

# Mental and Emotional Health

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### ▲ Working with the Photo

Finding something you are good at helps you feel good about yourself. **What emotions do you think this teen is feeling at this moment?**

# Start-Up Activities



## Before You Read

What do you already know about mental and emotional health? Take the short quiz below. Keep a record of your answers.

### HEALTH QUIZ Answer *True* or *False* for each of the following statements:

1. You have no control over your mental and emotional health.
2. A person's self-esteem is tied only to his or her physical appearance.
3. One healthful way to manage your emotions is to talk to a friend or trusted adult about how you feel.
4. It's possible to get rid of stress completely.
5. Depression is a mental/emotional disorder.

ANSWERS: 1. False; 2. False; 3. True; 4. False; 5. True.

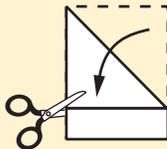
## FOLDABLES® Study Organizer



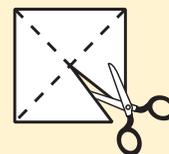
### As You Read

Make this Foldable® to help you record what you learn about mental and emotional health in Lesson 1. Begin with a plain sheet of  $8\frac{1}{2}'' \times 11''$  paper.

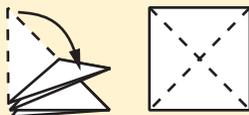
- 1** Line up one of the short edges of the sheet of paper with one of the long edges to form a triangle. Fold and cut off the leftover rectangle.



- 3** Cut up one fold line and stop in the middle. Draw an X on one tab, and label the other three as shown.



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



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



Take notes on the three factors that shape personality.

**Go Online**

Visit [glencoe.com](http://glencoe.com) and complete the Chapter 5 crossword puzzle.

## Lesson 1

# What Is Mental and Emotional Health?

## Guide to Reading

### Building Vocabulary

As you read this lesson, write down each new highlighted term and its definition.

- mental and emotional health (p. 145)
- personality (p. 146)
- empathy (p. 147)
- resilience (p. 147)

### Focusing on the Main Ideas

In this lesson, you will be able to

- **identify** the signs of mental and emotional health.
- **explain** the three most important influences on your personality.
- **describe** resilience and how it affects mental and emotional health.
- **demonstrate** communication skills by showing empathy to others through active listening.

### Reading Strategy

**Predicting** Skim the headings, photos, and captions in this lesson. Write down three pieces of information you think will be covered in this lesson.

**FOLDABLES** Study Organizer Use the Foldable® on p. 143 as you read this lesson.

## Quick Write

Think about a time when you felt disappointed. Write down how you dealt with your feelings.

## Understanding Mental and Emotional Health

Annie has three best friends. They spend hours Instant Messaging each other. She likes most of her classes at school, and her favorite subject is Spanish. She loves animals and wants to be a veterinarian. Annie often cracks jokes with her friends. Sometimes, though, she feels mad at the world and tapes a “Keep Out!” sign to her bedroom door. Like every teen, Annie has her ups and downs. She feels sad sometimes, but the feeling doesn’t usually last. Annie knows that having these feelings is a normal part of being a teenager.

- ◀ Enjoying the company of others is a sign of mental and emotional health. **How can you tell that these teens like being with each other?**





Richard Anderson

**FIGURE 5.1**

## MENTAL/EMOTIONAL HEALTH

Mental/emotional health is a part of the health triangle.

**Are all sides of your own health triangle equally strong?**



Annie shows many signs of **mental and emotional health**, *the ability to handle the stresses and changes of everyday life in a reasonable way*. She gets along well with others, has a positive outlook on the future, and a strong interest in school. Problems don't get her down for long. Having good mental and emotional health is an important part of **overall** health. **Figure 5.1** shows the health triangle you learned about in Chapter 1.

### Where Mental and Emotional Health Begins

James rarely gets enough rest and has a poor diet. His physical needs are not being met, which makes it hard for him to be mentally and emotionally healthy. Meeting physical needs means getting enough food, water, rest, shelter, and a sense of safety.

Your social needs also influence your mental and emotional health. These include the need to give and receive love, to feel recognized, and to feel connected to people you trust. It is easier to deal with problems when you feel connected to others. Think of a time when you talked a problem over with a friend. You probably felt better afterward.

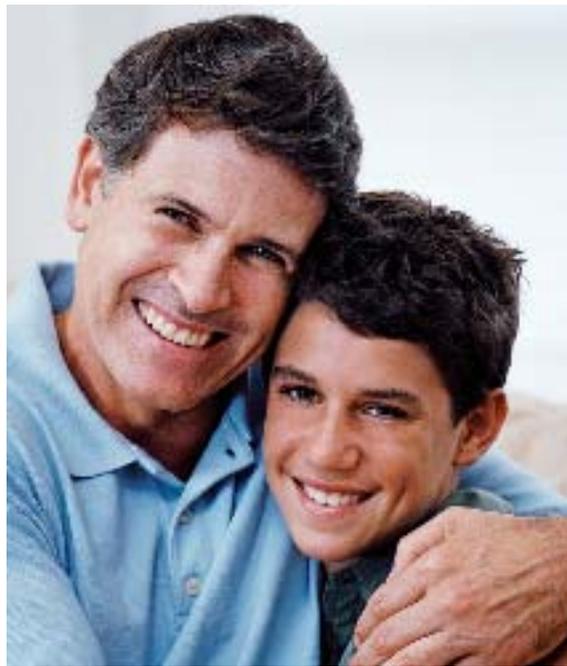
### Academic Vocabulary

**overall** (OH ver awl) *(adjective)* including everything; total, complete. *If you want to maintain good overall health, you must balance all sides of your health triangle.*



**Reading Check**

**Define** What is mental and emotional health?



## Accepting Who You Are

Accepting yourself is a key part of mental and emotional health. How do you accept yourself? First, you need to recognize your strengths and work on improving your weaknesses. That may be difficult for you to do right now, since you may not know yourself very well yet. If you're like most teens, you'll learn a lot in the next few years about your **personality**, which is *a combination of your feelings, likes, dislikes, attitudes, abilities, and habits*.

Royalty-free/Barnastock/SuperStock

## Influences on Your Personality

There is no one else exactly like you; your personality is unique. Many factors shape your personality. Three of the most important are heredity, environment, and behavior.



▲ Showing love to family members is a social need. **What are two other social needs?**



### Psychologist

**M** A psychologist is a licensed mental health professional who helps people solve their problems in one-on-one or group counseling. There will always be a need for psychologists because people will always need help understanding their feelings. If you want to be a psychologist, you can take psychology classes that cover many topics like mental illness and family health.

**What skills does a psychologist need? Go to Career Corner at [glencoe.com](http://glencoe.com) to find out.**

### Heredity

The passing of biological traits from parents to children is called heredity. The genes you receive from your parents control your eye color, skin color, and hair color. You may also have inherited some personality traits, such as being outgoing. You have no control over what traits you received from your parents. However, heredity is just one factor that shapes your personality.

