Working together is the key to success, for people as well as computers in a network. Your parents or guardians, family members, friends, teachers, and other trusted members of your community are there to offer help when you need it—just as you can be there to offer help when it’s needed. Communicating clearly, resolving conflicts, and respecting yourself and the needs of others keep all systems running smoothly!
Go to health.glencoe.com and take the Health Inventory for Chapter 7 to evaluate your mental and emotional health.

**Foldables Study Organizer**

Make this Foldable to help you record what you learn about mental/emotional health in Lesson 1. Begin with a plain sheet of 8 1/2” x 11” paper.

**Step 1**
Line up one of the short edges of the sheet of paper with one of the long edges to form a triangle. Fold and cut off the leftover rectangle.

**Step 2**
Fold the triangle in half, and unfold. The folds will form an X dividing four equal sections.

**Step 3**
Cut up one fold line and stop in the middle. This forms two triangular flaps. Draw an X on one tab, and label the other three as shown.

**Step 4**
Fold the X flap under the other flap, and glue together to make a three-sided pyramid.

**Before You Read**

Take notes on the three factors that shape personality.
What Is Mental and Emotional Health?

Understanding Mental and Emotional Health

This chapter focuses on your mental and emotional health. Mental and emotional health is your ability to deal in a reasonable way with the stresses and changes of daily life. People who are in good mental and emotional health usually

- have a positive attitude and outlook on life.
- accept their limitations and set realistic goals.
- have a positive view of themselves and others.
- are resilient, or able to bounce back from a disappointment, difficulty, or crisis.
- act responsibly at school, at home, and in social situations.
- are aware of their feelings and are able to express those feelings in healthy ways.
- accept constructive feedback—messages that evaluate a person and his or her actions—without becoming angry.

MENTAL HEALTH MEANS THAT YOU CAN FEEL PROUD OF YOUR OWN ACCOMPLISHMENTS AND HAPPY FOR OTHERS’ SUCCESS.
Understanding Who You Are

Part of good mental and emotional health is understanding and accepting yourself. This means that you recognize your strengths and work to improve your weaknesses. Good mental and emotional health also means that you recognize that you are a unique individual.

Have you ever thought about the characteristics you have that make you different from everyone else? These characteristics form your personality. **Personality** is a special mix of traits, feelings, attitudes, and habits. It plays a key role in your mental and emotional health. Your personality is unique; it makes you who you are.

Factors That Shape Your Personality

Many factors influence your personality, but the three most important are heredity, environment, and behavior. To some extent these factors will continue to shape you throughout your life. Although you have no control over your heredity and probably have little control over your environment, you can control your behavior. You can decide which of your qualities to focus on and whether to try to improve situations when possible. You can make decisions that will positively affect your health and demonstrate good character. In short, you can decide how to act.

### Analyzing Influences

**What Shapes Your Personality?**

Your personality includes your attitudes, thoughts, feelings, and other traits. Many aspects of your personality can be traced to particular factors, such as heredity, environment, and behavior.

- **Heredity** is the passing on of traits from your parents. You inherit features such as your height; body type; and the color of your skin, hair, and eyes.
- **Environment** is your surroundings. Your community, family, friends, role models, and experiences, as well as the media and technology, are all part of your environment.
- **Behavior** is the way you act in the many different situations in your life. How you take care of yourself, how you show you care for others, and whether your actions reflect core ethical values all shape your personality.

**On Your Own**

List ten of your personality traits. Then make a chart with three columns, headed heredity, environment, and behavior. In each column, write which of your personality traits reflect that influence. You may list a trait in more than one column.
Understanding Self-Concept

Think about how you would describe yourself. Are you confident, fun to be with, intelligent, honest? Your description paints a picture of how you view yourself and how you believe that others view you. The view that you have of yourself is called your self-concept. You may have a realistic self-concept—a fairly accurate awareness of your strengths and weaknesses. Some teens, however, have unrealistic self-concepts. Unfortunately, they may focus only on what they see as their faults, usually exaggerating them.

The ways in which people act toward you can reinforce the view you have of yourself. A person who receives support and love tends to develop a positive self-concept. A person who is neglected or criticized often tends to develop a negative self-concept.

**Figure 7.1**

**Benefits of Self-Esteem**

A high level of self-esteem benefits your total health.

