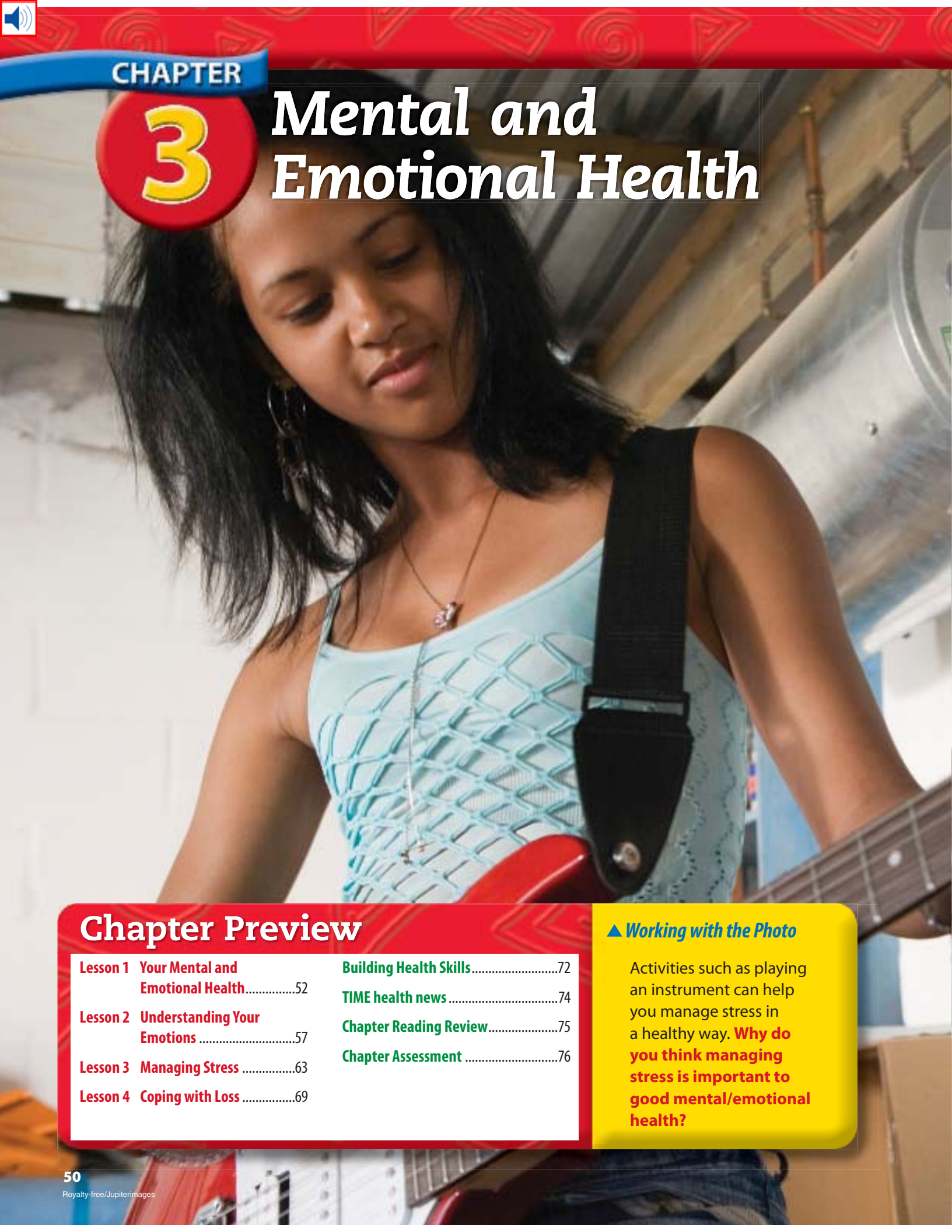




Mental and Emotional Health



Chapter Preview

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▲ Working with the Photo

Activities such as playing an instrument can help you manage stress in a healthy way. **Why do you think managing stress is important to good mental/emotional health?**

Start-Up Activities



Before You Read

Do you know how to cope with stress? Answer the Health eSpotlight questions below and then watch the online video. Keep a record of your answers.

VIDEO

Health eSpotlight

Coping with Stress



Juggling the demands of school, jobs, and friends can be a difficult task, leading some teens to experience anxiety and, in some cases, depression. How do you cope with stress? What advice would you give to a friend who said he or she was stressed-out?

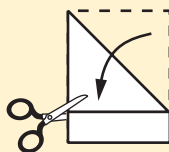
Go to glencoe.com and watch the health video for Chapter 3. Then complete the activity provided with the online video.

FOLDABLES® Study Organizer

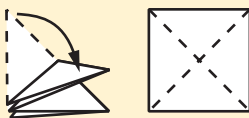
As You Read

Make this Foldable® to help you organize the main ideas on mental and emotional health in Lesson 1. Begin with a plain sheet of 8½" × 11" paper.

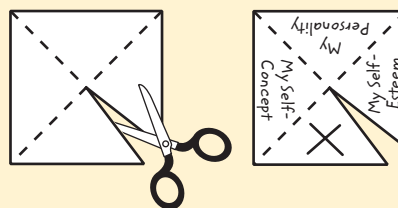
1 Line up one of the short edges of a sheet of paper with one of the long edges to form a triangle. Fold and cut off the leftover rectangle.



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



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



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



Write the main ideas on mental and emotional health on the back of the appropriate side of the pyramid.

Go Online

Visit glencoe.com and complete the Health Inventory for Chapter 3.

Lesson 1

Your Mental and Emotional Health

Guide to Reading

Building Vocabulary

As you read this lesson, write each new highlighted term and its definition in your notebook.

- adapt (p. 52)
- personality (p. 53)
- self-concept (p. 54)
- self-esteem (p. 55)
- resilience (p. 55)

Focusing on the Main Ideas

In this lesson, you will learn to

- **recognize** traits of good mental and emotional health.
- **identify** factors that influence your self-concept.
- **develop** skills to build your self-esteem.
- **practice** communication skills to improve your mental and emotional health.

Reading Strategy

Finding the Main Idea Copy each of the main headings from the lesson into your notebook. For each, write one sentence that states the main idea.

FOLDABLES Study Organizer Use the Foldable® on p. 51 as you read this lesson.

Quick Write

In a short paragraph or poem, describe your personality. Use descriptive words and give examples.

