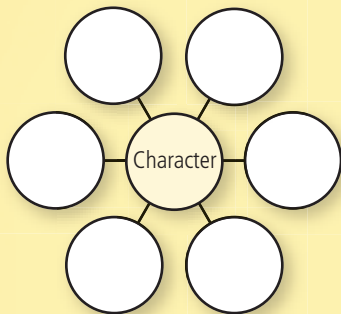
BIG Idea *Healthy identity is based on being a person of good character.*

Before You Read

Create a Cluster Chart.

Draw a center circle and label it "Character."

Draw circles around it and use these to define and describe this term. As you read, continue filling in the chart with more details.



New Vocabulary

- ▶ personal identity
- ▶ role model
- ▶ personality
- ▶ character
- ▶ integrity
- ▶ constructive criticism

Review Vocabulary

- ▶ values (Ch.2, L.2)

Developing Personal Identity and Character

Real Life Issues

Choosing a Path. Casey is in the process of deciding what to do after he graduates next year. He visits the school guidance counselor to discuss his options. The counselor begins by asking, "What are you interested in? What are your talents?"



Writing *What are your interests and talents? Write an essay describing how these interests and talents might play a role in your future.*

Your Personal Identity

Main Idea Your personal identity describes who you are.

When you first meet someone, you tell that person your name. As you get to know the person better, you may share more information. These attributes are your **personal identity**, *your sense of yourself as a unique individual.*

Your personal identity depends a lot on your age and circumstances. Other parts of your personal identity are unique to you. Identity development is one of the most important tasks you will accomplish during your teen years.

How Identity Forms

Identity is partly formed by recognizing your likes and dislikes. Your relationships and experiences with family and friends also influence your personal identity. As you mature, you'll meet a greater number and variety of people, and will develop your own opinions. As your experiences broaden, you develop likes and dislikes based on how your experiences fit with your values and beliefs.

You may identify a **role model**, *someone whose success or behavior serves as an example for you*. Your identity will change throughout your life as your interests change. You will struggle at times with alternatives and choices, but eventually you will develop a clear sense of your own values, interests, beliefs, occupational goals, and relationship expectations.

Aspects of Identity

One aspect of your identity is your **personality**, *a complex set of characteristics that makes you unique*. Your personality sets you apart from other people and determines how you will react in certain situations. Although it plays a big role in defining your identity, it isn't the only thing. Other relationships, such as those with your family, your ethnic group, and even your close friends, also define who you are. These shared characteristics and your unique qualities form your identity.



READING CHECK

List What are some aspects of personal identity?

The Importance of Good Character

Main Idea Character plays a significant role in your decisions, actions, and behavior.

An important aspect of your identity is your **character**, *the distinctive qualities that describe how a person thinks, feels, and behaves*. Good character is an outward expression of inner values and is a vital part of healthy identity. A person of good character demonstrates *core ethical values*, such as responsibility, honesty, and respect. Such values are held in high regard across all cultures and age groups.



■ **Figure 3.5** Friends share similar values. *What values do you share with your friends?*



I've noticed that there's definitely a connection between having a positive outlook on life and feeling healthy. One day last week, no one could go skateboarding with me. I was bored and started to feel sad. Then I remembered that a family with a girl about my age moved in down the street. I stopped by and introduced myself. She and I went for a walk. We got some fresh air and exercise and I had a chance to make a new friend—it felt great! For more physical activity ideas, visit the Online Fitness Zone at glencoe.com.



READING CHECK

Identify What are the six traits of good character?

■ **Figure 3.6** Courtesy is a sign of respect. *How do you show respect for others?*

Traits of Good Character

Six traits are commonly used to describe good character. By demonstrating these traits consistently in your actions and behaviors, you show others that you have **integrity**, or *a firm observance of core ethical values*.