- **Accepting constructive feedback** You can accept and learn from constructive feedback.
- **Respecting your health and the health of others** When you respect yourself, you pay attention to your health, safety, and appearance.
- **Showing responsibility** You accept responsibility for yourself and act responsibly toward others.
- **Having self-confidence** You believe in your abilities and are willing to try new activities, even if you do not always succeed.
- **Seeing the positive side** When negative events occur, you have a positive attitude and outlook.
Your Self-Esteem and Self-Confidence

One factor that is closely related to your self-concept is self-esteem. **Self-esteem** is the confidence and pride you have in yourself. The way you feel about your body, your mind, your emotions, and your interactions with others are all part of your self-esteem. Some of the benefits of high self-esteem are shown in Figure 7.1 on page 190. High self-esteem enhances **self-confidence**—your belief in your strengths and abilities.

Your self-esteem, like your self-concept, comes from positive and negative messages that you receive from others. It is also affected by messages you send to yourself. Negative messages you send to yourself can block out positive messages from others.

Developing Mental and Emotional Health

People with high self-esteem are more likely to practice good health habits and avoid harmful behaviors. You can work to improve self-esteem.

Improving Self-Esteem and Self-Confidence

Sometimes you’ll have low self-esteem. These times usually don’t last long. However, if you find that you feel unworthy most of the time, talk with a trusted adult, such as a parent, a religious leader, or a school counselor. To build your self-esteem and self-confidence, try these lifetime strategies:

- **Set realistic goals for yourself.** Meeting a goal takes planning and effort. Break down long-term goals into short-term goals. This will help you see that you are making progress.
- **Recognize your strengths.** Make a list of what you’re good at, and work to develop new skills. Recognize and accept your limitations, too—no one is perfect.
- **Ask for help when you need it.** When you are trying to learn something new, accept your limitations and find someone who can help you reach your goal.
- **Learn to accept constructive feedback.** Try to focus on the problem and not to take the criticism personally. Listen carefully, and ask questions if you need to.
- **Learn from your mistakes and failures, but don’t dwell on them.** Take responsibility for your actions, and don’t be afraid to admit when you are wrong. Look at mistakes as opportunities to grow and improve.
- **Develop positive character traits.** Personal characteristics that contribute to self-esteem and self-confidence include being honest, having **integrity** (standing by your values), being responsible, and respecting the dignity of others.

Learning to accept constructive feedback can help you improve your skills and your self-esteem. **Describe a technique for responding appropriately to constructive feedback.**
Respecting Individual Differences

You can boost your own mental health by showing respect for people’s individual differences. Here are some strategies: Try to avoid judging people according to your own culture, environment, age, and background. Recognize that, in addition to core ethical values, people have values that have been formed by their families, personal experiences, and other sources. Appreciate the qualities that make individuals unique. Following these strategies will enhance your relationships and your health.

An important part of respecting others is showing empathy. **Empathy** is the ability to identify and share another person’s feelings. When you are making a decision that might affect someone else or are thinking about what to say to someone, try to consider the other person’s views and feelings.

Another strategy for showing respect for others is to focus on their strengths, not their weaknesses. This positive view will benefit your mental and emotional health as well as theirs.

**Figure 7.2**

*Creating a Positive Cycle*

Taking action to learn something new can create a cycle of good mental and emotional health. What new activity would you like to try?

**Changing Thoughts**

Now that she has experienced success, she is more likely to experiment with other new activities.

**Changing Behavior**

This teen has never worked with clay before. Although she feels uncertain about her ability, she decides to give it a try.

**Changing Feelings**

Her efforts earn her encouragement from others, so she feels more confident.
Attitudes and Behavior

Your attitudes and behavior affect your mental and emotional health. The effects can be beneficial when positive attitudes lead you to practice behaviors that promote your health. For instance, if you see obstacles in your life as challenges that you can conquer, you are probably successful at getting past bumps in the road to reach the goals you set for yourself. On the other hand, negative thoughts and feelings may lead you to behave in ways that harm your mental and emotional health. For example, if you think you can’t do anything well, you may avoid trying new activities. This may deepen your belief that you’re no good at anything. Figure 7.2 on page 192 shows how you can learn to approach challenges in a positive way. This attitude will help you the next time you encounter a problem. Others may notice your positive attitude and work to improve their own.

Try approaching new situations with a positive attitude. How can a positive attitude help you when you meet new people?

Lesson 1 Review

Using complete sentences, answer the following questions on a sheet of paper.

Reviewing Terms and Facts

1. **Vocabulary** Define mental and emotional health. What are three characteristics of a person who is in good mental and emotional health?
2. **List** What are the three most important factors that shape personality?
3. **Explain** What is a self-concept?
4. **Identify** Name four ways to build self-esteem and self-confidence.
5. **Recall** Describe strategies for showing respect for individual differences, including age differences.

