

Chapter 7

Vocabulary

mental/emotional health
 hierarchy of needs
 self-actualization
 personality
 modeling

personal identity
 developmental assets
 constructive criticism
 emotions
 hormone

empathy
 hostility
 defense mechanisms
 suppression

Directions: Match the definition in the left column with the vocabulary term in the right column. Write the letter of the correct answer in the space provided.

- | | |
|---|---------------------------|
| _____ 1. the building blocks of development that help people become responsible, caring adults | a. modeling |
| _____ 2. the ability to imagine and understand how someone else feels | b. hormone |
| _____ 3. nonhostile comments that point out problems and encourage improvement | c. emotion |
| _____ 4. observing and learning from the behaviors of those around you | d. empathy |
| _____ 5. a chemical secreted by your glands that regulates the activities of different body cells | e. development assets |
| _____ 6. signals that tell your mind and body how to react | f. constructive criticism |

Directions: Answer the following questions about the vocabulary terms.

7. The terms *personal identity* and *personality* are similar, but they have important differences in meaning. Compare and contrast these two terms.

8. Define *defense mechanism*. Give one example of a defense mechanism that is found in the vocabulary list.

Activity 23**Applying Health Skills**

FOR USE WITH CHAPTER 7, LESSON 1

Dear Journal

Directions: A teen wrote the following entry in her journal. In the spaces provided, identify statements that reflect traits she should change to increase her level of mental/emotional health and then rewrite the statements so they reflect better mental/emotional health.

It's me again, diary. Not much to report today. As usual, I only got a C on my algebra quiz. I'll never get a B in that course! I can't decide if I should take math again next year or give it a rest. Mom says I should keep at it because I'll need more math to get into college, but I don't know if I even want to go to college. I have no idea what I want to do in life, so why plan ahead for college? But enough about school.

Even though Taina is my best friend, you won't believe what she did today! She told me my hair looked bad, and that made me feel lousy all day. Why did she have to spoil my whole day like that? Then she expects me to want to go out for the cross country team with her next year! Running is okay, I guess, but I don't know if I'm into it that much. I can't make up my mind if I should do cross country or not. I probably wouldn't be much good at running anyway, so what's the point?

Well, I better go. Dad just said I have to get ready for bed. More tomorrow.

Statements: _____

Your rewrite: _____

Activity 24**Applying Health Skills**

FOR USE WITH CHAPTER 7, LESSON 2

Teens in the News

Directions: Below are excerpts from newspaper articles about teens in trouble. In the spaces provided, identify at least two developmental assets each teen seems to lack. Explain how the assets might have helped the teen avoid getting into trouble.

1. Teen Arrested for Underage Drinking

Last night, a 15-year-old student from Jackson Township was arrested when police found him drinking beer behind a convenience store. According to the police report, the teen had used his older brother's ID to buy beer at the store earlier in the evening. When interviewed, the teen's father said he hadn't realized his son wasn't home, but "boys will be boys."

Developmental assets: _____

Explanation: _____

2. Student Admits Vandalizing South High School

A female student was questioned by authorities today about the minor vandalism that occurred recently at South High School. The student admitted painting graffiti on the lockers of three other girls. She said she did it because the girls had been "mean" to her earlier in the week and she was trying to "get even."

Developmental assets: _____

Explanation: _____

Activity 25**Applying Health Skills**

FOR USE WITH CHAPTER 7, LESSON 3

Guilt Trip

Directions: Assume that you are Gabby, the advice columnist for a high school newspaper. Lately, you have received several letters from students who are bothered by guilty feelings. In the spaces provided, write answers that will help the students deal with their guilt.

1. **Dear Gabby:** My mom and dad are getting divorced, and I think it's mostly my fault. If I behaved better, they wouldn't get so stressed out and have so much to fight about. As it is, they seem to be fighting all the time. I feel awful! What can I do? Signed, Guilty Gus.

Dear Guilty Gus: _____

2. **Dear Gabby:** A friend keeps offering me a ride in her car, but my parents won't let me ride with inexperienced drivers. Last night, my mom had to make a special trip to bring me home. Now I feel guilty for being so much trouble. Should I just ride with my friend the next time? Signed, Undecided Rider.

Dear Undecided Rider: _____

3. **Dear Gabby:** I accidentally broke a neighbor's window while I was playing ball. Nobody knows I did it, but I feel really guilty about it. I want to confess to my neighbor, but I feel that too much time has gone by. What should I do? Signed, Anonymous Neighbor.

Dear Anonymous Neighbor: _____

Activity 26**Applying Health Skills**

FOR USE WITH CHAPTER 7, LESSON 4

On the Defensive

Directions: Assume you have been assigned to rewrite a story to make the main character, Benito, appear to have a more positive outlook and better mental/emotional health. In the spaces provided, copy statements from the excerpt below that suggest Benito is using defense mechanisms and identify the defense mechanisms that he appears to be using. Then, rewrite the statements to eliminate Benito's use of defense mechanisms so that he appears to have better mental/emotional health.

Benito felt as though it had been the worst day of his life. That morning in chemistry lab he'd made a stupid mistake that ruined the experiment. His lab partner didn't say anything to Benito about it, but Benito was sure his lab partner thought he was dumb. After all, his lab partner was a perfect student. He never made mistakes and deserved a better partner than Benito.

Later in the day, Benito found out he hadn't made the basketball team. He'd practiced some to improve his shooting, and he'd tried pretty hard to impress the coach, but neither had helped. Benito reasoned that the coach had probably already picked out his favorites, so Benito was never seriously considered.

Now that it was evening, Benito just wanted to forget the day had happened. He found a hand-held video game in his closet that he hadn't played in years. Within a few minutes, he was lost in an action-filled world of make-believe that made him feel like a happy-go-lucky 10-year-old boy.

Statements and defense mechanisms: _____

Your rewrites: _____

Chapter 7

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later you can use this guide to review the information in the chapter.

Lesson 1

1. List five characteristics of people with good mental/emotional health.

2. Name the five levels of needs in Maslow's hierarchy and give an example of a need at each level.

3. What is self-actualization?

4. Define *personality* and identify the two main influences on personality.

Lesson 2

5. What is personal identity?

6. List five aspects of personal identity.

7. Identify eight major developmental assets.

Study Guide, Chapter 7 (Continued)**Lesson 3**

8. Define *emotions* and give examples of several different emotions.

9. What are hormones? How can they affect emotions? _____

10. Compare and contrast *empathy* and *sympathy*. _____

11. Distinguish between *fear* and *phobia*. _____

Lesson 4

12. Describe at least three healthful ways to manage difficult emotions.

13. What are defense mechanisms? _____

14. List eight common examples of defense mechanisms. _____

15. Define *suppression*. _____