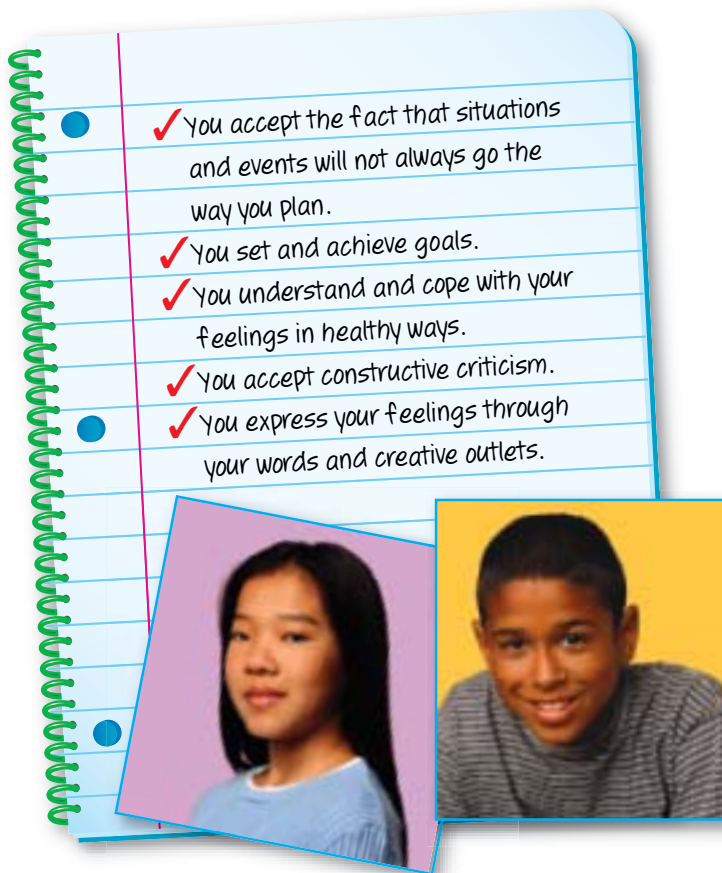
**Mental and Emotional Health**

Do you have a positive outlook on life? Do you deal effectively with challenges when they arise? If you answered yes to these questions, you probably have good mental and emotional health. People with good mental and emotional health are able to accept themselves and others. They also know how to **adapt**, or *adjust to new situations*.

Other traits of people who are mentally and emotionally healthy appear in **Figure 3.1**. Which of these traits do you have?

- ▶ Your mental/emotional health affects every aspect of your life. **What strategies can you use to improve your mental/emotional health?**





◀ FIGURE 3.1

MENTAL/EMOTIONAL HEALTH CHECKLIST

Copy this checklist onto a sheet of paper. Place a check mark next to those traits that currently describe your mental/emotional health. Be as honest as you can. **Can you think of any other traits that describe good mental/emotional health?**

What Makes You Who You Are?

Have you ever thought about what makes you unique? You have a number of qualities that make you who you are. The teen years are a time to develop these qualities and learn more about yourself. You develop your physical and mental abilities. You discover the kinds of people you want to build relationships with and the kinds of activities you enjoy. You also begin to form your own values and to understand the importance of standing behind them. All of these things help shape the unique and special person that you are.

Personality and self-concept also play a big role in shaping who you are. Both of these factors are especially influential during your teen years. Therefore, it is important to develop your personality and self-concept in positive and healthy ways. This can help you develop good mental and emotional health.

Your Personality

Are you outgoing and friendly? Are you shy? Are you someone who takes charge of a situation, or do you wait to be told what to do? These are a few of the many qualities that define your personality. **Personality** is the unique combination of feelings, thoughts, and behaviors that make you different from everyone else.

- ▼ Your personality and self-concept are two factors that determine your mental and emotional health. **How do you view yourself?**





Connect To... Science



Learning from Mistakes

What do Thomas Edison, Alexander Graham Bell, and Booker T. Washington have in common? They were all inventors who failed many times before they succeeded in making a discovery. They all learned from their own mistakes and those of others to advance their ideas.

Use outside resources to learn about a person who invented something. List the challenges he or she faced before finally succeeding.



Your personality affects how you handle problems and new situations. How would you feel about moving to a new school, for example? Would you be excited and confident, or scared and nervous? Different people react in different ways to the same situation.

Your Self-Concept

When you see your reflection in the mirror, who do you see looking back at you? How do you believe others see you? Your answers to these questions reveal your **self-concept**. This is *the view you have of yourself*. The environment in which you live affects your personal health. It influences your self-concept.

Self-concept begins to form in early childhood. It grows out of your experiences and relationships with those around you. The earliest influence on self-concept is family. Members of a loving family support and care for each other. Children brought up in this kind of environment are more likely to develop a positive self-concept.

As you grow older and begin school, your peers and teachers influence your self-concept through their words and actions. Praise from a teacher or coach for a job well done promotes a positive self-concept. Being ignored or teased by peers can have the opposite effect.

When a teen with a positive self-concept makes a mistake, the teen learns from the mistake and moves on. Those with a negative self-concept might feel like one mistake means that everything they do is wrong. This type of attitude can stand in the way of achieving your goals. It is important to remember that everyone makes mistakes. If everyone let a single mistake hold them back, nobody would accomplish anything.

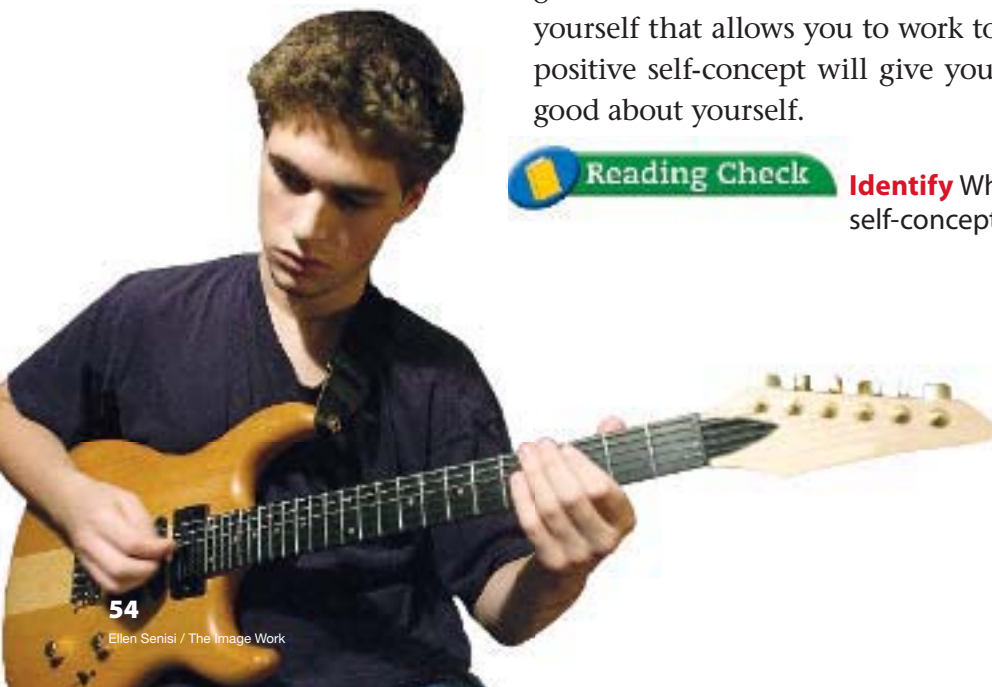
Working toward a positive self-concept is an important part of good mental and emotional health. It can help you form a view of yourself that allows you to work toward and achieve your goals. A positive self-concept will give you confidence and make you feel good about yourself.



Reading Check

Identify What two factors influence your self-concept?

- ◀ Part of this teen's self-concept is "musician."
What are some ways that you define yourself?
What are some of your skills and talents?