Thinking Critically

6. **Analyze** Why do you think your attitude toward other people affects your mental and emotional health?
7. **Describe** How can practicing health-promoting behaviors be a positive way to gain attention from others?

Applying Health Skills

8. **Communication Skills** Think of a caring adult who has been important in your life and has given you encouragement. Write a letter to thank this person for caring. Explain in the letter how this encouragement has affected your self-concept and self-esteem.
Your Emotions

Understanding Your Emotions

Think about what you’re feeling right now. Are you happy, sad, nervous, or excited? Perhaps you are experiencing several different emotions. Emotions are feelings such as love, joy, or fear. Your emotions affect every aspect of your health and well-being.

Emotions themselves are not positive or negative, although you may find them scary or unpleasant sometimes. All the emotions you have are normal. Although you can’t stop yourself from feeling emotions, you can figure out healthy ways to deal with them.

Recognizing Your Emotions

Before you can manage and express your emotions in positive ways, you need to recognize what you feel. That sense of accomplishment you feel after making the honor roll could be pride. That queasy feeling as you think about an upcoming test may be anxiety. Although you can often identify emotions such as happiness, sadness, anger, fear, and love, you may sometimes find that many different emotions are tangled up together. When that happens, stop and think about what you are feeling and why. Then you can begin to deal with your emotions.
Expressing Your Emotions

Everyone reacts differently to certain situations. Where you may react to disappointment by becoming quiet, your friend might cry. Often you express emotions in the same ways that family members do. Some people have no difficulty talking about their feelings. Others may reveal their emotions in subtle ways through their body language. For example, you may know that your teammate is nervous because of his hunched shoulders and clenched teeth. No matter how you have been taught to manage your emotions, you can learn to express them in healthy ways. You can even learn to manage strong emotions such as fear or anger.

Dealing with Fear and Anger

Fear and anger can be unpleasant emotions to experience. Both feelings can lead to harmful behaviors if you do not manage them effectively. To manage fear, try talking about it. Try to laugh, relax, or plan ahead of time how you will deal with a situation that frightens you. To handle anger in a healthy way, take a deep breath and calm down. Focus on what made you angry, and think of how to express your true feelings. If you are angry with someone, calmly tell that person how you feel. If you are angry about a situation, talk it over with a parent or other trusted adult, or with a friend.

Taking a moment to take a deep breath or count to ten can help you deal with anger. How do you manage feelings of anger?
COMMUNICATION SKILLS

Standing Up to Bullies

Mei’s classmates always make fun of a new student who speaks with an accent. She feels that it isn’t right to pick on someone for being different. She has also seen the new student crying after being teased. Mei is afraid that if she says anything to her classmates, the teasing will become even worse, or the bullies may start picking on her.

What Would You Do?

Suppose that you are Mei and that you have decided to speak to one of your classmates about your concern. List the points you want to communicate. With a partner, role-play the situation, using speaking and listening skills. Then switch roles.

SPEAKING SKILLS

- Think before you speak.
- Use “I” messages.
- Be direct, but avoid being rude or insulting.
- Make eye contact and use appropriate body language.

LISTENING SKILLS

- Use conversation encouragers.
- Pay attention.
- Show empathy.
- Avoid interrupting, but ask questions when appropriate.

Coping with Change

Everyone experiences change—it is a part of life. Changes often have positive results, but each one also involves some type of loss. Sometimes the loss you experience causes you to feel grief or sorrow.

Although the emotions associated with grief may be unpleasant, they all have value and can help you come to terms with your loss. In order to do this, you need to experience and work through emotions such as hurt, anger, and fear. Ignoring them will not help you overcome them. Below are emotional and physical reactions involved in the grieving process:

- **Shock and denial.** You refuse to accept the reality of the loss.
- **Anger and resentment.** You are angry about the loss, and you may direct your anger at other people.
- **Hurt.** You feel mental and emotional pain over the loss.
- **Inadequacy.** You feel that you cannot deal with the loss.
- **Fear and anxiety.** You feel afraid.
- **Guilt.** You blame yourself for the loss or feel that you could have done something to prevent it.
- **Depression.** You feel intense sadness.
- **Physical symptoms.** You feel ill.
- **Acceptance.** You accept the reality of the loss, adjust to it, and make peace with yourself and others.
Avoiding Unhealthful Behaviors

When teens become confused by their emotions, they may deal with their feelings in unhealthful ways. Their fear, sense of rejection, sadness, or boredom may lead them to use drugs or alcohol, strike out at others, overeat or refuse to eat, or engage in other risk behaviors. Teens with low self-esteem may be especially in danger of making unhealthful choices when faced with confusing emotions. In turn, their self-esteem plunges even lower. These unhealthful behaviors can also damage other areas of their physical, mental/emotional, and social health.