### Environment

Your environment is your family and friends, your neighborhood, your school, and even the climate where you live. These play a big role in shaping your personality. For example, the people in Emily's family have a good sense of humor. They joke around a lot. Because of this, Emily learned how to be funny, and her friends enjoy her humor. Her personality might have turned out differently if she was raised in a different family.

### Behavior

Your behavior is how you act. It's a big part of your personality. Of the three influences on personality, you have the most control over your behavior. Each day, you face choices about how to respond to events and people in your life. The actions you choose to take show how you feel about yourself or others. Your choices reflect your core ethical values and can help you improve your mental and emotional health. You can choose behaviors that develop qualities or skills that are important to you.



**Identify** What are the three main influences on your personality?



## Signs of Mental and Emotional Health

Mental and emotional health often changes over time. Take Juan Carlos, for example. As a child, he moved from Mexico to the United States. Since he could not speak English, he felt different from his classmates and teachers for a long time. He also got poor grades. Over time, though, he learned to speak English, made friends, and began to do well in school. As these skills improved, so did Juan's mental and emotional health.

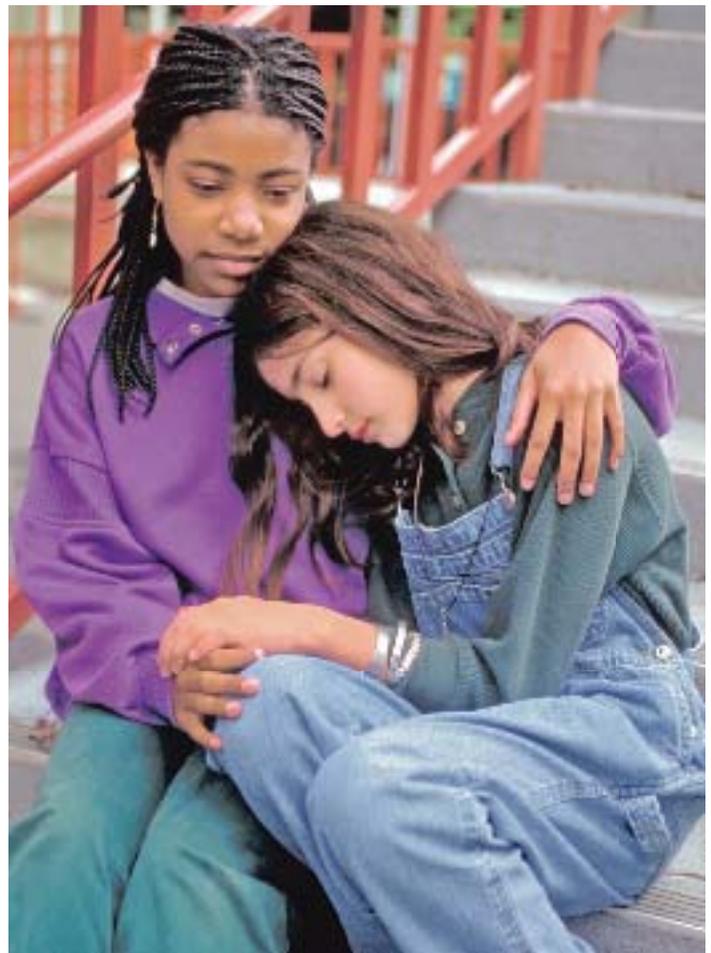
Like Juan Carlos, you can work to improve your mental and emotional health. When these inner qualities are strong, your outer life often shows it. Your relationships and activities give you more satisfaction. Here are some ways to build strong mental and emotional health:

- Have a good attitude and a positive outlook.
- Recognize your strengths and work on your weaknesses.
- Set realistic goals.
- Act responsibly.
- Be able to relax and have fun alone or in a group.
- Be aware of your feelings and express them in healthy ways.
- Practice empathy. **Empathy** involves *identifying with and sharing another person's feelings*.
- Accept constructive feedback and the messages people give you about yourself, without getting angry.

**Go Online**

Visit [glencoe.com](https://www.glencoe.com) and complete the Interactive Study Guide for Lesson 1.

▼ Maya is good at showing empathy. **How is Maya showing empathy here?**



## How to Build Resilience

Think about a rubber band. You can stretch it, but it almost always snaps back into shape. That's what being resilient is like. **Resilience** is *the ability to recover from problems or loss*. Resilience is an important part of mental and emotional health. It allows you to face challenges and move past them in a healthful way. When you get pulled out of shape by a problem or crisis, you bounce back. You recover and are healthy again. Most resilient teens believe that they can do something about their problems. They show persistence, flexibility, and strong self-confidence.





Ariel Skelley/CORBIS

How can you be more resilient in response to life's ups and downs? Start by making positive choices for yourself. Strengthen your refusal skills. You will be better able to resist negative peer pressure. Take part in school activities that you feel can make a difference for you or others. Think carefully about situations, activities, and relationships in your life. Which ones help you feel more confident and in control? Resilient people often have strong relationships with family and friends. They may get extra support from good role models and a positive school climate.

 **Reading Check** **Define** What is *resilience*?

◀ Resilient teens focus on activities that help them feel more confident and in control. **How might this activity help build this teen's confidence?**



## Lesson 1 Review

 **After You Read**

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

### What I Learned

1. **Vocabulary** What is *personality*?
2. **List** What are three ways to build mental and emotional health?
3. **Name** What is one environmental influence on your personality?
4. **Identify** What are two social needs that influence mental/emotional health?
5. **Explain** What are three ways a person might build resilience?

### Thinking Critically

6. **Evaluate** Why do you think that showing empathy is a sign of mental/emotional health?
7. **Infer** Why might your mental/emotional health suffer if you don't practice healthful eating?

### Applying Health Skills

8. **Analyzing Influences** What do you think has had the most influence on your personality: your heredity, environment, or behavior? Explain your answer.

## Lesson 2

## Your Self-Concept and Self-Esteem

## Guide to Reading

**Building Vocabulary**

Write a sentence using each of the terms below. Trade papers with a classmate. Write the possible meanings of the terms based on the sentences.

- self-concept (p. 149)
- self-esteem (p. 150)
- optimistic (p. 150)
- confidence (p. 151)

**Focusing on the Main Ideas**

In this lesson, you will be able to

- **explain** what self-concept and self-esteem are.
- **describe** the benefits of high self-esteem.
- **identify** ways of improving self-esteem.

**Reading Strategy**

**Skimming** Quickly look over the major and minor headings in this lesson. Then write a sentence or two describing what you think this lesson will be about.

**Quick Write**

Write a few sentences describing how self-confidence might benefit health.

## Your Self-Concept

How would you describe yourself to someone who didn't know you? Your answer reveals a lot about your self-concept. Your **self-concept** is *the way you view yourself overall*. This mental picture includes how you see not only yourself physically but also your abilities and how you "fit in." Your self-concept includes the way you see yourself as a student, as a friend, and as a member of groups, such as a sports team. It is based on external input from others as well as internal thoughts and experiences.



