

## Chapter 2

# At a Glance



## TEENS Talk

**Being Yourself** What did you learn from the video about ways to build self-esteem?

### Section 1 Personality

#### Key Ideas

- ✓ Many researchers use five central traits to describe how people behave, relate to others, and react to change. These traits are extroversion, agreeableness, conscientiousness, emotional stability, and openness to experiences.
- ✓ Personality traits are influenced by a combination of heredity and environment.
- ✓ According to the psychologist Erik Erikson, personality develops throughout life as people meet a series of challenges.

#### Vocabulary

- personality (30)
- psychologist (30)
- modeling (33)
- peer group (33)
- identity (35)



### Section 2 Self-Esteem

#### Key Ideas

- ✓ Many psychologists think that high self-esteem has a positive effect on health, while low self-esteem has a negative effect on health.
- ✓ On average, self-esteem drops in early adolescence. It increases gradually during adulthood and decreases again toward the end of life.
- ✓ Don't base your self-esteem solely on other people's opinions of you. Focus on your accomplishments, your talents, and your contributions to your family and community.

- ✓ According to Maslow, before people can achieve self-actualization, their basic needs must be met. These needs are physical needs, the need to feel safe, the need to belong, and the need for esteem.

#### Vocabulary

- self-esteem (36)
- self-actualization (40)
- hierarchy of needs (40)



### Section 3 Expressing Your Emotions

#### Key Ideas

- ✓ Happiness, sadness, anger, and fear are examples of primary emotions.
- ✓ Love, guilt, and shame are examples of learned emotions.
- ✓ Recognizing your emotions is the important first step toward dealing with them in healthful ways.

- ✓ Coping strategies are helpful when they improve a situation or allow a person to handle a situation in a better way. Coping strategies are harmful when they make a situation worse or a person is less able to handle a situation.

#### Vocabulary

- emotion (44)
- primary emotion (44)
- grief (44)
- learned emotion (46)
- coping strategy (48)
- defense mechanism (48)

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**Being Yourself** Ask for volunteers to share their answers. Use examples from the video to review strategies for building self-esteem.

### Key Ideas Review

- L1** Use the illustrations to review the key ideas. Help students connect the content of each figure to one of the key ideas.
- L3** Ask students to prepare three quiz questions and answers for each of the three sections in the chapter. Have students work in small groups to ask and answer the quiz questions.

### Vocabulary Review

- EL** Have students write four sentences. Each sentence should clearly explain the relationship between two different vocabulary terms.
- L2** Have students make a graphic organizer that shows the relationship between all of the vocabulary terms in one of the sections.



Students can go online to take a self test on Chapter 2.

## Reviewing Key Ideas

### Section 1

1. c                      2. b
3. Children learn by example and copy, or model, the behavior of others.
4. Young children begin to gain independence as they learn to do things on their own and master tasks such as walking and using the toilet.
5. High degrees of extroversion and agreeableness would help a person effectively campaign for class president. The traits of conscientiousness and emotional stability would help a person do a good job as class president.
6. *Sample answer:* When I am with my friends, I behave differently than when I am with my family, so my friends and family may observe different personality traits.

### Section 2

7. a                      8. b
9. Helping others helps you to look beyond your own concerns and to gain confidence in your abilities.
10. *Sample answer:* Students' answers should indicate their knowledge of the traits of a self-actualized person.

### Section 3

11. d                      12. a
13. Anger can help a person change; if anger is expressed in negative ways, it is harmful. Fear can help a person avoid a life-threatening situation; when fear is an overreaction to a perceived threat, it is harmful.
14. Being able to give and receive love is essential for mental health.
15. Withdrawing from family and friends is a harmful coping strategy because family and friends can offer emotional support during difficult times.

## Reviewing Key Ideas

### Section 1

1. A person who is very talkative and sociable is demonstrating a high degree of
  - a. conscientiousness.
  - b. agreeableness.
  - c. extroversion.
  - d. emotional stability.
2. According to Erikson, the main challenge people face during adolescence is to
  - a. develop competence.
  - b. search for identity.
  - c. develop trust.
  - d. look back with acceptance.
3. Why is it important how adults behave in front of children?
4. Describe how young children begin to gain independence.
5. **Critical Thinking** Review the five central personality traits. Which traits would help elect someone as class president? Which traits would help the elected president do a good job?
6. **Critical Thinking** Would your friends and your family describe your personality in the same way? Explain your answer.

### Section 2

7. Which of the following describes people with low self-esteem?
  - a. They judge themselves harshly.
  - b. They have a positive attitude.
  - c. They accept themselves for who they are.
  - d. They have a realistic view of their abilities.
8. Self-actualization is the process by which people can
  - a. improve self-esteem.
  - b. reach their full potential.
  - c. establish an identity.
  - d. develop trust.
9. How can helping others have a positive effect on your self-esteem?
10. **Critical Thinking** Describe a person who has achieved self-actualization. Use someone you know, someone you admire, or a character in a book you have read.

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### Section 3

11. An example of a learned emotion is
  - a. fear.
  - b. anger.
  - c. sadness.
  - d. guilt.
12. A child who had been toilet-trained starts to wet the bed again when a new baby arrives. This behavior is an example of
  - a. regression.
  - b. denial.
  - c. projection.
  - d. compensation.
13. How can anger and fear be both helpful and harmful emotions?
14. Explain why love is such an important emotion.
15. **Critical Thinking** Why is withdrawing from family and friends a harmful way to cope with strong emotions?



## Building Health Skills

16. **Advocacy** Design a poster to teach young children healthful ways to cope with anger.
17. **Analyzing Influences** Design a survey to help you determine the major influences on the self-esteem of teens. Include questions about factors such as parents, friends, teachers, religion, culture, and media.
18. **Setting Goals** Identify a defense mechanism from Figure 12 that you overuse. Then make an action plan to limit your overuse of the defense mechanism. Decide on a series of steps you can use to break this habit. Monitor your progress and adjust your action plan, if necessary. **WRITING**

## Health and Community

**Shared Emotions** Sometimes an emotion is felt throughout a community in response to an event. Find two newspaper articles that include words such as *anger*, *grief*, *joy*, *fear*, *guilt*, or *pride*. For each article, write a paragraph explaining the source of the emotion and the response to the emotion. **WRITING**



## Building Health Skills

16. Evaluate posters on how well they are able to communicate a concept to younger children.
17. Survey questions should reflect knowledge of factors that can affect teens' self-esteem. Remind students to respect the privacy of others.
18. Ask students to evaluate the success of their action plans.