If you have engaged in risk behaviors, remember that it is never too late to change. When you need to blow off steam or combat boredom, try exercising or talking to a friend. Writing in a journal can sometimes help you figure out what you feel and why. Doing volunteer work or taking up a new hobby can help you redirect your emotion into positive activities. These coping strategies can also help you maintain a positive attitude, which will help you the next time your feelings upset you.

An activity such as volunteering can help you focus your energy when you are dealing with confusing emotions. What are some other healthful ways to cope with difficult feelings?

Lesson 2 Review

Using complete sentences, answer the following questions on a sheet of paper.

Reviewing Terms and Facts

1. **Vocabulary** Define the term *emotions*.
2. **Recall** Describe a strategy for managing anger effectively.
3. **Identify** What are the emotional and physical reactions of people who are experiencing grief?

Thinking Critically

4. **Apply** What coping strategies would you suggest to a person who uses alcohol or other drugs to deal with anger or fear?

5. **Analyze** Describe two methods of communicating emotions constructively.

Applying Health Skills

6. **Accessing Information** Find out about support groups in your community for people who have gone through significant changes in their lives, such as moving to a new area. What kinds of groups are available? How do they help people deal with change? Write a short report on your findings.
What Is Stress?

Stress is a part of life. Major events can cause stress, and so can everyday irritations such as missing a bus. Stress is your body’s response to changes around you. Stress can have a negative effect on individual and family health. For example, you may get a stomachache because you are worried about an upcoming event. Negative stress, or distress, is stress that prevents you from doing what you need to do or that causes you discomfort.

Some stress is considered positive. Positive stress, or eustress (YOO-stres), is stress that can help you to accomplish goals. Think about how you feel before a big game or when you are about to perform in the school band. You’re excited, challenged, and motivated—this is eustress.

Everyone experiences different sources of distress and eustress. For example, one person may be distressed by the idea of having to speak in public, whereas another might enjoy it. Moreover, people react to different stressors, or triggers of stress. Figure 7.3 lists some common sources of stress.

Any change or major event, even one that is generally considered positive, can cause your body to experience stress. What positive events in your life have been sources of stress?
Some events are definitely more stressful than others. You may react to a specific stressor differently from the way your friend would. How are emotions and stress related? How might stress affect personal and family health?

The Stress Response

Your body cannot tell the difference between distress and eustress. Because your body responds to every change, any change—negative or positive—causes stress. Anticipating your first performance in the school play can be a stressor. Figuring out how to manage your time so that you can study for a test and attend softball tryouts can be another.

Your body responds to stressors by getting ready to act. This response is called the “fight-or-flight” response because your body prepares to fight the stressor or flee from it. One part of this reaction is the release of adrenaline into your bloodstream. Adrenaline (uh-DRE-nuhl-in) is a hormone that increases the level of sugar in your blood, thereby giving your body extra energy. The following list explains some other physical responses to a stressor.

- More blood is directed to your muscles and brain.
- Your heart beats faster.
- Your muscles tighten up and are ready for action.
- Your senses sharpen. You become more alert.
- Your air passages widen so that you can take in more air.

Reading Check

Understand adrenaline. List the effects of adrenaline on the body. How can these effects be both positive and negative?
Stress and Fatigue

After a stressor is gone, your body’s response to it usually stops. However, if you are experiencing extreme or long-lasting stress, the response may continue. After a time your body can become exhausted. Fatigue, or extreme tiredness, then sets in.

Two types of fatigue exist. Physical fatigue is extreme tiredness of the whole body. It usually occurs after vigorous activity or at the end of a long day. Your muscles may feel overworked and sore, and your body feels tired all over. When you experience physical fatigue, you need rest. The other type of fatigue is psychological (sy·kuh·LAH·ji·kuhl) fatigue, or extreme tiredness caused by your mental state. Stress, worry, boredom, or depression can cause psychological fatigue. To relieve this kind of fatigue, you might try an activity such as exercising or working on a hobby. Activities like these can take your mind off the stress and energize you.

Avoiding Stress

Sometimes you can avoid situations that cause stress. Think about what makes you feel uncomfortable or anxious. Can you eliminate these sources of stress? Obviously, you can’t avoid some sources, such as having to take a test. However, in those situations you can decrease the stress by being well prepared.