- **Trustworthiness.** You are honest, loyal, and reliable—you do what you say you'll do. For example, if you tell a friend that you'll meet at a certain time, you try your best to be on time. You have the courage to do the right thing, and you don't lie, cheat, or steal.
- **Respect.** You are considerate of others and accept their differences. You make decisions that show you respect your health and the health of others. Even if you disagree with another person's point of view, you use good manners in your dealings with people. You treat them and their property with care and respect.
- **Responsibility.** You use self-control—you think before you act and consider the consequences. You are accountable for your choices and decisions, and don't blame others for your actions. You try your best and complete projects you start, even when things don't go as planned.
- **Fairness.** You play by the rules, take turns, and share. You are open minded, and you listen to others. You don't take advantage of others, and you don't blame others.
- **Caring.** A caring person is kind and compassionate. You express gratitude, are forgiving toward others, and want to help people in need.
- **Citizenship.** Demonstrating good citizenship means you advocate for a safe and healthy environment at school and in your community. You take an interest in the world around you. You obey rules and laws, and show respect for authority.



Working Toward a Positive Identity

Main Idea You can develop a healthy identity.

You may think that your family and your circumstances form your identity. This is partly true, but *you* control who you *become*. As you mature, you will make more personal choices and decisions. For example, you will choose a career. The list in **Figure 3.7** can help you develop a positive identity.

Recognize Your Strengths and Weaknesses

To begin to understand your identity, analyze your strengths and weaknesses. Be honest and realistic. If you are a trustworthy friend or a talented singer, be proud of yourself. At the same time, evaluate your weaknesses without being too critical, and set realistic goals to improve. For instance, if you tend to put things off, such as homework, set a goal to develop new habits. With planning and commitment, you can improve habits.

Demonstrate Positive Values

Practicing good character is not always easy, but it helps you build a positive identity. For instance, if you are an honors student who feels pressured to cheat on an exam, that action could harm your self-esteem, your reputation, or both.



READING CHECK

Explain How is developing a purpose for your life helpful?

Develop a Purpose in Your Life

A sense of purpose helps you set goals and work to achieve them. It also provides you with a framework to build a healthy identity. Some of your goals will be short term, like studying for and passing an exam. Others will be long term, such as planning for higher education and acquiring job skills.

Figure 3.7

Tips for Promoting a Healthy Identity

- ▶ **List your skills and strengths.** Include physical, mental/emotional, and social strengths. Read the list when you're feeling down.
- ▶ **Surround yourself with positive, supportive people.** Choose friends who support and respect your rights and needs.
- ▶ **Find something that you love to do, and do it frequently.** If you're always too busy to do the things you enjoy, you're not taking care of yourself.
- ▶ **Stop making life a contest.** Recognize that there will always be people more and less able than you in areas of life. Be content with doing the best you can in all areas that matter to you.
- ▶ **Help someone else.** One way to feel good about yourself is to see the positive effects of your own words or actions on someone else's life.

Academic Vocabulary

crucial (adjective):
important or essential

Form Meaningful Relationships

Meaningful relationships, such as those with family, friends, and others, are **crucial** to the development of your identity. Relationships provide a support system that can help you build confidence and develop a sense of security and belonging. Within a meaningful relationship, family, friends, or others may give you **constructive criticism**, or *nonhostile comments that point out problems and encourage improvement*. For example, when a friend doesn't do well at a task, you might make helpful suggestions without judging the way your friend performed.

Avoid Unhealthy High-Risk Behaviors

Risk taking is part of life. Playing sports, taking part in artistic or creative activities, public speaking, and making friends all involve some risk. These risks are healthful. They challenge you to develop skills and to mature in new ways. However, high-risk behaviors, such as using tobacco, alcohol, or other drugs, reckless driving, or joining a gang, are dangerous and harmful.



Explore glencoe.com and use this code to complete the Student Web Activity on demonstrating good character.

Contribute to the Community

Your community is your extended support system. It provides services and resources to meet many of your needs. For a community to remain strong, however, all of its members must participate in making it work. Giving back to the community in the form of volunteering is part of being a good citizen. Volunteering within your community improves the quality of people's lives, gives you a sense of accomplishment and belonging, and increases your self-esteem.