- ◀ Having good self-esteem gives a person confidence to try new situations. **What do you notice about these teens that might suggest they have good self-esteem?**



## Your Self-Esteem

Part of your self-concept is your **self-esteem**, *how you feel about yourself*. Do you like yourself? If so, then you probably have good self-esteem. Good self-esteem gives you a sense of pride in your accomplishments and helps you to be comfortable around others. People with high self-esteem respect themselves as well as other people. When you like yourself, others will like you because they will see how confident you are.

 **Reading Check** **Compare** What is the difference between self-concept and self-esteem?

### Influences on Self-Esteem

Many factors influence your self-esteem. One factor is the messages you get from family and friends. Supportive and loving family and friends build your self-esteem. Critical, hurtful messages from family and friends hurt your self-esteem.

The media also affects your self-esteem. Television, movies, the Internet, radio and magazines all tell you how you should look, what you should buy and how you should act. It is important to recognize that the media doesn't always present a true picture of life.

Your own attitude affects your self-esteem. If you think positive thoughts about yourself, you will build your self-esteem. If you think negative thoughts about yourself, you will lower your self-esteem. People with low self-esteem may think negative things about themselves no matter what nice things others say about them.

### Benefits of Self-Esteem

Jared is **optimistic**, which means *having a positive attitude about the future*. Being optimistic is one of the benefits of having high self-esteem. Other benefits of high self-esteem include the following:

- Taking care of yourself, including your health and personal hygiene.
- Meeting new people and being with others. You are friendly and outgoing, which makes you fun to be around.
- Increased opportunities. You are willing to take on new challenges. You set goals for yourself and believe you can meet them.

What **Teens** THINK



**How does the media affect the way people see themselves?**

I think the media affects teens a lot. Teens think they are too skinny or too fat because of the media. Some people also feel like they are not as pretty as the people in the media, and they end up doing extreme things to look the same as movie stars. I think teens should feel good about themselves and not worry about what people in the media look like.

Kayla J.  
Portland, TN





- Having **confidence**, or *belief in your ability to do what you set out to do*. People with high self-esteem tend to think that they will succeed before they try a new activity. If they don't succeed at first, they keep at it until they do.

 **Reading Check** Define What is confidence?

## Building Self-Esteem

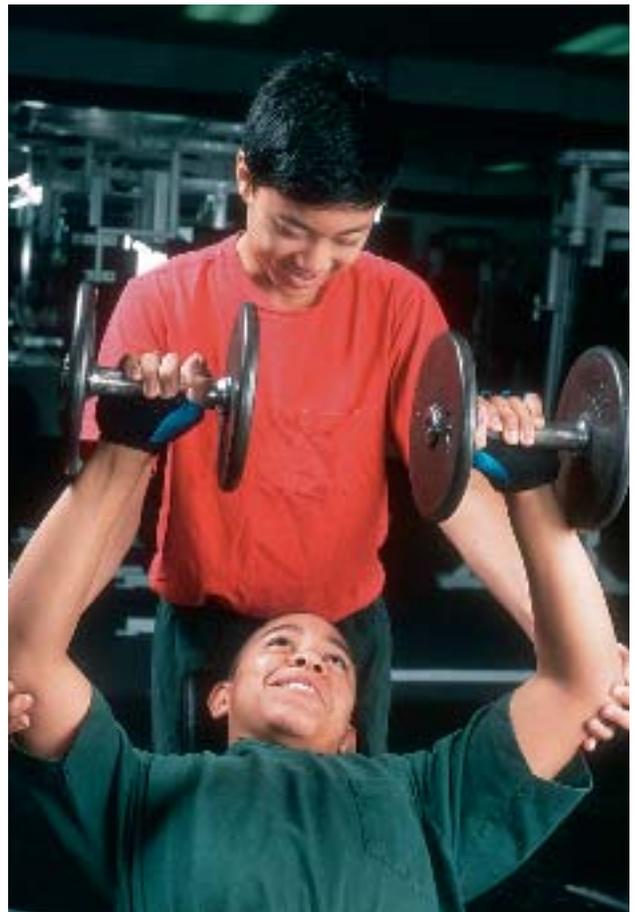
Your self-esteem will change depending on how you view what happens to you. Everyone has low self-esteem sometimes. Here are some **strategies** you can use to build your self-esteem.

- **Set realistic goals.** These are goals that are reasonable to accomplish. Divide your larger goals into smaller goals. You can build on each smaller success to reach your overall goal.
- **Focus on what you are naturally good at.** Find something you like to do, such as a hobby, school activity, or sport. Work to improve your skills. Try to enjoy yourself, even when you make mistakes. This will help you develop more confidence as well as self-esteem.
- **Ask for help when you need it.** Recognize and accept when you might need help. This is especially true when you are learning something new. Find someone who can help guide you.
- **Accept that no one is perfect.** Everyone has different abilities. You may be better at writing or swimming than some of your friends. Recognize that there is always room for improvement. Identify your weaknesses without judging yourself and make a solid effort to improve them. If others give you constructive feedback, try to learn from it. Be proud of yourself when you succeed, but know that sometimes failure is out of your control. Mistakes can teach you what doesn't work and push you to grow.

- ▶ Taking care of your physical health can boost your self-esteem. **What are two ways this teen's self-esteem might benefit from this activity?**

### Academic Vocabulary

**strategies** (STRAT i jeez) (*noun*) organized ways of achieving a certain goal or goals. *Ms. Rowe asked her students to come up with several strategies for researching their paper over the weekend.*





- ▶ Helping others can boost your self-esteem.  
**How are these teens demonstrating self-esteem?**



MyTeen/Ferguson/PhotoEdit

## Go Online

Visit [glencoe.com](http://glencoe.com) and complete the Interactive Study Guide for Lesson 2.

- **Think positively.** Even when you're not entirely sure of yourself, a positive attitude can help you be more confident. Being positive also helps you relate better to others. You're likely to be more honest and honorable and to respect others' life experiences.



### Reading Check

**List** Name two ways to build self-esteem.



## Lesson 2 Review



### After You Read

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

#### What I Learned

1. **Vocabulary** What does *optimistic* mean?
2. **List** What are two benefits of high self-esteem?
3. **Explain** How can the media affect a person's self-esteem?
4. **Identify** What is an individual's self-concept based on?
5. **Explain** Why does thinking positively help to improve self-esteem?

#### Thinking Critically

6. **Evaluate** How can learning a new skill improve your self-esteem?
7. **Infer** Describe some character traits that people with high self-esteem have in common.

#### Applying Health Skills

8. **Communication Skills** Imagine that a friend of yours is feeling discouraged because he tried out for the school play but was not chosen. Write a letter of encouragement to your friend to boost his self-esteem.

## Lesson 3

## Your Emotions

## Guide to Reading

## ● Building Vocabulary

As you read this lesson, write down each new highlighted term and its definition.

- emotions (p. 153)
- mood swings (p. 153)

## ● Focusing on the Main Ideas

In this lesson, you will be able to

- recognize different types of emotions.
- describe how to handle difficult emotions.