Some stressors are exciting events that you don’t want to avoid, such as running for your school’s student council. During such times, cut down on other sources of stress to make sure that you don’t become overwhelmed. For example, to prevent the stress of being rushed or feeling as if you have too much to do, plan ahead so that you can get everything done. If you feel stressed because you are starting a new school, try to meet some of your classmates before school starts. Use common sense to avoid other types of stress. For example, if you know that there might be pressure to try alcohol or drugs at a party, make other plans for that evening.
Ways to Manage Stress

Stress can affect your physical, mental/emotional, and social health. That is why it is important to develop effective coping skills, or ways of dealing with and overcoming problems. Here are some coping strategies that can help you manage stress.

- **Eat nutritious foods.** During periods of stress, it’s especially important to eat nutritious foods. Doing so will give you energy and help you stay healthy.

- **Get enough sleep.** Research has shown that teens need at least nine hours of sleep each night to function at their best. Getting an adequate amount of sleep will keep up your energy level, allowing you to deal with stressful situations.

- **Relax.** Take a few moments to breathe deeply and slowly. Working your way up from your feet to your head, tighten and then relax one group of muscles at a time. Try imagining that you are in a peaceful place. As you relax, empty your mind of troubling thoughts.

- **Maintain a positive outlook.** Thinking positively can help to reduce stress. Try to keep stressful situations in perspective. Is not getting a perfect score really the worst thing that could ever happen to you? Also, make sure that you have some fun. After a stressful day, spend some time joking around with friends or see a funny movie. Laughter is a great stress reliever.

- **Be physically active.** As you’ve learned, stress can increase your body’s energy level. A good way to channel this energy is to be physically active. Engaging in physical activity helps reduce tension and makes you feel more relaxed.

- **Manage your time.** List all the tasks you need to do. Think about what each one involves and how much time you will need to accomplish it. Plan your schedule so that you have enough time to complete each task. Knowing that you have time to do whatever you need and want to do reduces stress.

- **Talk.** Just talking your concerns out with another person can relieve stress. Other people can often see solutions to your problems that you can’t.

**Talking with someone can relieve stress. How else can you manage stress effectively?**
Using complete sentences, answer the following questions on a sheet of paper.

**Reviewing Terms and Facts**

1. **Vocabulary** Define the terms *distress* and *eustress*. Use each term in an original sentence.
2. **Explain** What is a *stressor*? How does your body respond to a stressor?
3. **Distinguish** What is the difference between physical fatigue and psychological fatigue?
4. **List** Name five ways to manage stress.

**Thinking Critically**

5. **Analyze** How does the release of adrenaline help you deal with stress?
6. **Describe** Name a situation that is stressful for most teens. Describe how coping skills can be applied to manage this situation.

**Applying Health Skills**

7. **Stress Management** For one week, record every instance of stress that you feel. List the stressor, how your body and mind reacted to it, and how you handled it. What coping strategies did you demonstrate?
Types of Mental and Emotional Problems

It’s normal to feel sad, anxious, or fearful from time to time. However, if such feelings continue for days or weeks, they may signal a mental or emotional problem. The cause of a mental or emotional problem cannot always be identified. Sometimes there is a physical cause, such as inherited genetic traits. Emotional causes are harder to pinpoint. A person may develop a mental or emotional problem because of stress, a lack of coping skills, or a negative experience. It’s important to identify lifetime strategies for prevention and early identification of mental and emotional disorders that may lead to long-term disability.

Anxiety Disorders

In some people, nervousness or fear takes the form of an anxiety disorder. An anxiety disorder is a disorder in which intense anxiety or fear keeps a person from functioning normally. The following are examples of specific anxiety disorders.

- **Phobias** are inappropriate or exaggerated fears of something specific. Some phobias can interfere with normal activities.
- **Obsessive-compulsive disorder** is a condition in which a person cannot keep certain thoughts or images out of his or her mind. The person may then develop repetitive behaviors, such as constant handwashing, to relieve the anxiety.
- **Various stress disorders** may affect people who have been through overwhelming experiences, such as a violent attack. Symptoms may include flashbacks to the event, nightmares, and intense fear.

Quick Write

There are many types of phobias. Arachnophobia is the fear of spiders.
Mood Disorders

Another category of mental and emotional problems is mood disorders. A mood disorder is a disorder in which a person undergoes mood changes that seem inappropriate or extreme. As a teen, you experience normal mood swings in response to the stress in your life. However, the mood changes of a person with a mood disorder are not necessarily reactions to events in their lives.

Depression is a mood disorder involving feelings of hopelessness, helplessness, worthlessness, guilt, and extreme sadness that continue for periods of weeks. Depression is a very serious condition that may leave a person completely unwilling or unable to function. Severely depressed people may even think about ending their own lives.