■ **Figure 3.8** This player relies on his coach for honest feedback. *Whom else might a teen rely on for honest feedback?*



Real World CONNECTION

Your Sources of Support

People around you regularly provide support. Some fulfill material needs, others offer comfort and honest opinions, and others provide information. One thing that all of these people have in common is a genuine concern for you. Together they form your support system.

Identify your support system. Make a chart with the different types of support: **Material** (providers of money, transportation, physical help), **Emotional** (providers of comfort, sympathy, encouragement), **Information** (providers of knowledge and referrals), and **Appraisal** (providers of feedback, praise, suggestions). Under each category, identify who you count on and why. List those people whose names appear often. These individuals make up your core support group.

Activity Technology

Pick one person from your core support group.

1. Create a streaming video to express your appreciation for his or her support and encouragement.
2. Identify ways that the person has supported you and helped build your identity.
3. Tell that person how his or her support has shaped your goals for the future.
4. Describe to the person how his or her support has influenced you to support others throughout your life.



LESSON 2 ASSESSMENT



After You Read

Reviewing Facts and Vocabulary

1. Define the term *personal identity*.
2. Identify the six traits of good character.
3. Explain the benefit of constructive criticism.

Thinking Critically

4. **Analyze.** Describe how role models help in forming identity.
5. **Describe.** Explain how healthful risk taking can help you mature in new ways.



Visit glencoe.com and use this code to complete the Interactive Study Guide for this lesson.

Applying Health Skills

6. **Communication Skills.** With a classmate, role-play situations where constructive criticism is given.

Writing Critically

7. **Expository.** If you were to choose a role model, who would it be? Write a short essay explaining your choice.

Real Life Issues

After completing the lesson, review and analyze your response to the Real Life Issues question on page 72.

LESSON 3

Expressing Emotions in Healthful Ways



GUIDE TO READING

BIG Idea *Managing your emotions allows you to express them in healthful ways.*

Before You Read

Create a K-W-L Chart.

Make a three-column chart. In the first column, list what you know about emotions and ways to express them. In the second column, list what you want to know about this topic. As you read, use the third column to summarize what you learned about the topic.

K	W	L

New Vocabulary

- ▶ emotions
- ▶ hormones
- ▶ hostility
- ▶ empathy
- ▶ defense mechanisms

Real Life Issues

Expressing Feelings. Learning how to manage anger and other strong emotions can reduce the risk of violence.
Source: Centers for Disease Control and Prevention; National Center for Injury Prevention and Control

In 2006, over 720,000 people ages 10 to 24 were treated in emergency rooms because of a violent act.

29% of teens reported feeling sad or hopeless that they stopped doing some usual activities.

Writing Write a paragraph describing ways to manage strong emotions and reduce the risk of violence.

Understanding Your Emotions

Main Idea Recognizing and acknowledging your emotions is a sign of good mental and emotional health.

Have you ever seen a movie that made you feel happy, sad, or even scared? These feelings are examples of **emotions**, signals that tell your mind and body how to react. Many times, the most intense emotions you feel will be related to an event in your life. How you respond to your emotions can affect your mental/emotional, physical, and social health.

Changes during puberty are caused by **hormones**—chemicals produced by your glands that regulate the activities of different body cells. These hormones can make you feel as if your emotions are swinging from one extreme to another. It's normal for teens to feel overcome by emotions during puberty.

Learning to recognize your emotions and to understand their effects on you will help you learn to manage them in healthful ways. Below are some common emotions.