## ● Reading Strategy

**Predicting** Look at the headings in this lesson, and write down three topics that you think will be covered in this lesson.

## Quick Write

Write a few sentences describing an emotion that you think teens might have difficulty dealing with.

## What Are Emotions?

People can experience and express a wide range of feelings. In fact, all of your life experiences go hand in hand with some kind of feeling, or emotion. **Emotions** are feelings such as love, joy, or fear. Your emotions affect all sides of your health triangle.

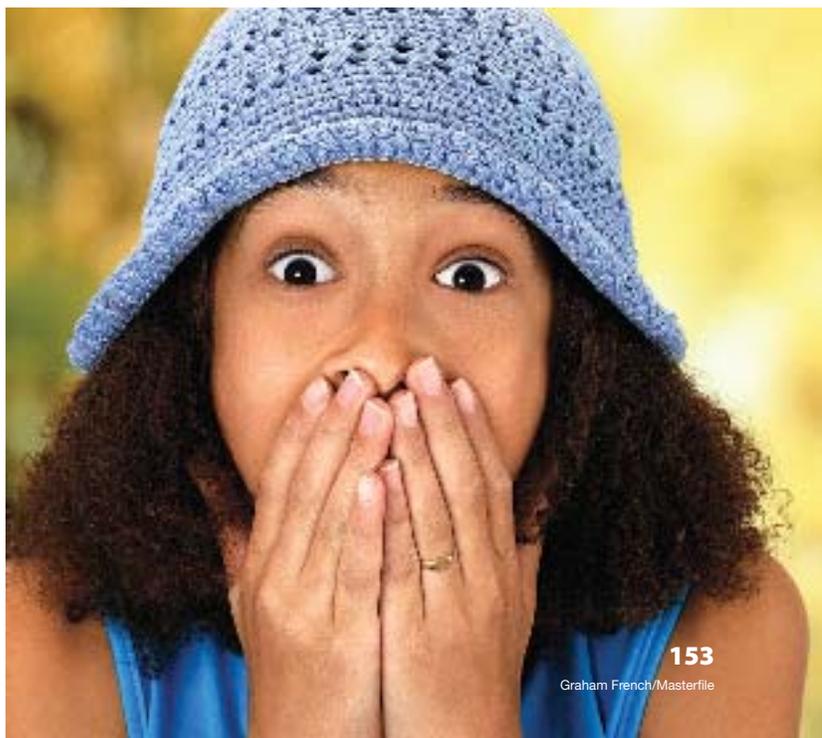
It's normal to experience many different emotions, sometimes in a short period of time. **Mood swings**, frequent changes in emotional state, are common in teens. These happen mainly because of physical changes in the body, such as changes in hormone levels, worries over the future, and concerns over relationships. Mood swings are a normal part of growing up.

Emotions are not always easy to recognize. You might not always know exactly what you're feeling or why. If you can identify your emotions, however, you can think of healthy strategies for dealing with them. The way you manage your emotions affects your mental and emotional health. How you manage your emotions also can affect those around you. Remember, emotions themselves are not positive or negative. It's how you cope with them that matters.

## Reading Check

**Define** What are mood swings?

- ▼ Surprise is one of many common emotions.  
**What are some other common emotions?**





## Connect To... Social Studies

### Universal Feelings

In the 1960s, psychology professor Paul Ekman traveled to different countries, showing people photos of individuals making different facial expressions. He found that certain expressions, such as anger, fear, and surprise are universal: people all over the world associate these facial expressions with the same meanings.

Find out more about Dr. Ekman's work. Write a one-page report on your findings.



## Types of Emotions

Common emotions include happiness, sadness, anger, fear, and grief. Everyone experiences these emotions.

**Happiness** makes people feel good. People often feel happy when their needs are met. People who feel happy tend to smile more often. They want to share this emotion with others.

**Sadness** is another basic emotion. You might feel sad when you lose something you care about or when you don't succeed at an activity you want to do. Sad feelings don't usually last very long, however, in people who are mentally and emotionally healthy.

**Anger** is a natural reaction to feeling threatened. It can be a warning signal. Anger can also help release tension. Sometimes, anger can make people act impulsively. This means that they act without thinking, which can make things worse. The key is to let anger pass.

**Fear**, like anger, can serve to protect us. However, it can also be unhealthy. It can make it difficult for you to take an active part in life. It is important to deal with fear healthfully so that it does not last too long.

**Grief** is a normal, healthy reaction to a loss. You might think it applies only to death, but you can also feel grief over other losses, such as the loss of a relationship.

There are five common stages of grief: *denial*, *anger*, *bargaining*, *depression*, and *acceptance*. Suppose your grandparent dies. At first, you may feel shock. You may even deny that the loss is real. Then you might feel angry. It's okay to be angry that the person you loved is no longer with you. You may try to make a "deal" to change things, saying, "I would give anything to have Grandma back." This brings sadness. Finally, you understand and accept that nothing will bring your grandmother back. This process allows you to start recovering from the loss.



### Reading Check

**Identify** What emotions are healthy reactions to losing someone you care about?

## Managing Your Emotions in Healthful Ways

Managing your emotions in healthful ways will help you avoid impulsive behavior. Suppose, for example, that you are angry with someone. Don't act impulsively by yelling or fighting. To deal with your anger in a healthful way, take time to cool down and think about what you want to say. Discuss the situation with someone you trust who is not involved. Then, calmly tell the person how you feel without placing blame.



Visit [glencoe.com](http://glencoe.com) and complete the Interactive Study Guide for Lesson 3.

To cope with other strong feelings like sadness or fear, try writing in a journal, listening to music, or engaging in a hobby that you enjoy. Talk to a friend or trusted adult about how you feel.

Physical activity can also help you focus your energy so that you feel more capable of dealing with your feelings. Imagine a time and place when you felt safe and comfortable. Think about those positive feelings while you close your eyes and breathe deeply. Take time out to return to that safe and comfortable place whenever you need to cope with strong feelings.



### Reading Check

**Identify** What are some healthful ways to avoid impulsive behavior?



▲ There are many healthful ways to cope with strong feelings. **How is this teen dealing with her feelings?**

## Lesson 3 Review



### After You Read

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

#### What I Learned

1. **Vocabulary** What are *emotions*?
2. **List** Which two emotions can serve to protect us?
3. **Explain** What are the stages of grief that most people experience?
4. **Analyze** How can physical activity help you deal with strong emotions?

#### Thinking Critically

5. **Apply** What strategies for dealing with anger do you think would work best for you? Why?
6. **Infer** How might expressing your feelings affect your social health?

#### Applying Health Skills

7. **Analyzing Influences** How do you think advertisements use people's emotions to sell products?

# Lesson 4

## Managing Stress

### Guide to Reading

#### Building Vocabulary

Look up the meaning of the word *stress*. As you read the lesson, write down examples of how you think this definition relates to the other vocabulary terms.