Self-Esteem

Your personality and self-concept affect the way you feel about yourself. They affect your **self-esteem**. This is *the way you feel about yourself, and how you value yourself*. When you have high self-esteem, you feel appreciated and valued as a person. You have a high degree of confidence in your abilities, and you meet new challenges with a “can-do” attitude. When things go wrong, you are resilient. **Resilience** is *the ability to bounce back from disappointment*. Resilience is an important personality trait to develop. It enables you to get back on your feet after a disappointment and keep moving forward.

Maria is an example of a resilient teen. Maria spent months practicing to try out for the cheerleading squad. On the day of tryouts, she felt ready, and was sure she would make the team. Maria was disappointed when she was not chosen, but she did not let that stop her. She still practiced cheerleading in her free time because she loved it, and she hoped it would help her make the team next year. She also decided to join the school choir. She wanted to focus on her other strengths as well as get involved in a school activity. She used strategies for improving and maintaining her personal health as a way to develop her self-esteem.



Reading Check

Define What is *resilience*?



Building Self-Esteem

Whether your self-esteem is high or low, it can always be improved upon. You can develop skills to build your self-esteem and feel good about yourself. These skills can increase your overall level of mental/emotional health. The skills you can practice include:

- **List your strengths.** Identify your talents and abilities. Everyone has special talents and skills. Make a list of them. For example, you may be a loyal friend or a good listener. You may also be a really good basketball player or writer.
- ▶ Recognizing your talents is one way of building your self-esteem.
How does high self-esteem benefit your health?



Go Online

Topic: Body Image and Self-Esteem

Visit glencoe.com for Student Web Activities to learn about how the image you have of your body can affect your self-esteem.

Activity: Using the information provided at the link above, create a questionnaire that tests for self-esteem and body image.





- **Remember that everyone makes mistakes.** No one is perfect. Making mistakes is part of being human. When you get something wrong, learn and grow from the experience.
- **Motivate yourself.** Identify your goals and what you need to do to reach them. Make a plan for getting from where you are to where you want to be. Achieving a goal you set for yourself will give you a sense of accomplishment.

Understanding and Managing Your Feelings

An important part of your mental and emotional health is managing your feelings. Like mental and emotional health itself, feelings can be complicated. Sometimes it is difficult to understand why you feel the way you do. In the next lesson, you will examine the subject of feelings more closely. You will also learn skills for managing your feelings.

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 1.



Reading Check

Give Examples What are three ways to build your self-esteem?



Lesson 1 Review



After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** Define *self-esteem*. Use the term in an original sentence.
2. **Recall** What are traits of good mental and emotional health?
3. **Explain** How does your personality affect how you handle problems and new situations?

Thinking Critically

4. **Evaluate** Review the traits of good mental and emotional health described at the beginning of the lesson and in Figure 3.1 on page 53. Which of these traits do you think is the most important, and why?

5. **Hypothesize** Shawn was hoping to make the gymnastics team but was turned down. Now he feels terrible and has vowed never to do gymnastics again. How can Shawn build his self-esteem?

Applying Health Skills

6. **Communication Skills** Like other areas of health, mental and emotional health is better on some days than others. Think about messages that would help you feel better when your mental and emotional health is low. Make a list of these. Remember your list when you are having a low day.

Lesson 2

Understanding Your Emotions

Guide to Reading

Building Vocabulary

Some of the terms below may seem familiar. Write these terms in your notebook, adding definitions in pencil. As you come across them in your reading, finalize the definitions in pen.

- emotions (p. 57)
- anxiety (p. 58)
- panic (p. 59)
- emotional needs (p. 61)

Focusing on the Main Ideas

In this lesson, you will learn to

- **identify** common emotions.
- **express** emotions in healthy ways.
- **recognize** healthy ways to meet emotional needs.
- **practice** healthful behaviors to manage anger.

Reading Strategy

Classifying Make a chart that shows some common emotions and healthy ways to express them.

Quick Write

Think about times when you have been upset or angry over something. Try to recall how you dealt with these feelings.

What Are Emotions?

Terri had worked hard over the past several months campaigning to be the student council president. Today, she stood side by side with her opponents on the stage of the school auditorium. The results of the vote were about to be announced.

Have you ever been in a situation like Terri's? Even if you have not, you can probably imagine her emotions at this moment.

Emotions are *feelings created in response to thoughts, remarks, and events*. Some common emotions are shown in **Figure 3.2**.



◀ It is healthy to express happiness about an achievement. **How do you celebrate your accomplishments?**

▶ FIGURE 3.2

SOME COMMON EMOTIONS

This table lists several emotions that most people experience regularly. **Which of these emotions have you experienced?**

| Emotion | Description |
|-----------|---|
| Anger | Strong feeling of displeasure that results from being harmed or hurt |
| Empathy | Ability to experience the emotions of another person |
| Fear | An emotion that can help keep you safe from danger |
| Happiness | A sense of well-being, of feeling good about life in general |
| Jealousy | Resentment or unhappiness at another's good fortune |
| Love | A combination of caring and affection that binds one person to another |
| Sadness | A normal, healthy reaction to an unhappy event or disappointment |
| Sympathy | Ability to understand and share another's problems or sorrow because you have had similar problems or felt similar sorrow |



Expressing Emotions

There are many ways to express how you feel. When you look around you, you can see people expressing emotions in different ways. No emotion is either good or bad by itself. What is important is how you *express* your emotions. The way you express emotions affects your mental/emotional, social, and physical health. Therefore, learning to express emotions in healthy ways is important to maintaining good health. Some basic emotions that you can learn to express in healthy ways include anxiety, fear, and anger.



Expressing Anxiety

Have you ever had “pregame jitters” or waited backstage for your entrance in a performance? At these times, your heart beats faster and your stomach may churn. These physical responses are typical of anxiety. **Anxiety** is a state of uneasiness, usually associated with a future uncertainty.

Mild anxiety can actually be helpful. It gets your body ready for action and increases your energy levels. This energy can improve your performance. When anxiety builds up, however, it is not helpful. It can interfere with normal and necessary functions like sleeping and eating. To help you deal with feelings of anxiety, you can use resources from your home, school, and community. For example, talking through a problem with a family member, friend, or counselor can help you express your anxiety in a positive way. Sharing your feelings of anxiety with others may give you the reassurance and encouragement you need. When you do overcome anxiety, you build resilience. Another way to manage anxiety is to meet challenges “head on.” Escaping from or avoiding situations is



Social Worker



Social workers help people live the best way they can in their environment, deal with their relationships, and solve personal and family problems. There is an especially high demand for social workers who specialize in substance abuse or older adult care. If you want to be a social worker, you should take psychology and sociology classes.

What qualities does a social worker need? Go to Career Corner at glencoe.com to find out.



Mark Ludak/The Image Work

not helpful. When you meet a challenge, the anxiety may not be as bad the next time you face a similar challenge.

A heightened state of anxiety produces **panic**, a feeling of sudden, intense fear. Symptoms of panic include dizziness and a pounding heart. You will read more about extreme anxiety and panic in the next chapter.

Expressing Fear

Sometimes, the anxiety you feel is related to fear. Have you ever jumped at a sudden loud noise? This reaction is an expression of fear. Fear is your mind and body's alert system. It prepares you for quick action in case a real threat exists. Therefore, expressing fear can be positive because it can help keep you safe from danger.