- **Happiness.** Being satisfied and feeling positive are good descriptions of happiness. When you are happy, you usually feel energetic, creative, and sociable.
- **Sadness.** Feeling sad is a normal, healthy reaction to difficult life events. These feelings may be mild, like being disappointed because you didn't do well on a test, or they may be deep and long lasting, such as the grief you feel when a pet or family member dies.
- **Love.** Strong affection, deep concern, and respect are expressions of love. Loving someone means that you support the needs and growth of that person and respect the person's feelings and values.
- **Fear.** When you are startled by someone or something, you may feel fear. Feelings of fear can increase your alertness and help you escape from possibly harmful situations. Some people let fear of imagined threats prevent them from taking healthful risks.
- **Guilt.** Guilt is the feeling of shame and regret that occurs when you act against your values. Sometimes people feel guilt about situations that they have no control over. For instance, some children and teens may blame themselves if their parents divorce.
- **Anger.** Anger is a normal reaction to being emotionally hurt or physically harmed. Anger that is not handled in a constructive way can lead to violence. Another form of anger is **hostility**, *the intentional use of unfriendly or offensive behavior*. Hostility can hurt others, as well as the hostile person. Often, anger is complicated because it can hide another emotion, such as hurt or guilt.



READING CHECK

Explain How do hormones affect emotions?



■ **Figure 3.9** Actors portray strong emotions by using body language and changing their tone of voice. *How might an actor use body language to convey each of the emotions described above?*

Managing Your Emotions

Main Idea Knowing how to recognize your emotions can help you manage them in healthful ways.

Emotions are neither good nor bad. The way you express your emotions, however, can produce good or bad consequences. Learning to express emotions in a healthful way will not only help you cope with emotional upsets, but also helps those around you to better handle their emotions.

Dealing with Emotions in Positive Ways

As a young child, you learned from parents, teachers, and friends how to express your emotions. Some emotions, such as happiness and love, are expressed through facial expressions like smiles and glances, and through behaviors like laughing and hugging. **Empathy**, or *the ability to imagine and understand how someone else feels*, is expressed by supporting a friend who is going through a difficult time. You may also have learned that emotions are private if you know people who are uncomfortable expressing their feelings.

No doubt you also learned that people sometimes deal with their feelings in harmful ways. They may exaggerate their emotions, pretend they have no feelings, or even hurt another person deliberately while expressing emotions.

To help you recognize your emotions and express them in positive ways, ask yourself these questions:

- Why do I feel the way I do about this event?
- Will this event matter later on in my life?
- Why should I wait before responding?
- What can I do to feel better?
- Who can I ask to help me deal with my negative feelings?



■ **Figure 3.10** Healthful expression of feelings lets you enjoy life more. *What are some positive ways to express emotions?*

Figure 3.11

Common Defense Mechanisms

- ▶ **Repression.** Involuntarily pushing unpleasant feelings out of one’s mind.
- ▶ **Regression.** Returning to behaviors characteristic of a younger age, rather than dealing with problems in a mature manner.
- ▶ **Denial.** Unconscious lack of recognition of something that is obvious to others.
- ▶ **Projection.** Attributing your own feelings or faults to another person or group.
- ▶ **Suppression.** Consciously and intentionally pushing unpleasant feelings out of one’s mind.
- ▶ **Rationalization.** Making excuses to explain a situation or behavior, rather than taking responsibility for it.
- ▶ **Compensation.** Making up for weaknesses and mistakes through gift giving, hard work, or extreme efforts.

Responding to Difficult Emotions

Feeling bad, or emotional, when things happen in your life is normal. These feelings, however, can be managed. Some techniques to reduce the intensity of your emotions include taking several deep breaths, relaxing your muscles, getting away from the situation until you calm down, analyzing your emotions by writing about them in a private journal, or talking to someone you trust about the way you feel.

Some people choose to manage difficult emotions by avoiding situations that make them uncomfortable. **Defense mechanisms** are *mental processes that protect individuals from strong or stressful emotions and situations*. **Figure 3.11** lists some common defense mechanisms used to respond to difficult emotions.

Sometimes you may use defense mechanisms unconsciously as a way to protect yourself from intense emotional pain. You may not even be aware you are using them. Although defense mechanisms can help you deal with emotions for a short time, eventually you will need to work through the problem. Relying on defense mechanisms too long can keep you from facing—and solving—what’s upsetting you.

Some emotions, such as fear, guilt, and anger, can be very damaging. People may respond to these emotions without thinking about the consequences. By analyzing the cause of these feelings, you can learn to manage them.