- stress (p. 156)
- positive stress (p. 156)
- distress (p. 156)
- stressors (p. 157)
- fight-or-flight response (p. 157)
- adrenaline (p. 157)
- fatigue (p. 157)

#### Focusing on the Main Ideas

In this lesson, you will be able to

- **recognize** sources of stress.
- **describe** the body's reaction to stress.
- **list** effective strategies to avoid and manage stress.

#### Reading Strategy

**Predicting** Look over the major and minor headings in this lesson. List two topics that you think will be covered in the lesson.

### Quick Write

Write a few sentences briefly describing a time when you felt stress. How did you manage your feelings?

- ▼ Getting up in front of others can be stressful for some people. **What are some other sources of stress for teens?**

### What Is Stress?

Mario is worrying about his math test. He feels nervous and impatient. This is **stress**, *the body's response to real or imagined dangers or other life events*. Stress is an everyday experience, felt by all people at all ages. While you cannot get rid of all stress completely, you *can* learn to deal with it effectively.

Stress can be positive or negative. **Positive stress** is *stress that can help you reach your goals*. For example, you may feel positive stress when you try out for the school play or join a sports team. This stress makes you feel excited and ready to face a new chal-

lenge. **Distress**, or negative stress, is *stress that prevents you from doing what you need to do, or stress that causes you discomfort*. Getting into an argument with a friend may make you feel distressed. You may also feel distressed if you moved and had to make new friends at a new school.

#### Reading Check

**Explain** What is the difference between positive stress and distress?





## What Are Stressors?

You're running behind on a school project. It's almost time for you to give your big speech. These situations are possible **stressors**, or *sources of stress*. Common events like being late for class or playing a solo during a concert may cause you to feel stress. More significant events that cause stress might include death, divorce, a move, a serious illness, or the loss of a friendship.

Different people find different situations stressful. For example, you may find it easy to make friends at a new school, while someone else may feel stressed about it.

**Go Online**

Visit [glencoe.com](http://glencoe.com) and complete the Interactive Study Guide for Lesson 4.

**Reading Check** Define What are stressors?

## The Body's Response to Stress

Your body responds to all stressors by getting ready to act by either fighting the stressor or fleeing from it. *The body's way of responding to threats* is known as the **fight-or-flight response**. As your body prepares for action, it releases **adrenaline**, *a hormone that increases the level of sugar in the blood, giving your body extra energy*. Adrenaline also increases your heart rate and blood pressure. More blood flows to your brain and muscles, which tense for action. Your breathing gets faster, and your air passages expand so you can take in more air. Your senses sharpen, making you extra aware of your surroundings.

After a stressful situation, you may feel **fatigue**, or *tiredness*. This occurs because your body directed much of its energy into the fight-or-flight response. You can relieve fatigue by sleeping or resting, stretching, and breathing deeply.

▼ There are many ways of coping with fatigue. **What are two other ways teens can handle their fatigue?**

## Avoiding Stress

Sometimes you can avoid stressful situations. For example, your mornings might tend to be rushed. You can avoid this stress by planning ahead and getting up earlier. Other stressors result from exciting events that you don't want to avoid, such as performing in a piano recital. Still other stressors are unavoidable, such as taking a test or giving an oral report. You can deal with these types of stressors by being prepared and managing your time effectively. Give yourself some extra time in your schedule in case something happens that you didn't plan for. Don't overschedule yourself with too many activities and commitments.

**Reading Check** Name What are two actions you can take to help avoid stress?





## Strategies for Managing Stress

Managing stress is a key part of mental/emotional health. **Figure 5.2** lists some strategies for managing stress.

**FIGURE 5.2**

### HEALTHY STRATEGIES FOR MANAGING STRESS

Thoughts and actions determine how well you manage stress.

**How can thinking positively help manage stress?**



## Lesson 4 Review

### After You Read

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

#### What I Learned

1. **Vocabulary** Define *stress*.
2. **Describe** What is the *fight-or-flight response*?
3. **Give Examples** Give two examples of positive stress.
4. **Explain** What are three healthy strategies for managing stress?

#### Thinking Critically

5. **Analyze** Do you think life today is more stressful than it was for your parents? Why or why not?

6. **Hypothesize** Why might adrenaline have been more important to human survival in the past than it is today?

#### Applying Health Skills

7. **Advocacy** Write an article for the school newspaper in which you discuss common stressors in teens' lives. Suggest healthful ways for teens to relieve stress.

## Lesson 5

# Mental and Emotional Problems

## Guide to Reading

### Building Vocabulary

As you read this lesson, write down each highlighted term and its definition.

- mental and emotional disorders (p. 159)
- anxiety disorder (p. 160)
- mood disorder (p. 161)
- suicide (p. 161)

### Focusing on the Main Ideas

In this lesson, you will be able to

- **identify** several mental and emotional problems.
- **recognize** the warning signs of serious mental and emotional problems.
- **list** factors that contribute to the development of mental and emotional problems.

### Reading Strategy

**Finding the Main Idea** Review each of the main headings in this lesson. Write one sentence describing what you think the main idea of the section will be.

## What Are Mental and Emotional Disorders?

Julie hadn't felt happy for a long time. She also had trouble sleeping and had lost interest in activities that she used to enjoy. Julie might be suffering from a mental and emotional disorder.

**Mental and emotional disorders** are illnesses that affect a person's thoughts, feelings, and behavior.

## Causes of Mental and Emotional Disorders

There are many causes of mental and emotional disorders. Physical factors include drug use, certain diseases, and accidental injuries to the brain. Heredity can also be a factor when there are problems with the levels of certain chemicals in the brain.

Other mental and emotional disorders do not have physical causes. They may come from repeated emotional stressors. If mental and emotional disorders are identified early, they can be treated so that they don't become lifelong problems.

### Quick Write

Some teens find it very hard to ask for help when they have problems. Is it easy for you to ask for help? In a paragraph, explain why or why not.

### Reading Check

**Identify** What are two physical causes of mental and emotional disorders?



## Connect To... Science



### Schizophrenia

Schizophrenia is an incurable mental and emotional disorder. People with this disorder may experience paranoia, the unrealistic fear that someone is trying to harm them. They may also have hallucinations, which are visions of people or objects that don't exist. With treatment, people with schizophrenia may be able to lead a normal life.

**Research the possible causes of and treatments for schizophrenia. Write your findings in a brief paragraph.**



## Types of Mental and Emotional Disorders

There are many types of mental and emotional disorders, including anxiety disorders and mood disorders. All may be mild or severe.

### Anxiety Disorders

Everyone feels anxious from time to time. However, someone with an **anxiety disorder** has *extreme fears of real or imaginary situations that get in the way of normal activities*. Below are some descriptions of different anxiety disorders.

#### Panic disorder

In panic disorder, people experience intense feelings of fear for a short time. Sometimes, there seems to be no reason for the feelings. During a panic attack, the body prepares for fight or flight, even during an ordinary situation such as waiting in line.

#### Phobias

A phobia is an exaggerated or unrealistic fear of something specific, such as tunnels, spiders, or public places. People with phobias may go out of the way to avoid an object or situation that they fear. Some phobias can interfere with normal, everyday activities.