However, some fears, such as the fear of failure, may keep you from doing things you want or need to do. Fear stops being a protective force when it becomes a central focus in your life. Being afraid all the time is emotionally and physically draining. A positive way of expressing fear is to talk about it with a family member or friend. Support from family and friends can sometimes help you overcome your fears.

Reading Check

Explain In what way is fear a helpful emotion?



Expressing Anger

Everyone feels angry sometimes. A younger brother or sister scribbles all over your homework. A friend you were supposed to meet shows up late and has no excuse. Showing anger is not only normal, it is also an important emotional **release**. Keeping this emotion bottled up inside can be physically and emotionally harmful.

Although it is good to express anger, you need to express it in a healthful way. Assuming responsibility for expressing anger in appropriate ways is a positive health behavior. The Health Skills Activity on page 60 gives specific suggestions for expressing anger appropriately. Yelling at the cause of your anger is not a good solution. Neither is using threats, sarcasm, or other negative forms of behavior. These actions will only worsen the problem.



▲ Anxiety is uneasiness, usually over something that is about to occur. **Name a school-related event that has caused you to feel anxious.**

Academic Vocabulary

release (ree LEES) (noun) relief, liberation. *Crying and laughing are examples of emotional release.*



Health Skills Activity

Practicing Healthful Behaviors

Anger Management

When emotions are running high, they can be difficult to control. It is at these times, though, that self-control is most important. The next time you feel angry, try these steps:

1. Take a deep breath. Try to relax.
2. Identify the specific cause of your anger. If necessary, leave the room so that you can collect your thoughts.
3. When you are calm enough to speak, tell the other person how you feel and what action has caused you to feel this way.
4. Write down your thoughts in a journal.
5. Practice the relaxation skills that are described in the next lesson.
6. Do a physical activity. A positive way to manage stress is to keep physically active.
7. Look for opportunities to laugh. Keeping a sense of humor is also a positive skill for managing anger.

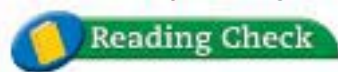
With a Group

Role-play a situation in which one or both of you is upset over something. Use anger-management skills to express your anger in a healthy way. Be prepared to perform your role-play for classmates.

Defense Mechanisms

Defense mechanisms are strategies that help people deal with strong emotions. Everyone uses them. Denial and displacement are two defense mechanisms. *Denial* is *refusing to accept what is real*. For example, Gina's dog just died, but she acts like her dog is still alive. *Displacement* is *taking your feelings out on someone other than the person who hurt you*. James is angry that he wasn't picked to be on the baseball team. When he goes home, he pushes his little brother. Both Gina and James used defense mechanisms because they didn't want to deal with the stress in their lives.

Some defense mechanisms can be helpful because they can keep you from feeling too much pain. However, they can also keep you from dealing with your problems. Sublimation is a defense mechanism that can help you deal with stress. *Sublimation* is *taking strong feelings like anger or sadness and using them in a positive way*. You can deal with anger or sadness by talking to a friend, going for a walk, or writing in a journal.



Reading Check

Analyze Describe two defense mechanisms. How can they be both helpful and harmful?



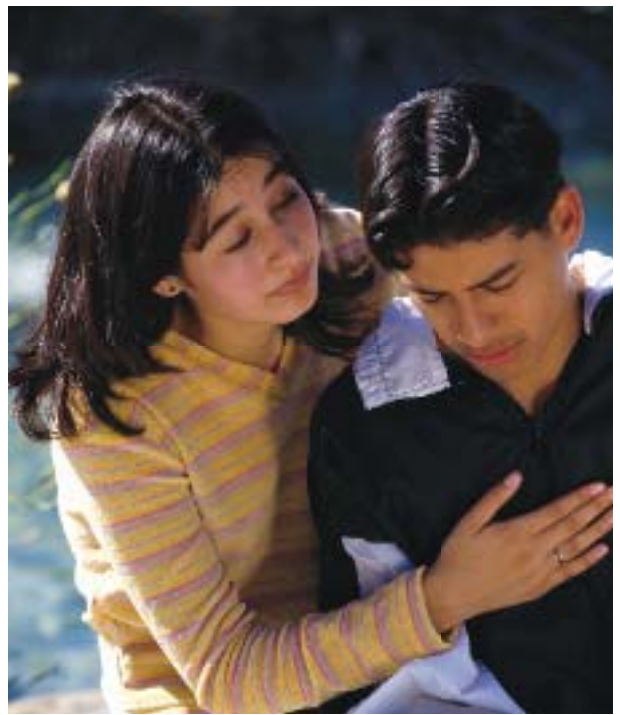
Royalty-Free/Getty Images

Recognizing Emotional Needs

Just as everyone has emotions, everyone has emotional needs. These needs can be as important as physical needs such as water, food, and sleep. **Emotional needs** are *needs that affect your feelings and sense of well-being*. It is important to distinguish between a need and a want. A need is something that you must have, like warm clothes in the winter. A want is something you would like to have, like a video game or a CD.

There are three main emotional needs.

- **The need to love and be loved.** Love—caring for others and feeling cared about—is a basic human need. It directs many of the decisions we make and the actions we take. Your need to be loved—to feel special—is met by your family and friends.
- **The need to belong.** You are a member of your family and your class. You may belong to clubs or teams in or outside your school. This sense of belonging is essential. It lets you know there are others who accept and respect you.
- **The need to make a difference.** You need to feel that you are making a contribution, that your life has meaning, and that you are accomplishing something.



▲ When this teen has a problem, he is comforted by loved ones. **Why do you think it is important to have our emotional needs met?**



Healthy Ways to Meet Emotional Needs

There are healthy and unhealthy ways of meeting emotional needs. How you meet these needs is largely a matter of choice. For example, one healthy way to meet your need for love is to show others that you care about them. Offer to help out at home without being asked. Ask a friend how his or her day went. Encourage others when they feel down. When you show others that you care about them, they are more likely to show you the same caring.

As for your need to belong, think about your favorite hobbies or activities. What do you enjoy doing in your free time? Perhaps there is already a group or club devoted to it. Membership in this type of group will help satisfy your need to belong. It will also promote your social health by putting you in contact with others with similar interests. You may discover it is easier to build a friendship when you share a common interest.

To meet your need to feel you are making a difference, you could try volunteering. Find out some ways that you can help your community. You can offer the gift of your time or talents,



- ▶ Joining a group or team can meet your emotional need to belong. **What are some healthy ways to meet your emotional need to make a difference?**



Alistair Berg/Trax/Getty Images

teaching others to do something that you love to do. Having a positive influence on others will give you a sense that you are making a difference.

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 2.

Reading Check

Identify Which emotional need can be met by friends and family members?

Lesson 2 Review

After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** Define *panic*. Which emotion does panic grow out of?
2. **Recall** What are mixed emotions?
3. **Explain** What are the basic human emotional needs?

Thinking Critically

4. **Analyze** Rick is annoyed at a teammate whose mistake on the field caused the team to lose the game. What emotions is Rick probably feeling? Explain.

5. **Synthesize** Certain character traits such as caring and respect help meet emotional needs. For example, a person who feels cared for will feel secure and loved. Give another example of a character trait and the emotional need it can meet.

Applying Health Skills

6. **Advocacy** Create a flyer that informs students of volunteer opportunities for teens in your community.