Another mood disorder is bipolar disorder, in which a person has extreme mood swings for no apparent reason. A person who has bipolar disorder usually alternates between periods of hyperactivity (mania) and depression. Such a person will often take dangerous risks during the hyperactive periods.

THE WINTER BLUES
About 10 million Americans experience seasonal affective disorder (SAD). Symptoms, which include sluggishness, fatigue, or irritability, may occur in people who don’t get enough sunlight during the darker winter months.

**FIGURE 7.4**

**WARNING SIGNS OF MENTAL OR EMOTIONAL PROBLEMS**

Certain signs may indicate the presence of a mental or emotional problem. If you believe that you or someone you know may have a mental or emotional problem, seek help from a trusted adult. Deciding to get help is an important lifetime strategy for early identification of disorders such as anxiety or depression.

- Not taking care of yourself
- Loss of appetite
- Sudden or extreme changes in mood
- Aches and pains that seem to have no medical cause
- Trouble sleeping or frequent nightmares
- Suspecting that everyone is against you
- Taking extreme or unusual risks
- Continually feeling sad
- Feelings of hopelessness
Treating Mental and Emotional Problems

Mental and emotional problems are linked to a complex network of causes and effects that occur throughout a person’s life. These problems can be successfully treated with counseling and/or medication.

When to Seek Help

Being able to ask for help is a sign that you are taking responsibility for your health. Figure 7.4 on the previous page shows some warning signs that often signal serious mental or emotional problems.

Where to Find Help

If you feel that you or a peer may have a mental or emotional problem, talk to someone about it. This is often the first step in reaching a solution and is an important strategy to use throughout your life. Although talking about your problem will not make it go away instantly, it will reassure you that you are not alone. Figure 7.5 lists people you can turn to for help with a mental or emotional problem.

Figure 7.5

Sources of Help

Many resources are available for those with mental or emotional problems. Getting help early may prevent long-term disability.

Parent, Guardian, or Other Family Member

Families are built-in support systems. A support system is a network of people available to help when needed. A parent, older brother or sister, or grandparent can be a great source of help.

Mental Health Professional

These people are specially trained to deal with mental and emotional problems. Your family doctor or school counselor can recommend a professional or program for you.

Teacher

A teacher whom you like and trust could help you when you are in need.

School Nurse or Counselor

School nurses and guidance counselors are specially trained to understand and deal with the problems of teens. They can help you and will respect your privacy.

Religious Leader

The leader of a church, synagogue, or mosque may be a good person to talk to. Many religious leaders are experienced in counseling people.
Teens and Suicide

Suicide is the act of intentionally killing oneself. Suicide is the third leading cause of death in the United States among young people ages 10 to 24. Every day, 14 teens or young adults take their own lives. Most of the time, these young people don’t want to die; they just want their problems to go away. Quick intervention can prevent suicidal teens from choosing this permanent escape from their problems. If someone threatens suicide, get help immediately. Encourage the person to talk to a concerned adult or professional counselor. Tell an adult about the situation yourself.

Sometimes a person who doesn’t actually use the word suicide gives serious indications that he or she is thinking about it. If you notice any of the following signs in yourself or others, seek help:

- Talking about death or mentioning methods of suicide
- Avoiding activities that involve family or friends
- Showing a low level of energy
- Taking greater risks than usual, such as using illegal drugs
- Losing interest in hobbies, sports, or school
- Giving away prized personal possessions
- Having a history of suicide attempts

Reading Check

Create your own main idea statements. Use the following words to create your own sentences about teen suicide: listen, secret, indications, intervention, comfort.

Helping a Troubled Friend

Paul notices that his friend Ken has become moody and withdrawn. When he asks Ken what is wrong, Ken just says, “It doesn’t matter. No one can help me.” Paul thinks that Ken may have a serious emotional problem, but he isn’t sure how to help. He thinks that maybe he should try harder to get Ken to talk to him, or tell an adult about Ken’s behavior. However, he doesn’t want to invade his friend’s privacy. What should Paul do?

What Would You Do?

Imagine that you are Paul, and use the six steps of the decision-making process to decide what you would do in his situation.
Helping a Friend

If someone you know talks about suicide, you must take it very seriously. One of the first things to do is listen. Let the person talk, which shows that you care. Remain calm—this will be a source of comfort to your friend. Do not, however, promise to keep the discussion secret. After you’ve listened, talk to your friend. Never make remarks such as “You can’t be serious,” or “You don’t have the nerve.” Rather, tell your friend that his or her life is very important to you. Point out that this bad time will pass, and urge your friend to go with you now to get some help. Let your friend know that you will stand by her or him.