#### Obsessive-compulsive disorder

People with obsessive-compulsive disorder (OCD) have unwanted thoughts that may not make sense. A person with OCD may feel that he or she *must* perform a certain activity, such as washing his or her hands several times. Doing these activities can make the anxiety go away for a short while, but it quickly returns.

#### Post-traumatic stress disorder

People experience post-traumatic stress disorder (PTSD) in reaction to a traumatic event, such as war or natural disaster. People with PTSD have bad memories of the event for a long time.



### Reading Check

**Define** What is a *phobia*?

- ▶ Some people have an abnormal fear of heights. **How do you think a person with a phobia of heights would feel in this situation?**





## Mood Disorders

It's normal for people to feel happy for a while, then later feel sad about something. However, a **mood disorder** is a mental and emotional problem in which a person undergoes mood swings that seem extreme, inappropriate, or last a long time. The following are some examples of mood disorders.

### Depression

Depression is a mood disorder in which a person feels a strong sense of hopelessness, helplessness, worthlessness, guilt, and extreme sadness. These feelings can continue for weeks. A person who is depressed may lose interest in activities that used to be fun. If depressed people begin to feel hopeless, they may consider ending their lives.

### Bipolar disorder

Also called manic depression, bipolar disorder involves extreme mood swings for no apparent reason. A person with bipolar disorder usually experiences alternating periods of excessive activity, called mania, and depression. During times of mania, the person has an unrealistic belief in his or her abilities. This can lead to poor judgment and even dangerous risk taking.



Reading Check

**Define** What is a mood disorder?



## Signs of Mental and Emotional Problems

People suffering from a mental or emotional problem may show certain signs. For example, they may lose their appetite or fail to take care of their personal appearance. Others may have nightmares or have problems falling asleep. Some may hear voices that no one else can or think that others are trying to harm them. People who have long-lasting feelings of sadness may also have a mental or emotional disorder. Teens who experience any of these symptoms should seek help from a trusted adult right away.

## What Is Suicide?

**Suicide** is the act of killing oneself on purpose. **Figure 5.3** lists some signs that a person might be thinking about suicide. If you notice any of these signs in someone you know, talk to a trusted adult right away. In the next lesson, you'll find out more about how and where to get help.



Go Online

### Topic: Lending a Helping Hand

Visit [glencoe.com](http://glencoe.com) for Student Web Activities where you'll learn about organizations that train teens to be peer counselors.

**Activity:** Using the information provided at the link above, write a letter of introduction to one of the organizations detailing why you'd like to be a peer counselor.

- ▼ People with OCD may feel that they must constantly perform a certain activity, such as handwashing. **How might this person feel right after washing her hands?**



▼ FIGURE 5.3

## WARNING SIGNS OF SUICIDE

These signs may indicate that a person is thinking about suicide. **What should you do if you suspect that someone is thinking about suicide?**



Visit [glencoe.com](http://glencoe.com) and complete the Interactive Study Guide for Lesson 5.

## Lesson 5 Review

### After You Read

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

### What I Learned

1. **Vocabulary** What are *mental and emotional disorders*?
2. **Explain** What are three warning signs of suicide?
3. **Distinguish** What is the difference between a panic disorder and a phobia?
4. **Identify** What is one characteristic of bipolar disorder?
5. **List** What are two main types of mental and emotional disorders?

### Thinking Critically

6. **Analyze** If you had a phobia about public places, how might this affect your social health?
7. **Explain** Why is getting treatment early for mental and emotional disorders so important?

### Applying Health Skills

8. **Accessing Information** Use reliable online and print resources to find out more information about treatments for phobias. Write a one-page summary of your findings.

# Lesson 6

## Help for Mental and Emotional Problems

### Guide to Reading

#### Building Vocabulary

Write each term and its definition on a sheet of paper. Then write a paragraph using both.

- resources (p. 165)
- referral (p. 165)

#### Focusing on the Main Ideas

In this lesson, you will be able to

- **identify** treatment options available for mental and emotional disorders.
- **list** resources available for help with mental and emotional disorders.
- **explain** why treatment at an early stage is important.
- **access** valid information to find resources to help people with mental and emotional disorders.

#### Reading Strategy

**Organizing Information** As you read the lesson, list the different ways of treating mental and emotional problems.

### Quick Write

Think of a trusted adult whom you could talk to about a problem. Write a few sentences describing how that adult could help you.

### Medical Treatments and Counseling

How are mental and emotional disorders treated? It depends on the cause and severity of the disorder. People with mental and emotional disorders receive counseling, which is also called therapy. This can include individual, group, and family therapy. Some disorders are also treated with medication. A few disorders may also require a hospital stay.



- ◀ In group therapy, people offer each other tips for coping with problems. **What do you think might be helpful about group therapy?**



# Health Skills Activity

## Accessing Information

### Community Resources for Mental/Emotional Problems

One of the mental and emotional disorders you have read about in this chapter is obsessive-compulsive disorder (OCD). If you thought that someone you know suffered from OCD, would you know where to seek help? Would you be able to tell them what resources your community offers for counseling, therapy, treatment, or hospitalization? You could provide appropriate, helpful information by researching the topic using reliable sources such as the following:

- the Internet
- school and local libraries
- teachers
- health care professionals

### On Your Own

Create a brochure that lists some community resources for treating OCD. Use several of the sources listed above for your research. Organize your information based on the types of resources and how each resource addresses the disorder. Include descriptions of the disorder as well as tips for how a person could help someone who needs information about treatment.

In individual therapy, a person with a problem talks to a mental health professional, such as a school counselor or school psychologist. The professional promises to keep the conversations private, unless the person being treated is in immediate danger or is talking about hurting someone else. The counselor tries to help the person deal with his or her problems.

In group therapy, people meet to discuss their problems and help each other. A mental health professional is there to guide the discussion. In family therapy, families learn how to help a family member with a mental or emotional disorder.

### When to Get Help

Many people with mental and emotional disorders do not seek treatment. They may feel embarrassed or ashamed of their illness. They may not think that they need treatment. Others may not be aware that treatment is available. Some people just hope that the disorder will go away. However, mental and emotional disorders don't go away on their own. If left untreated, they can become more severe. Fortunately, help is available, and a person should seek help as soon as a disorder is recognized.



Visit [glencoe.com](http://glencoe.com) and complete the Interactive Study Guide for Lesson 6.

## Where to Find Help

Aaron's mother had agoraphobia. She was afraid to leave the house, even for short periods of time. Aaron felt that she had a problem. However, he wasn't sure what it was or how to get help. When dealing with a serious problem, it's important to find valid resources.

**Resources** are *places to get information, support, and advice*.

Resources might include a family member or friend, a health care professional, a religious leader, or a teacher. You can also call a crisis hotline. These hotline workers protect the privacy of callers. When you call a crisis hotline, the person who responds will not ask for your name. This makes it easier to discuss problems.