Lesson 3

Managing Stress

Guide to Reading

Building Vocabulary

As you read this lesson, try to identify which terms below are causes of other terms. Which are effects?

- stress (p. 63)
- stressor (p. 64)
- fight-or-flight response (p. 64)
- adrenaline (p. 65)
- time management (p. 67)

Focusing on the Main Ideas

In this lesson, you will learn to

- **identify** the causes of stress.
- **describe** how your body responds to stress.
- **develop** skills to manage stress in your life.

Reading Strategy

Organizing Information Look at Figure 3.4. List each body part in the chart. Tell how each is affected by stress.

What Is Stress?

As Scott waited for the midterm exam to start, his heart raced. His palms sweated, and his stomach felt like it had been tied in knots. What Scott was experiencing was a common form of anxiety called stress. **Stress** is *the body's response to change*. It is a normal reaction to certain situations or events in your life. The long-term physical effects of stress include nervous habits and problems sleeping or eating. Biting or picking your fingernails is an example of a stress-related habit.

Not all stress is bad. In fact, some stress is necessary. Positive stress can motivate you to do your best. For example, a small amount of stress can get you ready for a big game. Stress can also make you more alert and improve your concentration. This type of stress can help you perform to your fullest when faced with a big exam.

- ▶ Stress is a normal part of life. **What are some healthy ways of coping with stress?**


Quick Write

Identify some causes of stress in your life that you have experienced more than once. Choose one, and write about steps you could take to lessen the effects of stress.





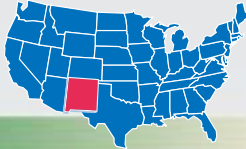
What Teens THINK



In your opinion, what causes the most stress for teens?

The things that cause the most stress for teens are school and peer pressure. We want to do well in school even if we aren't good at something. Peer pressure is also stressful because teens feel pressure to fit in no matter what they have to do.

Lydia F.
Albuquerque, NM



Causes of Stress

Anything that causes stress is called a **stressor**. A stressor ranges from everyday annoyances to serious personal problems. They can be positive or negative. Have you ever been too excited to sleep? Maybe you feel this way the night before your birthday or at the start of a vacation. Positive and negative stress share similar symptoms.

Negative stressors can be minor events or major life-changing events. Some common stressors among teens appear below in **Figure 3.3**. Not all people respond the same way to a given stressor. For example, doing a presentation in front of the entire class may be stressful to one student but not to another. What are some common stressors in your life?

The Body's Response to Stress

Although stress is an emotional reaction to events, your body is also affected. The **fight-or-flight response** is the process by which the body prepares to deal with a stressor. Fighting or fleeing is the body's

FIGURE 3.3

SOME COMMON TEEN STRESSORS

Different people respond to stressors differently. **If you were to rank these stressors in terms of most to least stressful, which would come first? Which would you put last?**

| Extremely Stressful | Somewhat Stressful |
|---|--|
| Separation or divorce of parents | Arguing with a sibling or friend |
| Family member's alcohol or drug problem | Moving to a new home |
| Getting arrested | Going to a new school |
| Failing classes | Getting glasses or braces |
| Being suspended from school | Arguing with a parent |
| Starting to use alcohol or other drugs | Worrying over height, weight, or acne |
| Loss or death of a pet | Getting a lead role in the school play |
| Family member having a serious illness | Being sick or injured |



natural response to threats of harm. Imagine a situation in which you feel afraid. For example, you are walking past a yard when a large dog starts barking at you. Your body undergoes changes that prepare it to act. One is the release of **adrenaline**. This is *a hormone that gives the body extra energy*. In the example of the dog, your response might be to back away. **Figure 3.4** shows how various body parts respond to stress.

Reading Check Define What is adrenaline?

Excess Stress

Although some stress can be useful, your body can handle only so much. When stress—positive *or* negative—is **intense**, your health suffers. Excessive stress can affect all sides of your health triangle:

- **Physical Health:** People with too much stress may have headaches, digestive problems, and high blood pressure. Ongoing stress can tire you out physically and reduce your body’s ability to fight infection.

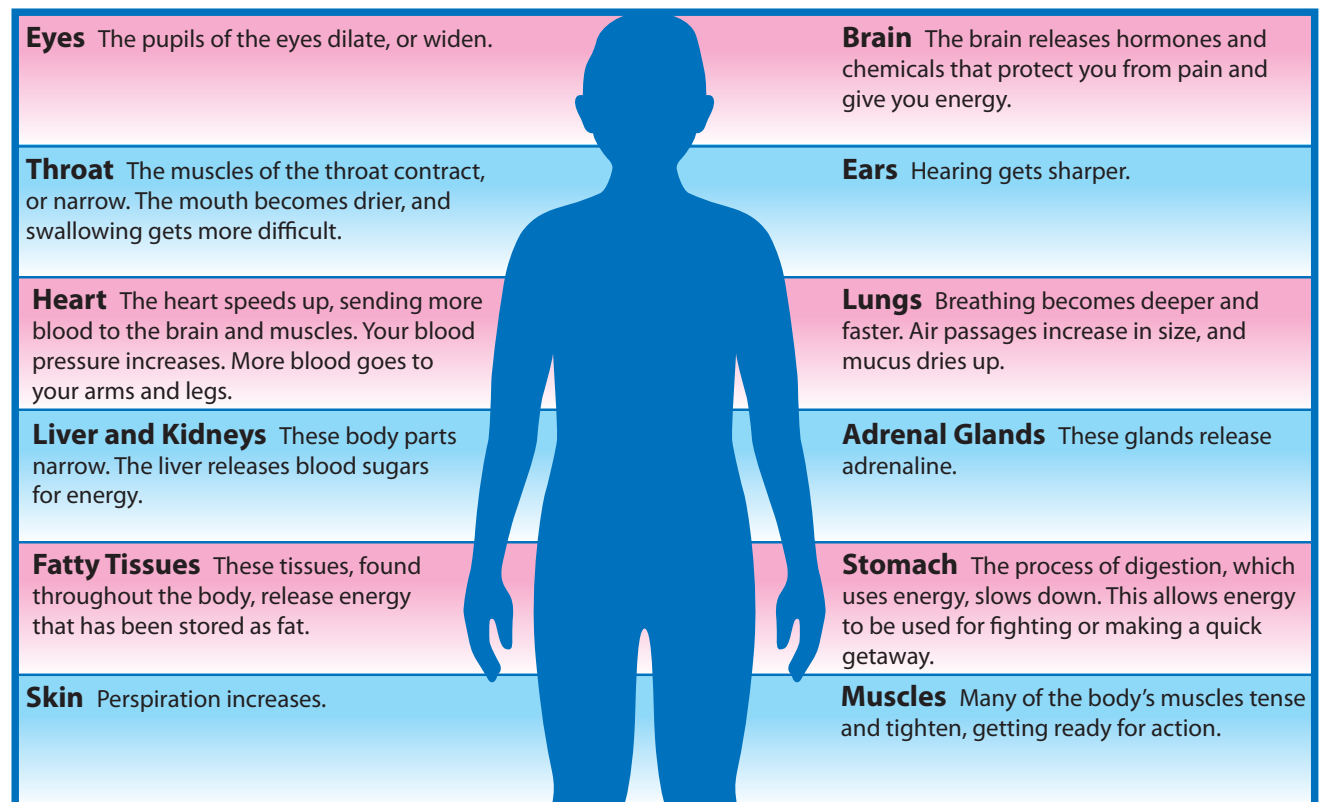
Academic Vocabulary

intense (in TENS)
(adjective) extreme.
Olivia feels intense stress because she is singing a solo in the school play.