Handling Fear Most people are afraid of something. You can overcome some fears by recognizing that you’re afraid and figuring out what is causing this fear. For example, you may be afraid to speak in front of a group, but need to give a presentation as part of a group assignment. For this type of fear, try talking to a friend or an adult who can suggest ways to organize your material and prepare for the presentation.



Some days I just don’t feel like exercising. On those days, I use positive self-talk to remind myself how good I feel after a workout. Now, I congratulate myself every time I take a step toward one of my goals. After I finish a workout, I think, “Awesome! I did it!” For more physical activity ideas, visit the Online Fitness Zone at glencoe.com.

Academic Vocabulary

resource (noun): a source of supply or support

Other fears, such as the fear of going to college or learning to drive a car, may require the help of **resources** within your community. If you're unable to control your fears, consider seeking the help of a mental health professional.

Dealing with Guilt Guilt is another very destructive emotion. If it is not managed, it can harm your self-esteem. If you feel guilty about something, think about the cause. Have you hurt someone? Admitting a mistake, apologizing, and promising to be more thoughtful in the future can help manage feelings of guilt. Keep in mind that you may not be able to control some situations. Look at the circumstances realistically and honestly. Some situations are out of your control. For instance, if your parents are divorcing, it may upset you, but it's not your fault.

Managing Anger Anger is one of the most difficult emotions to handle. As with guilt, it is best to figure out what is causing your anger, and then deal with it in a healthy way. When you first feel anger building up inside you, take time to calm down. You might try deep breathing or slowly repeating a calming word or phrase. If this doesn't work, physically remove yourself from the situation. Then try one of these strategies:

- **Do something to relax.** Listen to soothing music, read a book, or imagine sitting on a beach or walking through the woods.
- **Channel your energy in a different direction.** Use the energy generated by your anger to do something positive. Take a walk, go for a bike ride, play the piano or guitar, or write your feelings down in a private journal.
- **Talk with someone you trust.** Sharing your thoughts and feelings with a trusted friend or family member may help you see the situation from the viewpoint of another person. Not only will you feel better, but the listener also may be able to give you some tips on how to deal with the situation.



READING CHECK

Explain How do people use defense mechanisms?



■ **Figure 3.12** Physical activity is a healthy way to use the energy that can build up with anger. *Which strategy for dealing with anger would you most likely use?*

Practicing Healthful Behaviors

Managing Your Anger

When Tina took out her favorite sweater to wear, she saw a big stain on the sleeve. Furious, she marched into her sister Judy's room. "I never said you could borrow my sweater! Look what you did to it! It's ruined!"



"It was clean when I put it back in your closet!" Judy shot back.

"I don't believe you," Tina said. "Now I don't have anything to wear tonight. Don't ever touch my things again!"

"But when I put it back, it was clean," said Judy.

Tina stormed back to her room and slammed the door.

Writing How might Tina have better dealt with her immediate feelings of anger? Rewrite this scene having Tina deal with her anger using the following steps:

1. Use strategies to reduce anger such as taking deep breaths or relaxing your muscles.
2. Analyze your feelings to recognize your emotions.
3. Talk to a parent about your feelings.
4. Write a letter to Judy expressing your feelings to her.

LESSON 3 ASSESSMENT

After You Read

Reviewing Facts and Vocabulary

1. What are *emotions*? How can emotions affect your behavior?
2. What are five common defense mechanisms?
3. List three strategies for handling anger in a healthful way.

Thinking Critically

4. **Analyze.** What role do hormones play in affecting a teen's emotions?
5. **Explain.** Describe what can happen when you take time to think before you respond to a strong emotion. How can this help you stay healthy?



Visit glencoe.com and use this code to complete the Interactive Study Guide for this lesson.

Applying Health Skills

6. **Communication Skills.** Write a one-page script describing how a teen helps a friend manage an emotion, such as fear or excitement.

Writing Critically

7. **Descriptive.** Write a poem describing a situation that was emotional for you. Tell how you managed your emotions in a healthful way.