There are other ways of getting help. Many health care professionals can provide a referral. A **referral** is *a suggestion to seek help or information from another person or place*. No one should have to suffer with a mental or emotional problem alone. Many people have been treated for their problems and have gone on to lead normal lives.

**Reading Check** Define What is a referral?



▲ There are many resources available to help teens with mental and emotional problems. **Why is it important to get help right away?**

## Lesson 6 Review

**After You Read**

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

### What I Learned

1. **Vocabulary** What is a *resource*?
2. **Analyze** Why might a person with a mental or emotional disorder fail to seek treatment?
3. **Identify** What are some differences between individual and group therapy?
4. **List** What are some resources a person could use to get help for a mental or emotional disorder?

### Thinking Critically

5. **Infer** Why do you think someone might need to be hospitalized for treatment of a mental or emotional disorder?

6. **Evaluate** Dr. Gonzalez's patient, Dan, seemed extremely unhappy and talked about his wish for a pill that would make him sleep forever. He did not think life was worth living anymore. What should Dr. Gonzalez do with this information?

### Applying Health Skills

7. **Advocacy** Create a poster about mental and emotional disorders. In your poster, address misconceptions that people have about these disorders as well as options for treating them.



# 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.

## Dealing with Stress

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

### 1 Model

*Read how Jessica uses stress-management skills to deal with her parents' divorce.*

A year ago, Jessica's whole world turned upside down. Her grades started slipping and she wanted to sleep all the time. Jessica kept feeling worse and worse. Her younger brother, Matt, was upset, too. He couldn't focus during his basketball games. He was forgetful and snappy toward his friends.

Jessica knew that she had to deal with the problems she was having. First, she identified the cause of her stress. Jessica realized that her problems began when her parents divorced. She talked to her parents about how she felt and they went to see a family counselor together. Jessica said she was feeling angry and upset. The counselor told her that her feelings were normal. She also began having more discussions with Matt so that they could share how they were feeling. Jessica found that talking about the divorce made it easier to deal with. She also felt that talking with her brother made their relationship stronger. She became better able to adjust to the changes in her life.

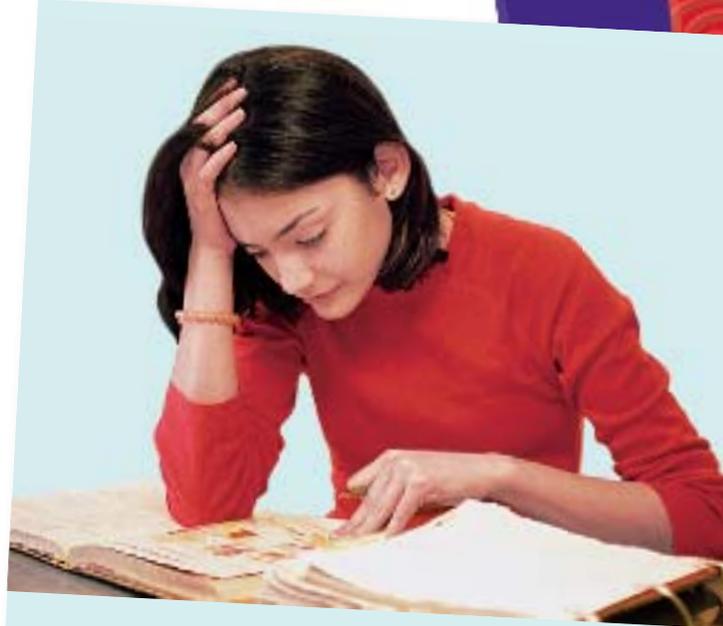


## 2 Practice

*Use stress-management skills to help Nakita create a plan to manage her stress.*

Nakita wants to do well in school, on the volleyball team, and in her music class. It seems that when she isn't worrying about one part of her life, she's worrying about another. Sometimes, she feels so much pressure that she doesn't even feel like eating. She also has trouble sleeping and doesn't feel like spending time with her friends. She knows this isn't healthy, but she's not sure what to do about it.

On a sheet of paper, identify what's causing Nakita's worries. Make a plan to help her by listing at least four activities that Nakita could do to manage the stress that she feels.



## 3 Apply

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

Think about the stress in your life. When you share your thoughts with other students in your class, you can get ideas about healthful ways to deal with stress. In groups of three or four, discuss what causes stress in your life. Identify causes. Then describe ways that each of you manage stress. Discuss resources that teens can access for information, support, and advice. As a group, create a colorful brochure that explains four stressors for teens, and healthful strategies for coping. Identify resources that provide help for teens. Present your brochures to the class.

### Self-Check

- Did we explain four stressors for teens?
- Did our brochure describe healthful ways to manage stress?
- Did our brochure identify resources for help?

# STRESSED OUT

Everyone gets stressed from time to time. Here are some timely tips from teens on dealing with stress.

**Q.** How much stress is normal? It's hard for me to go even a day without stressing about a paper or who to hang out with.

**A.** Stress levels vary, so it's difficult to say what's "normal." Instead of thinking about how much is normal, think about what's making you stressed. If it's schoolwork, get a head start on papers and study for tests early. If it's about who to hang out with, spend time with the people who make you feel good.

**Q.** When I get stressed about school I always procrastinate. What's a better way to de-stress from my workload?

**A.** Find something that takes your mind off things for a while but still stimulates you enough so that afterward, you're ready to work hard. For some teens, it's writing in a journal. For others, it's running or playing the piano or dancing. Avoid lying on your bed, thinking about the work you're not doing.

**Q.** When I get stressed I yell at the people I love. How can I stop?

**A.** Remember that the people closest to you could actually help you through your stress. Try talking to them—they might have great advice. If it's too hard to control your temper, take some time to be by yourself, get calm, and then start talking.

**Q.** I couldn't handle all my honors classes last year, but I know colleges love APs and my parents want me to go to a good school. How can I explain that I can't do it all anymore?

**A.** Colleges like to see challenging courses, but they like you to do well in whatever classes you take. Tell your parents that your chances of getting into a good college are better if you're not so overwhelmed by your schoolwork that you can't keep your grades up. An easier workload will also give you time for the other things colleges look at, such as extracurriculars and community involvement. Plus, recognizing that you got in over your head shows you know yourself and have a good sense of responsibility. Your parents and the colleges will love that!