FIGURE 3.4

THE BODY’S RESPONSES TO STRESS

Many parts of your body respond to stress. **How do the lungs respond?**





Health Skills Activity

Stress Management

Stress Chasers

When you are feeling tense, doing some simple exercises can reduce stress. Practice the exercises below. Remember them for those stressful times when you need them.

- **Shoulder Lift.** Hunch your shoulders up to your ears for a few seconds, then release. Repeat.
- **Elastic Jaw.** Take a few deep, relaxing breaths. Open your mouth, and shift your jaw to the right as far as you can without discomfort. Hold for a count of three. Repeat on the left side.
- **Fist Clench.** Make a fist. Tense the muscles in your hand and forearm, then release. Repeat this with your other hand.

On Your Own

Estimate your current level of body tension or stress. Use a scale of 1 to 5, where 1 is *Totally Calm* and 5 is *Very Stressed*. Then perform one of the exercises listed here. When you are done, write down your estimated level of body tension. Repeat for each of the other exercises. How did each exercise affect your tension level? Compare your results with those of classmates.

- **Mental/Emotional Health:** Excessive stress can make you feel anxious, moody, and irritable. It can interfere with your schoolwork and take away your desire to have fun.
- **Social Health:** Some people under extreme stress will yell at those around them. Others withdraw, or back off, from social contacts.

These reactions are your body's way of telling you that it is overwhelmed. You need to manage your stress.

Skills for Managing Stress

You cannot remove stressors from your life, but you can manage the stress they cause. One way is to practice good health habits. This includes eating well and getting enough rest, especially during the teen years. When your level of wellness is high, you feel good and are better able to handle problems.

Specific skills can also help you deal with stress. These include relaxing, laughing, and maintaining a positive outlook. In addition, staying physically active, managing your time, and socializing with family and friends are great ways to deal with stress.



Royalty-Free/Getty Images

Relaxation

Did you know you have the ability to slow down your heart rate? This ability is part of the stress-management skill known as *relaxation*. Relaxation makes you feel less tense. It helps you sleep better at night, which is an effective stress-reducing tool. Other relaxation skills include taking deep, even breaths and doing exercises that relax your muscles. Even quiet activities, such as reading a book or magazine, can help you relax and reduce stress.



Reading Check

List What are three specific skills for managing stress?

Laughter and a Positive Outlook

One of the great stress relievers is a good laugh. If you can find a way to laugh when you are tense, you will find that it redirects the energy that stress creates. Think of a funny situation the next time you feel tense, or remind yourself of a good joke.

Even if you cannot laugh, try to maintain a positive outlook. Think positive thoughts. Remind yourself to look at the big picture and keep things in perspective. Ask for help if you need it.

- ▲ When you are feeling overwhelmed, having a good sense of humor can be a great help. **What are some other actions you could take that would bring a smile to your face?**



Physical Activity

One of the healthiest ways to manage stress is to do something physical. Run around the block or a track at school. Shoot baskets. Dance to your favorite CD. When you are physically active, your brain releases chemicals that positively affect your mood. You tend to feel happier and more relaxed.

Time Management

One of the biggest causes of stress for teens is scheduling. Do you have trouble finding enough time for activities, chores, and homework? A skill that can help is **time management**, *strategies for using time efficiently*. The key to time management is arranging the hours in your day. One way of doing this is by making a day planner like the one in **Figure 3.5** on page 68. A day planner is an organized list of daily activities. Using a day planner can help you identify priorities and stay organized.



Reading Check

Explain What information goes in a day planner?



▼ FIGURE 3.5

PLANNER FOR TYPICAL WEEKDAY

Highlighting certain activities can help you identify priorities. On this schedule, school activities are highlighted in yellow. **Which activities are shown in light blue?**

12:30 P.M. Lunch
 1:15 P.M. Math
 2:00 P.M. Social Studies
 2:45 P.M. End of school; quick snack
 3:00 P.M. Field hockey practice
 4:00 P.M. Cello lesson
 4:45 P.M. Go home; start homework
 6:00 P.M. Dinner
 7:00 P.M. TV
 8:00 P.M. Finish homework
 8:30 P.M. Work briefly on poster for group project due next week
 8:50 P.M. Call Frannie
 9:00 P.M. Ready for bed

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 3.

Lesson 3 Review

After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Recall** What causes stress? Give several examples.
2. **Identify** What are three ways that your body responds to stress?
3. **Vocabulary** Define *time management*. Use the term in a sentence that describes how it reduces stress.

Thinking Critically

4. **Evaluate** Which stressor mentioned in the chapter affects you most? Explain why.

5. **Apply** As soon as Lisa came to class, she discovered that a report assigned two weeks earlier was due. Lisa had forgotten about it and was now feeling stress. How could using a planner have helped her?

Applying Health Skills

6. **Practicing Healthful Behaviors** One way to reduce stress is to prepare for it. Make a list of personal health behaviors that will prevent or reduce stress in your life. For example, identify physical activities you enjoy doing. Keep your list handy.

Lesson 4

Coping with Loss

Guide to Reading

Building Vocabulary

As you read this lesson, write each new highlighted term and its definition in your notebook.

- grief (p. 69)
- grief reaction (p. 69)
- coping strategies (p. 70)

Focusing on the Main Ideas

In this lesson, you will learn to

- **identify** stages in the grief reaction.
- **recognize** strategies for coping with personal loss.
- **provide** emotional support to someone who is grieving.

Reading Strategy

Predicting Quickly look at the main headings, figures, and captions before reading the lesson. Based on previous knowledge, tell what you think you might learn.

Loss

Loss is unfortunately an unavoidable part of life. Perhaps your team loses a game. Maybe your neighbor loses a bracelet that belonged to her grandmother. Losses can be very painful. Emotional pain can sometimes be more intense than physical pain.

One of the most painful types of loss is when someone close to you dies. This loss can be a relative, a friend, or even a family pet. At such times, it is normal for those who suffer the loss to experience grief. **Grief** is *the sorrow caused by the loss of a loved one*. How long grief lasts after a death depends on the individual.

The Grief Reaction

Any loss or serious disappointment can lead to a grief reaction. A **grief reaction** is *the process of dealing with strong feelings following any loss*. Major stressors in a person's life can cause a grief reaction. The stressor might be the breakup of a friendship following a big argument. It might be disappointment over getting turned down by a club or team. When it comes to grieving, judgments of *right* or *wrong* do not apply. People feel sad for different reasons.

Quick Write

Write a paragraph describing how you would help a friend who has lost a loved one.

- ▼ Friends can be a source of comfort when you are grieving. **What are some other ways of coping with loss?**





David Young/WorffPhotoEdit

The grief reaction usually occurs in five stages. Each stage has a different emotional state. These stages usually happen in the order shown below, but there are no hard and fast rules. Not all people go through all the stages.