Developing Good Character
Caring

Sometimes a person who has a mental or emotional problem will reject your efforts to help. Although it may be difficult, a caring person continues trying to help a friend in need. With your class, think of ways that you could help a person who is not open to your first approach.

Lesson 4 Review

Using complete sentences, answer the following questions on a sheet of paper.

Reviewing Terms and Facts
1. **Vocabulary** Define *anxiety disorder*.
2. **List** Describe two mood disorders and the characteristics associated with them.
3. **Recall** Name four types of people to whom you can go for help with mental or emotional problems.
4. **Identify** What signs might indicate that someone is thinking about committing suicide?

Thinking Critically
5. **Explain** Why might someone with a mental or emotional problem need to see a psychologist?
6. **Analyze** What would you do if a friend talked about committing suicide?

Applying Health Skills
7. **Advocacy** Write an article for the school paper about mental and emotional problems. Discuss whether these disorders are preventable, why early identification is important, and where people can get help.
Quiz

1. Your brain is fully developed by the time you reach your teens.
   a. True    b. False

2. Which activity could cause new brain cells to grow?
   a. Exercise
   b. Watching television

3. People use only 10 percent of their brains.
   a. True    b. False

4. Alcohol kills brain cells.
   a. True    b. False

5. If you spend the summer in front of the television, you might feel as though you've lost some brainpower when you go back to school.
   a. True    b. False

6. Which of the following foods is good for your brain?
   a. Fish
   b. Cereal
   c. Almonds
   d. All of the above

7. As long as you study during the day, staying up all night won't affect your academic performance.
   a. True    b. False

Answers: 1. b; 2. a; 3. b; 4. a; 5. b; 6. d; 7. a

Check out the explanations on the next page!
Explanations

1. Researchers were shocked to discover that the brain goes through a second period of growth during puberty. Learning new skills during this time can give brainpower a big boost. The positive activities that you devote your mental energy to now—sports, music, studies—will strengthen nerve-cell connections and become “wired” into your brain!

2. Exercise may not only build biceps, but also brain cells, or neurons. Researchers at the Salk Institute in La Jolla, California, discovered that the brains of mice that ran on an exercise wheel produced more neurons than the brains of mice that didn’t exercise. The active mice also performed complex tasks better than the inactive mice. The lesson? Keep moving, and you might ace those midterms.

3. It’s a myth that people use only a certain percentage of their brain. As long as you keep using your noggin, whether it’s by doing a crossword puzzle or painting a picture, you’ll maximize your brain power.

4. Drinking alcohol can shrink or destroy nerve cells. This can have serious consequences. A University of California at San Diego study found that alcohol decreases teens’ ability to remember and solve problems. While neurons that have shrunk return to normal once someone stops drinking, dead ones can’t be brought back to life.

5. You don’t actually lose brain cells by taking the summer off, but you do get out of some good mental habits. To stay in top form, challenge yourself. You don’t have to do something as dry as reading the dictionary, but try to keep up with news events or visit a museum.

6. Running a brain requires a balanced diet. Small portions of high-protein foods like fish can give your brain a boost, due to the amino acid tyrosine. Carbohydrates are crucial, especially those in whole grains, fruits, and vegetables. Carbs supply you with glucose, the basic energy source needed for all body processes, including thinking.

7. A study conducted by Carlyle Smith of Trent University in Peterborough, Ontario, Canada, found that sleep deprivation may disrupt your brain’s ability to retain certain kinds of information. In the study, students were taught a complex logic game, then deprived of sleep. When retested a week later, the students had forgotten up to half of what they had learned.

About Your Brain

Create an exercise program—for your brain. Write down specific activities, such as reading and solving puzzles, that can help increase brainpower, as well as the amount of time you will devote to these activities. Also include the physical activities you will participate in and the foods you will eat to nourish your brain. Present your ideas to the class, and add ideas from your classmates’ programs to improve your brain workout.
Model

Mason felt as if his whole world had turned upside down when his parents got divorced. He knew his younger sister was upset too. His problems seemed to be getting worse.

Mason decided to deal with his stress. First, he told his parents about his feelings, and they suggested seeing a family counselor together. Mason also began taking walks with his sister so that they could share their thoughts and feelings. He made sure he ate well and got enough physical activity. Although Mason was still sad about the divorce, he now had an easier time adjusting to the changes and feelings it caused.
Practice

Read the following scenario about a teen who needs to manage the stress in her life.