## TELL US ABOUT IT!

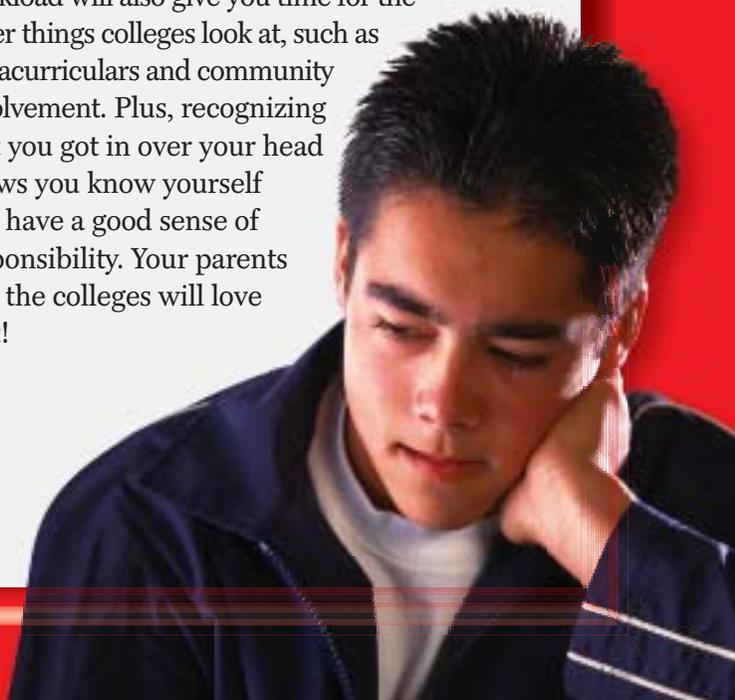
What's your best trick for beating stress?

"I listen to music—it's great for getting mellow."

"I take a deep breath, stop doing whatever is stressing me out, and watch TV for a while."

"I sleep and try to forget about stuff."

"Kicking a soccer ball around, either by myself or with a friend, helps me calm down."





Visit [glencoe.com](http://glencoe.com) to download quizzes and eFlashcards for Chapter 5.

**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 1–6. Find a partner and quiz each other using these study aids.

**Lesson 1 What Is Mental and Emotional Health?**

**Main Idea** Mental and emotional health is the ability to handle the stresses and changes of everyday life in a reasonable way.

- Personality is the combination of feelings, likes, dislikes, attitudes, abilities, and habits.
- You can build strong mental and emotional health in many ways.
- Resilience is the ability to recover from problems or loss.

**Lesson 2 Your Self-Concept and Self-Esteem**

**Main Idea** Your self-concept is the way you view yourself overall.

- Your self-esteem is influenced by family, friends, the media, and your own attitudes and choices.
- Being optimistic means having a positive attitude about the future.
- There are many benefits to having high self-esteem.

**Lesson 3 Your Emotions**

**Main Idea** Managing your emotions in healthy ways is important to good mental/emotional health.

- Emotions are feelings like happiness, sadness, anger, joy, grief, and fear.
- Mood swings are frequent changes in emotional state.
- Physical activity is one of many ways to deal with your emotions.

**Lesson 4 Managing Stress**

**Main Idea** Stress is the body's response to real or imagined dangers or other life events.

- Positive stress is stress that can help you reach your goals.
- During a stressful situation, adrenaline provides an energy burst.
- There are many ways to manage stress.

**Lesson 5 Mental and Emotional Problems**

**Main Idea** Mental and emotional disorders are illnesses that affect thoughts, feelings, and behavior.

- Causes of mental and emotional problems include drug use, disease, brain injuries, emotional stressors, and heredity.
- Anxiety disorders and mood disorders are two types of mental and emotional disorders.

**Lesson 6 Help for Mental and Emotional Problems**

**Main Idea** There is help for mental and emotional problems.

- Therapy is group, individual, or family counseling.
- Some disorders are treated with medication.
- If left untreated, mental and emotional disorders can become more severe.

## After You Read

## HEALTH QUIZ

Now that you have read the chapter, look back at your answers to the Health Quiz on the chapter opener. Would you change any of them? What would your answers be now?

## Reviewing Vocabulary and Main Ideas

On a sheet of paper, write the numbers 1–8. After each number, write the term from the list that best completes each statement.

- mood swings
- self-esteem
- personality
- emotions
- confidence
- resilience
- empathy
- optimistic

### Lesson 1 What Is Mental and Emotional Health?

1. The three most important factors that influence your \_\_\_\_\_ are heredity, environment, and behavior.
2. The ability to recover from problems or loss is \_\_\_\_\_.
3. The ability to identify and share another person's feelings is called \_\_\_\_\_.

### Lesson 2 Your Self-Concept and Self-Esteem

4. \_\_\_\_\_ is how you feel about yourself.
5. Belief in your ability to do what you set out to do is called \_\_\_\_\_.
6. Being \_\_\_\_\_ means having a positive attitude about the future.

### Lesson 3 Your Emotions

7. Frequent changes in emotional state are called \_\_\_\_\_.
8. \_\_\_\_\_ are feelings that include happiness, anger, and fear.

On a sheet of paper, write the numbers 9–15. Write **True** or **False** for each statement below. If the statement is false, change the underlined word or phrase to make it true.

### Lesson 4 Managing Stress

9. The chemical your body produces in response to a stressor is called adrenaline.
10. The tiredness that occurs after a stressful situation is called depression.

### Lesson 5 Mental and Emotional Problems

11. Illnesses that affect a person's thoughts, feelings, and behavior are known as mental and emotional disorders.
12. Obsessive-compulsive disorder is an example of an anxiety disorder.
13. Schizophrenia means killing oneself on purpose.

### Lesson 6 Help for Mental and Emotional Problems

14. When dealing with a mental or emotional problem, it's important to find reliable resources.
15. When a health care professional suggests that a person go somewhere else for help or information, this is known as therapy.



## Applying Technology

### Get Good Mental and Emotional Health

In pairs, use digital images and Comic Life to create a poster that will help your classmates and peers improve their mental and emotional health. Follow the directions below to complete your project.

- Take digital photos of teens who are doing activities that manage stress in a positive way.
- Open Comic Life and select a template.
- Upload the photos to your computer. Drag photos to the template.
- Select dialogue bubbles and add them to the photos on your template.
- Add a title to each bubble that identifies a positive or negative stressor. Add a few sentences that tell a positive way to deal with the stressor.
- Save your project.

## Thinking Critically

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

- 16. Synthesize** Why is being resilient important for mental and emotional health?
- 17. Explain** Why might people who are often sad become sick more often?

## Write About It

- 18. Narrative Writing** Write a short story about a teen who is stressed out. Be sure to include what is causing stress in the teen's life and the healthful strategies that the teen uses to manage the stress.
- 19. Descriptive Writing** Write a poem about the different activities you can do to increase your self-esteem. In your poem, include the benefits of having high self-esteem.

## Standardized Test Practice

### Math

Use the chart to answer the questions.

Mental and Emotional Disorders in Young People	
Mental and emotional disorder	Number of reported cases in the United States
Anxiety disorders	As many as 1 in 10 young people
Depression	As many as 1 in 8 young people
Bipolar disorder	About 1 in 100 young people
Conduct disorder	As many as 1 in 10 young people
Eating disorders	1 in 100 to 200 teen females and a much smaller number of males
Schizophrenia	About 3 in 1,000 young people

1. What percentage of young people do *not* suffer from depression?
2. Of the disorders listed, which is the most common among young people?
  - A. Anxiety disorders
  - B. Conduct disorder
  - C. Depression
  - D. Eating disorders
3. What is the percentage of young people who have schizophrenia?
4. What is the percentage of young people who have bipolar disorder?