Denial. Denial is usually the first stage you go through after a major loss. People who are in denial can't believe that the loss or serious disappointment happened. They may pretend that the loss or disappointment never happened.

▲ During the acceptance stage of the grief reaction, a person becomes ready to move on. **What are some ways that we remember loved ones whom we have lost?**

Anger. At this stage, you may feel intense bitterness or anger. In the case of a death, the feelings may be toward the person who died. They can even be directed at other family members or friends.

Bargaining. In the bargaining stage, you try to make a deal in order to fix your disappointment or bring back a serious loss. For example, you might think that if you try hard and get good grades on your next report card, your grandfather will be cured of his illness.

Depression. Deep sadness sets in at this stage. The reality of the loss begins to sink in. You begin to acknowledge, maybe for the first time, that the loss is permanent.

Acceptance. This stage, which often comes last, is one where you feel ready to move on with your life. The pain lessens. If the loss was a death, the person now becomes the subject of memories that you can always have with you.



Caring

It can be difficult and awkward to be around people who are grieving. Sometimes you may not know what to say. Yet, your presence can mean a lot to someone who you care about. It shows the person you are there for him or her.

Identify a situation other than a loss where a person might need caring.



Compare Explain the difference between grief and the grief reaction.

Coping with Grief

As everyone knows, there is no way to undo a loss. Fortunately, there are ways of coping with the grief that loss creates. These **coping strategies** are *ways of dealing with the sense of loss people feel at the death of someone close*. These strategies may help you during a very difficult time.

When you suffer a loss, sadness and crying are normal reactions. Shedding tears is a way that your body deals physically with strong emotions. Instead of keeping your emotions bottled up inside, share them with others. Sometimes just talking about it helps.

Helping Others Who Are Grieving

When someone close to you, such as a friend, suffers a loss, you can be a great help to that person. It is important, however, to understand the person's needs. Different people have different emotional needs. Here are some suggestions:

- Let the person decide how you can be a source of comfort. Do not insist on talking or giving advice. Sometimes you can be a big source of comfort just by being there. Ask the person what you can do to help.
- Respect the person's feelings. Remember that feeling sad is not wrong or immature. The loss a person feels may not seem important to you, but it may cause great pain to the other person.
- Allow the person to decide how much time he or she need to recover. Some people get over losses faster than others. It is up to each individual to decide how long to grieve.

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 4.

Reading Check

Define What are *coping strategies*?

Lesson 4 Review

After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** What is *grief*?
2. **Recall** Name the five stages in the grief reaction.
3. **List** What are three ways of showing emotional support for someone who is grieving?
4. **Explain** What are some coping strategies for dealing with grief?

Thinking Critically

5. **Synthesize** How might coping with a personal loss be said to be both emotional and physical?

6. **Evaluate** Trish just found out her best friend is moving away. Trish is feeling sad and upset. Trish's sister Brittany told her she needs to "get over it." Do you think Brittany's words show emotional support? Explain your answer.

Applying Health Skills

7. **Managing Stress** The death of a loved one can be a very stressful experience. Talk with a grandparent or other older adult about strategies for managing this stress. Share your findings with classmates.

Building Health Skills

Accessing Information
Practicing Healthful Behaviors

Stress Management

Analyzing Influences
Communication Skills
Refusal Skills
Conflict Resolution
Decision Making
Goal Setting
Advocacy

What Is Stress Management?

Stress management includes activities and behaviors that help you deal with stress in a healthy way. When you experience stress, do one or more of the following:

- Get plenty of sleep.
- Think positive thoughts.
- Make time to relax.
- Be physically active.
- Talk to someone you trust.
- Manage your time wisely.

Putting Stress in Its Place

Follow the Model, Practice, and Apply steps to help you master this important health skill.

1 Model

Read how Alexa uses stress-management skills to help her relieve stress.

Alexa has a busy schedule. She works on the school newspaper and plays on two school sports teams. Lately, Alexa has been having trouble sleeping.

Her teacher, Mrs. Grace, explained that Alexa's hectic schedule could be causing her stress. She showed Alexa a strategy for managing her stress.

- **Identify Sources of Stress:** Besides her packed schedule, Alexa was feeling anxious about her upcoming performance in the school play.
- **Set Priorities:** First, she decided which after-school activities were most important to her. She decided to eliminate one after-school sport.
- **Manage Your Time Wisely:** After reducing her activities, Alexa made a day planner to help her stay organized.

The plan worked! Before long, Alexa found herself falling asleep the minute her head hit the pillow.

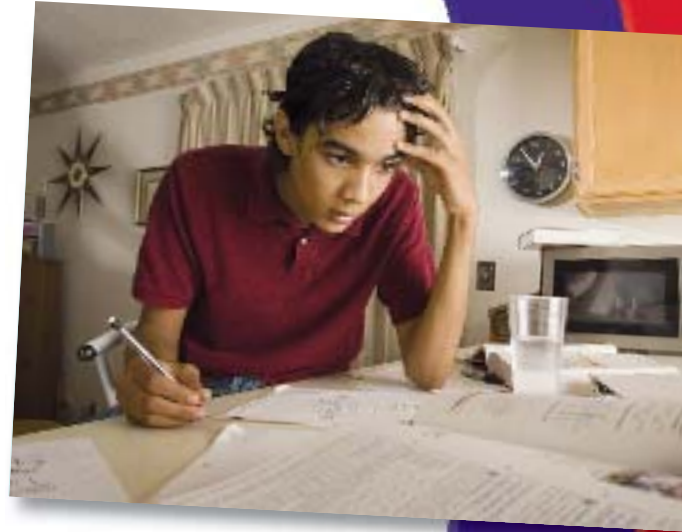


2 Practice

Use stress-management skills to help Dima resolve his conflict with his sister.

Dima and his sister share a computer at home. Each of them feels the other “hogs” the computer after school. Dima is sometimes up late at night doing his homework as a result of this problem. He is tired at school the next day and finds it hard to concentrate during his classes. Use the three-step stress-management strategy to solve the problem as you think Dima might. Use these questions to guide your work:

1. What is the source of the stress?
2. What priorities could Dima and his sister set?
3. How could time management apply to this situation?



3 Apply

Use what you have learned about stress management to complete the activity below.

With a group, write an article for a school newspaper about stress. In your article, explain the effects of stress. Then, choose one source of teen stress. Give examples that show how to set priorities and manage time to reduce this source of stress. Share your article with the rest of the class.

Self-Check

- Did we explain the effects of stress?
- Did we describe a source of stress for teens?
- Did we show how to set priorities and manage time to reduce stress?

Looking for ways to manage stress in your life? The tips on this page can help!

STRESS STOPPERS

Whether it's from schoolwork or issues with friends, pressure has a way of popping up all over the place. Keep a handle on the stress in your life by...

HAVING FUN

After-school activities are a great way to blow off steam. Just make sure they make life more fun—not more stressful! Here's how:

1. Follow your heart. Don't think about whether other kids think a club is cool or not. You'll enjoy yourself more if the activity is something that interests you.
2. Don't let extracurriculars run your life. Limit yourself to a few clubs or teams at a time. You can always try a new one next semester.
3. Make it a bonding experience. Sometimes extracurriculars are less about the actual activity and more about the chance to make friends.