People tell Chelsea all the time that she worries too much. Chelsea doesn’t see how she can help it. She wants to do well in school, on the soccer team, and in her dance class. It seems to Chelsea that when she isn’t worrying about one area of her life, she is distressed about another. Recently she has noticed that she has days when she doesn’t feel much like eating because she is feeling stressed. She knows that this isn’t good for her health, but she doesn’t know what to do.

On a sheet of paper, identify the cause of Chelsea’s stress. Develop a plan to help Chelsea by listing four specific actions she could take to manage the stressful feelings she experiences.

Apply/Assess

How do you deal with stress in your life? Sharing helpful tips with others in your class can give you more ideas about healthful ways to manage stress.

Working in groups of four, take turns describing what causes stress in your life. Then explain what helps each of you relax or feel better when you are stressed. As a group, create a poster showing four causes of stress and four healthful ways in which a person can cope with stress.
After You Read

Use your completed Foldable to review the information on the factors that shape personality.

[Image]

CHAPTER 7 ASSESSMENT

Reviewing Vocabulary and Concepts

On a sheet of paper, write the numbers 1–7. After each number, write the term from the list that best completes each statement.

- behavior
- emotions
- loss
- guilt
- personality
- resilient
- self-esteem

Lesson 1

1. If you are __________, you are able to bounce back from a disappointment, difficulty, or crisis.
2. __________ is the mix of traits, feelings, attitudes, and habits that makes you the person you are.
3. __________ is the factor contributing to personality that you can control.
4. The confidence and pride that you have in yourself is called __________.

Lesson 2

5. Happiness, sadness, anger, and fear are all __________.
6. The changes that happen in your life cause you to experience __________.
7. During the grieving process, some people experience __________, blaming themselves for the loss.

Lesson 3

8. Your body can distinguish between positive and negative stress.
9. When your body releases adrenaline, the level of sugar in your blood decreases.
10. If you are under extreme or long-lasting stress, you may experience __________.
11. Ways of dealing with and overcoming problems are known as handling __________.

Lesson 4

12. A phobia is an example of a mood __________.
13. Depression involves feelings of hopelessness, helplessness, worthlessness, guilt, and extreme sadness that continue for periods of weeks.
14. Giving away prized personal possessions may be a warning sign that a person is thinking of committing suicide.
15. A support system is a network of people who are available to help when needed.

Thinking Critically

Using complete sentences, answer the following questions on a sheet of paper.

16. Synthesize How is good mental health related to self-esteem?
17. Apply How would understanding the feelings associated with grief enable you to help someone who has experienced a loss?
18. Analyze How can stress be a positive influence in your life?
19. Explain What would you do to get help if you thought that you were developing a phobia?

On a sheet of paper, write the numbers 8–15. Write True or False for each statement below. If the statement is false, change the underlined word or phrase to make it true.

On a sheet of paper, write the numbers 8–15. Write True or False for each statement below. If the statement is false, change the underlined word or phrase to make it true.
20. **Evaluate** How might traits such as honesty, integrity, responsibility, and respecting the dignity of others contribute to self-esteem and self-confidence? What actions could a teen take to demonstrate each of these positive characteristics?

21. **Suggest** Identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability.

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**Career Corner**

**Psychiatrist** Psychiatrists are medical doctors who diagnose and treat people with mental health problems. They may specialize in child and adolescent psychiatry, geriatrics, or addictions.

Psychiatrists complete a four-year college degree, four years of medical school, and one to seven years of residency training. Learn more about this and other health careers by clicking on Career Corner at health.glencoe.com.

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**Standardized Test Practice**

**Reading & Writing**

Read the paragraphs below and then answer the questions.

It is time for some new thinking on the subject of suspending students from school. Suspension is not an appropriate or effective punishment. Why not require students to perform community service instead?

Community service would give students a chance to learn something new. It would also allow them to contribute to society. Students assigned to a local soup kitchen or community center would return to the classroom with a better sense of what the outside world is like. Time away from the classroom would benefit students and teachers. While disruptive students are performing community service, classroom teachers and other students would have a break from the stress of interrupted class work.

1. Which statement best summarizes this passage?
   - A) Students who misbehave should be required to perform community service.
   - B) Community service is better than suspension for disciplining students.
   - C) Students who are suspended should also perform community service.
   - D) Only by performing community service can students learn to behave.

2. What is the purpose of this passage?
   - A) to inform readers about suspension problems
   - B) to persuade readers to think about an alternative idea
   - C) to express an opinion about current suspension rules
   - D) to explain why community service is worthwhile

3. Write a paragraph suggesting an alternative solution for classroom discipline problems.