Real Life Issues

After completing the lesson, review and analyze your response to the Real Life Issues question on page 78.

Hands-On HEALTH

Activity "I feel . . ."

Managing your emotions helps you express them in a healthful way, set personal boundaries, and create healthy relationships with others. This activity will allow you to identify how you felt in certain situations and how to manage your feeling(s).

What You'll Need

- three 3" x 5" index cards per person
- markers
- notebook paper and pen or pencil

What You'll Do

Step 1

Using a marker, write in large print one emotion in the middle of each card and place face down.

Step 2

Using the statement "I feel . . . when . . . and I need . . ." one person chooses an index card, reads the emotion out loud, and then completes the rest of the statement.

Step 3

Continue until all group members have shared and used all the cards.

Apply and Conclude

After completing the activity, reflect in writing how it felt to share and listen to your peers. Explain how it feels and describe how this might impact a person's mental/emotional health.

Checklist: Communication Skills

- ✓ Clear, organized message
- ✓ Listening skills
- ✓ Use of "I" messages
- ✓ Respectful tone
- ✓ Appropriate body language





For chapter review podcasts and audio summaries, use this code at glencoe.com.

LESSON 1

Developing Your Self-Esteem

Key Concepts

- ▶ Mentally healthy people sometimes have mental and emotional problems, but can cope with their emotions as well as know when to seek help.
- ▶ Healthy self-esteem involves having a sense of personal worth and a sense of competence.
- ▶ You can improve your self-esteem.

Vocabulary

- ▶ mental/emotional health (p. 66)
- ▶ resilient (p. 67)
- ▶ self-esteem (p. 68)
- ▶ competence (p. 68)
- ▶ hierarchy of needs (p. 70)
- ▶ self-actualization (p. 71)

LESSON 2

Developing Personal Identity and Character

Key Concepts

- ▶ You develop your personal identity by developing a clear sense of your values, beliefs, skills, and interests.
- ▶ A person of good character demonstrates core ethical values.
- ▶ You can build a healthy identity from both the good and bad influences in your life.

Vocabulary

- ▶ personal identity (p. 72)
- ▶ role model (p. 73)
- ▶ personality (p. 73)
- ▶ character (p. 73)
- ▶ integrity (p. 74)
- ▶ constructive criticism (p. 76)

LESSON 3

Expressing Emotions in Healthful Ways

Key Concepts

- ▶ Recognizing and understanding your emotions will provide you with ways to maintain your emotional health.
- ▶ Learning to manage your feelings is an important part of being mentally and emotionally healthy.
- ▶ When you deal with difficult emotions, such as fear, guilt, and anger, you may need to carefully consider the situation and use specific strategies to handle your feelings.

Vocabulary

- ▶ emotions (p. 78)
- ▶ hormones (p. 78)
- ▶ hostility (p. 79)
- ▶ empathy (p. 80)
- ▶ defense mechanisms (p. 81)



Health eSpotlight



With the information you have learned from the chapter, go back and view the videos and discuss as a class.

LESSON 1

Vocabulary Review

Use the vocabulary terms listed on page 85 to complete the following statements.

- Having enough skills to do something is called _____.
- Valuing, respecting, and feeling confident about yourself describes _____.
- Having the ability to adapt successfully and recover from disappointment, difficulty, or crisis is called being _____.

Understanding Key Concepts

After reading the question or statement, select the correct answer.

- Which of the following is *not* a characteristic of good mental and emotional health?
 - Sense of purpose
 - Pessimistic outlook
 - Autonomy
 - Healthy self-esteem
- Which statement about self-esteem is *not* true?
 - Self-esteem is always the same.
 - Self-esteem develops over time.
 - Self-talk affects self-esteem.
 - Feedback from others affects self-esteem.
- Which need within Maslow's hierarchy is the highest-level need?
 - A safety need
 - An esteem need
 - A physical need
 - The need to reach your potential

Thinking Critically

After reading the question or statement, write a short answer using complete sentences.