GETTING TO KNOW YOUR TEACHER

Prevent stressful situations in the classroom by building a good relationship with your teacher.

1. Figure out what kind of teacher you have. Is your teacher strict or laid back? The answer will tell you how to work in class. Really listen to your teacher about grading and class participation so you know what to expect.
2. Communicate after class. Even if you're just double-checking the details of an assignment, log some one-on-one face time with your teacher. It shows you're taking responsibility for your class performance.

TAKING A BREATH

To get rid of stress, try pausing for five minutes to focus on your breathing.

- Sit down and close your eyes.
- Take slow, deep breaths.
- If your mind wanders to the stress of your day, reign in your thoughts by concentrating on your breathing.
- Inhale slowly and hold the breath in for a few seconds.
- Now exhale, imagining you're exhaling any stress or tension.
- Keep at it for three to five minutes and you'll feel more calm and relaxed.



Reading Review



Visit glencoe.com to download quizzes and eFlashcards for Chapter 3.

FOLDABLES® Study Organizer

Foldables® and Other Study Aids Take out the Foldable® that you created for Lesson 1 and any graphic organizers that you created for Lessons 1–4. Find a partner and quiz each other using these study aids.

Lesson 1 Your Mental and Emotional Health

Main Idea Your mental/emotional health affects every aspect of your life.

- To adapt means to adjust to new situations.
- Your personality and self-concept are two factors that determine your mental and emotional health.
- Personality is the unique combination of feelings, thoughts, and behaviors that make you different from everyone else.
- Self-concept is the view you have of yourself.
- Traits of good mental and emotional health include having a healthy outlook on life, dealing effectively with problems, bouncing back from disappointment, and accepting yourself and others.
- Ways to improve your self-esteem include listing your strengths, learning from your mistakes, and motivating yourself.

Lesson 2 Understanding Your Emotions

Main Idea Emotions are feelings created in response to thoughts, remarks, and events.

- No emotion is either good or bad by itself. What is important is how you express them.

- Common human emotions include anxiety, fear, and anger.
- The basic human emotional needs are the need to love and be loved, the need to belong, and the need to make a difference.

Lesson 3 Managing Stress

Main Idea People respond to stress in different ways.

- Stress is the body's response to change.
- Stress is caused by positive or negative stressors.
- Excessive stress can affect your physical, mental/emotional, and social health.
- Positive ways to manage stress include relaxing, laughing, maintaining a positive outlook, staying physically active, and managing your time.

Lesson 4 Coping with Loss

Main Idea Loss is an unfortunate and unavoidable part of life.

- Any loss or serious disappointment can lead to a grief reaction.
- Stages in the grief reaction include denial, anger, bargaining, depression, and acceptance.
- Strategies for coping with personal loss include confronting your feelings, allowing yourself to cry, and letting others know how you feel.



After You Read

Health eSpotlight

VIDEO

Now that you have read the chapter, look back at your answers to the Health eSpotlight questions on the chapter opener. What steps do you take to cope with stress and anxiety? What would your answer be now?

Reviewing Vocabulary and Main Ideas

On a sheet of paper, write the numbers 1–6. After each number, write the term from the list that best completes each sentence.

- anxiety
- coping strategies
- emotional needs
- emotions
- personality
- self-concept
- self-esteem
- stress

Lesson 1 Your Mental and Emotional Health

1. Your _____ is the unique combination of feelings, thoughts, and behavior that makes you different from everyone else.
2. The view you have of yourself is your _____.
3. Your _____ is the way you feel about yourself, and how you value yourself.

Lesson 2 Understanding Your Emotions

4. _____ are feelings created in response to thoughts, remarks, and events.

5. A state of uneasiness, that usually relates to being uncertain about something in the future, is called _____.
6. Needs that affect your feelings and sense of well-being are your _____.

On a sheet of paper, write the numbers 7–11. Write **True** or **False** for each statement below. If the statement is false, change the underlined word or phrase to make it true.

Lesson 3 Managing Stress

7. Stress is the body's response to change.
8. The process by which the body prepares to deal with a stressor is called adrenaline.
9. Physical activity and laughter are two skills for managing stress.

Lesson 4 Coping with Loss

10. The grief reaction includes denial, anger, time management, depression, and acceptance.
11. One important grief strategy that can help you deal with sorrow over a loss is confronting your feelings head-on.

Thinking Critically

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

12. **Compare and Contrast** Kris and Tom are both on the hockey team. A big game is coming up. Kris is unable to eat or think about anything else. Tom, meanwhile, cannot wait for the day of the big game. Compare and contrast the teens' levels of anxiety.



- 13. Analyze** Felicia was very upset by the death of her cat. Her brother offered to get her a new cat, but this made Felicia feel worse. Explain what Felicia is going through. Also, explain her brother's attempt to make her feel better.
- 14. Synthesize** What are some time-management strategies a teen could use to reduce stress?

Write About It

- 15. Narrative Writing** Write a short story about a teen who is having a stressful day. In your story, identify the cause of the teen's stress. Show how the teen manages stress in healthy ways.



Applying Technology

Personal Awareness Cube

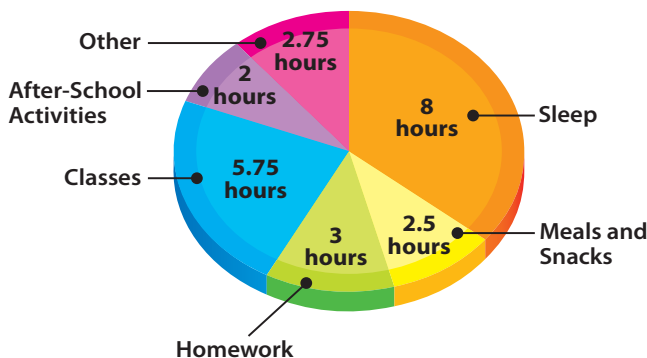
Using the draw tools in Microsoft Word®, you will create a Personal Awareness Cube, illustrating what makes you who you are.

- Open a new Microsoft Word® document. Use draw tools to form a 3-inch box. Copy and paste the box several more times, making a large square, 4 cubes tall, and 3 cubes wide.
- Write a few sentences for each box that discuss: personality, self-concept, self-esteem, expressing emotions, managing stress, and coping with loss.
- Drop digital images into your squares that demonstrate each of the six aspects of mental/emotional health mentioned above.
- Edit for accuracy of information, punctuation, grammar, clarity, and relevancy to peers.
- Save your project.

Standardized Test Practice

Math

One way of analyzing how you spend your time is by making a time pie chart like the sample chart shown. Use the sample chart to answer the questions that follow.



TEST TAKING TIP

Make sure you understand the different kinds of graphs and what each shows. Read the title of a graph for added information about what it contains.

1. Based on the number of hours per day this teen spends sleeping, it can be concluded that
 - A. the teen gets too little sleep.
 - B. the teen sleeps $\frac{1}{4}$ of the day.
 - C. the teen sleeps $\frac{1}{3}$ of the day.
 - D. the teen spends too much time sleeping.
2. The percentage of the day this teen spends on homework is
 - A. 12.5%.
 - B. 30%.
 - C. 3%.
 - D. 8.33%.