- Explain.** Why do you think one person can be considered mentally healthier than another when neither has a serious mental problem?
- Describe.** How can poor mental health affect your physical health?
- Synthesize.** Select one of the suggestions for improving self-esteem. Explain a practical way to make the action or behavior part of your life.
- Compare and Contrast.** How might a person with healthy self-esteem respond to a difficult challenge differently than a person with poor self-esteem?
- Explain.** Describe how self-esteem can affect your ability to reach your potential.



LESSON 2

Vocabulary Review

Correct the sentences below by replacing the italicized term with the correct vocabulary term.

- A *friend* is someone whose success or behavior serves as an example for you.
- Trustworthiness* is a firm observance of core ethical values.
- Judgment* involves positive comments that point out problems and encourage improvement.
- Your *personal identity* is the complex set of characteristics that make you unique.

Understanding Key Concepts

After reading the question or statement, select the correct answer.

16. A person's unique characteristics and group affiliations are known as
 - a. features of character.
 - b. strengths and weaknesses.
 - c. features of identity.
 - d. examples of core ethical values.
17. Which quality of good character reflects the importance of community concerns, such as obeying laws and voting?
 - a. Responsibility
 - b. Trustworthiness
 - c. Caring
 - d. Citizenship
18. Choosing not to cheat is an example of
 - a. recognizing your strengths and weaknesses.
 - b. demonstrating positive values.
 - c. developing a purpose in your life.
 - d. forming meaningful relationships.
19. The groups you belong to help you define
 - a. characteristics that you share with other people.
 - b. ways to get along with other people.
 - c. how people are different.
 - d. none of the above.



22. **Explain.** How might unhealthful risk behaviors affect your health and identity?
23. **Identify.** What are some examples of healthful risk behaviors?
24. **Describe.** What are some ways that good character is related to healthy identity?

LESSON 3

Vocabulary Review

Use the vocabulary terms listed on page 85 to complete the following statements.

25. A chemical produced by your glands that regulates the activities of different body cells is a(n) _____.
26. The intentional use of unfriendly or offensive behavior is called _____.
27. The ability to imagine and understand how someone else feels is called _____.
28. Mental processes that you use to protect yourself from strong or stressful emotions or situations are called _____.

Understanding Key Concepts

After reading the question or statement, select the correct answer.

Thinking Critically

After reading the question or statement, write a short answer using complete sentences.

20. **Discuss.** Name some values that parents likely pass on to their children.
21. **Synthesize.** Why do you think responsibility, honesty, and respect are values that exist across cultures?

29. Which of the following is *not* true about anger?
 - a. It can result in violence.
 - b. Often another emotion is involved.
 - c. You become angry as you think about a situation.
 - d. It causes little emotional harm.
30. A cause of guilt is
 - a. acting against your values.
 - b. doing a good deed.
 - c. repressing an unpleasant feeling.
 - d. recognizing you are not the cause of a negative situation.

Assessment

31. Which is *not* a positive way to express an emotion?
- Hugging
 - Smiling
 - Yelling
 - Laughing
32. Which of the following defense mechanisms uses excuse-making to explain a situation?
- Repression
 - Rationalization
 - Denial
 - Compensation

Thinking Critically

After reading the question or statement, write a short answer using complete sentences.

33. **Analyze.** How do peers, family, and friends influence the way you express and manage emotions?

34. **Evaluate.** What might the effects of changing hormone levels during the teen years have on emotions?
35. **Explain.** Why are emotions neither good nor bad?
36. **Identify.** Name one positive characteristic that can be developed when you learn to recognize and express emotions in healthful ways. Discuss how acquiring this characteristic might affect your relationships.
37. **Evaluate.** What are possible consequences to everyone involved when a person responds violently to anger?



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Technology

PROJECT-BASED ASSESSMENT

Watching for Signs of Mental Illness

Background

Good mental health is important to the well-being of everyone. The signs of mental illness, however, are sometimes easy to miss. Recognizing the early signs can help address and treat these problems.

Task

Conduct an online search and create a podcast describing the early warning signs of one or two mental illnesses.

Audience

Students at your school

Purpose

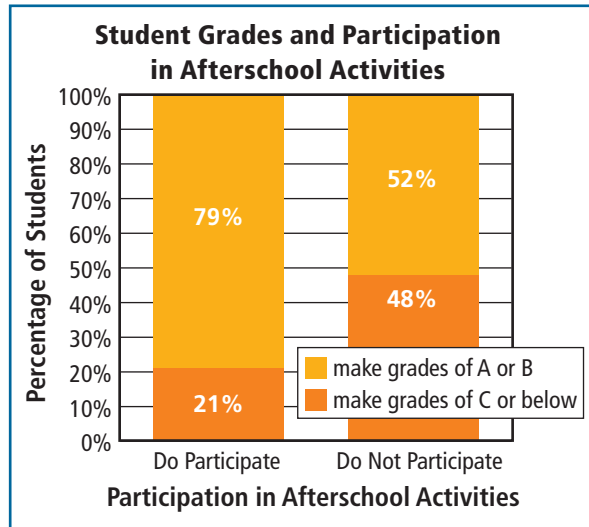
Help students recognize the warning signs of mental illness. Encourage them to seek help for themselves and others.

Procedure

- 1 Work in groups to review the information in Chapter 3 regarding mental health. Assign tasks and responsibilities to each group member.
- 2 Visit various Web sites that discuss the early warning signs of the mental illnesses the group has chosen.
- 3 Create a podcast which includes clear examples of the warning signs.
- 4 Be sure to explain how mental illness affects teens, and give resources for help.
- 5 Present your podcast to the students in your class.
- 6 Ask your teacher for help to create a unified podcast that represents the entire class, to be presented to the principal and possibly added to the school's Web site.

Math Practice

Interpret Graphs. A survey of 500 U.S. teens ages 14 to 17 shows that participating in afterschool activities can improve grades. Use the graph to answer Questions 1–3.



Adapted from "The YMCA's Teen Action Agenda" by Nels Ericson, *Office of Juvenile Justice and Delinquency Prevention Fact Sheet*, May 2001.

- Among 1,000 teens who do not participate in afterschool activities, how many receive grades of A or B?
 - 210
 - 480
 - 520
 - 790
- Choose the fraction of teens who participate in afterschool activities and receive grades of A or B.
 - $\frac{1}{8}$
 - $\frac{1}{7}$
 - $\frac{1}{4}$
 - $\frac{4}{5}$
- Using the information in the chart, what could you conclude about teens between the ages of 14 and 17?
 - Most make grades of A or B.
 - Most make grades of C or below.
 - Most are in afterschool activities.
 - Most are not in afterschool activities.

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Reading/Writing Practice

Understand and Apply. Read the passage below, and then answer the questions.

Rob had a social studies project due on Monday. "I've got plenty of time," he decided on Thursday. On Friday, he waited for a brilliant idea before giving up. Saturday he went to a baseball game. Rob finally sat down Sunday and worked late into the night. His grade reflected the lack of time and planning he spent on the project.

Rob experienced two common reasons why people procrastinate, or put things off: waiting for inspiration to strike and lack of planning. There are several ways to overcome procrastination. Break large tasks into smaller, more manageable parts. Make a list of everything that needs to be done. Work on each item separately. Tell friends and family your deadlines to help reduce distractions.

- Which statement best sums up the main point? Procrastination
 - can be overcome by approaching a task in a variety of ways.
 - prevents you from starting projects.
 - creates negative consequences.
 - causes delays starting for fear of not doing a good enough job.
- Which of the following does not summarize a suggestion for overcoming procrastination?
 - Break down the task into smaller, more manageable parts.
 - Make a list of everything you need to do.
 - Just sit down and do the work.
 - Set a deadline for completing.
- Write a brief essay describing three ways you can avoid Rob's dilemma.

National Education Standards

Math: Number and Operations, Data Analysis
Language Arts: NCTE 3