

### Objectives

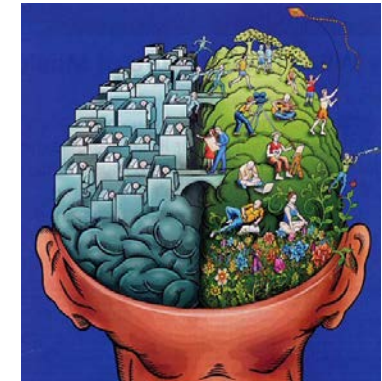
- ▶ **Name** five traits that are used to define personality.
- ▶ **Identify** two factors that determine how your personality develops.
- ▶ **Describe** what happens to personality over a lifetime.



ISTJ Doing what should be done	ISFJ A high sense of duty	INFJ An inspiration to others	INTJ Everything has room for improvement
ISTP Ready to try anything once	ISFP Sees much but shares little	INFP Performing noble service to aid society	INTP A love of problem solving
ESTP The ultimate realists	ESFP You only go around once in life	ENFP Giving life an extra squeeze	ENTP One exciting challenge after another
ESTJ Life's administrators	ESFJ Hosts and hostesses of the world	ENFJ Smooth talking persuader	ENTJ Life's natural leaders

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## Section 2.1

## Personality

### Warm-Up

**Quick Quiz** For each pair of adjectives, rate yourself on a scale from 1 to 5. For example, if cautious describes you perfectly, pick 1. If adventurous is perfect, pick 5. Otherwise, pick 2, 3, or 4.

Cautious	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div>	Adventurous
Outgoing	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div>	Shy
Calm	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div>	Anxious
Suspicious	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div>	Trusting
Excitable	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div></div>	Even-tempered

**WRITING** Use an example from your life to support the rating you chose for one of the adjective pairs.

## Section 2.1

### Personality

#### Enrich Section 2-1

#### Family Involvement: Different Views

How would you describe yourself? Do you think others see you in the same way? Complete this activity to find out.

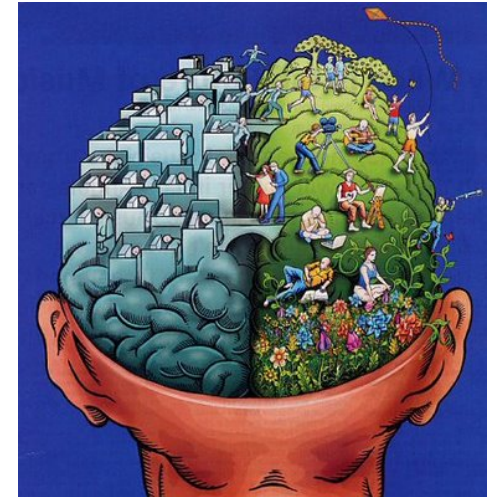
*On the lines provided in the first box, fill in adjectives that **you would use to describe yourself**. Then **share** your responses with two family members to see if they agree or disagree with your responses. Record their responses in the appropriate boxes.*

Adjective	Parent/Guardian	Sibling/Other

1. With which responses did your family members agree?
2. With which responses did your family members disagree?
3. How would you explain any differences in the responses?

## Describing Personality

- Each person has a unique personality.
- Your **personality** consists of the behaviors, attitudes, feelings, and ways of thinking that make you an individual.
- A **psychologist** studies how people think, feel, and behave.
- Many researchers use five central traits to describe peoples' personalities
  - **extroversion**
  - **agreeableness**
  - **conscientiousness**
  - **emotional stability**
  - **openness to experiences**



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### Extroversion

This trait describes how much you like being with other people.



### Extrovert vs Introvert

Which one are you?



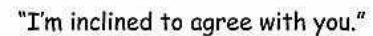
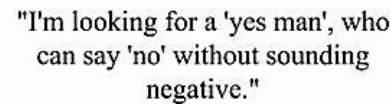
- An extrovert tends to be outgoing, talkative, and sociable.
- An introvert tends to be shy, quiet, and reserved.

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- This trait describes your tendency to relate to other people in a friendly way.

- People who are agreeable tend to cooperate with other people are honest and trustworthy.
- People who are disagreeable tend to be suspicious or hostile; they assume other people are unreliable or ready to take advantage of them.



## Conscientiousness

- This trait describes how responsible and self disciplined you are.
- **Conscientious** people tend to be dependable and make good decisions...approach tasks in an organized, deliberate, and thorough manner.



On the other end of the scale are people who are not conscientious are people who do not think through decisions, are careless, and easily distracted; they may give up on a task or lose interest in the task before the task is complete.

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## Emotional Stability

- People who are emotionally stable tend to be Relaxed, secure and calm, even during difficult situations; focus on the positive.
- People who are emotionally unstable are fearful, worried, and angry; they tend to focus on the negative and expect the worse in most situations.



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## Openness to Experiences

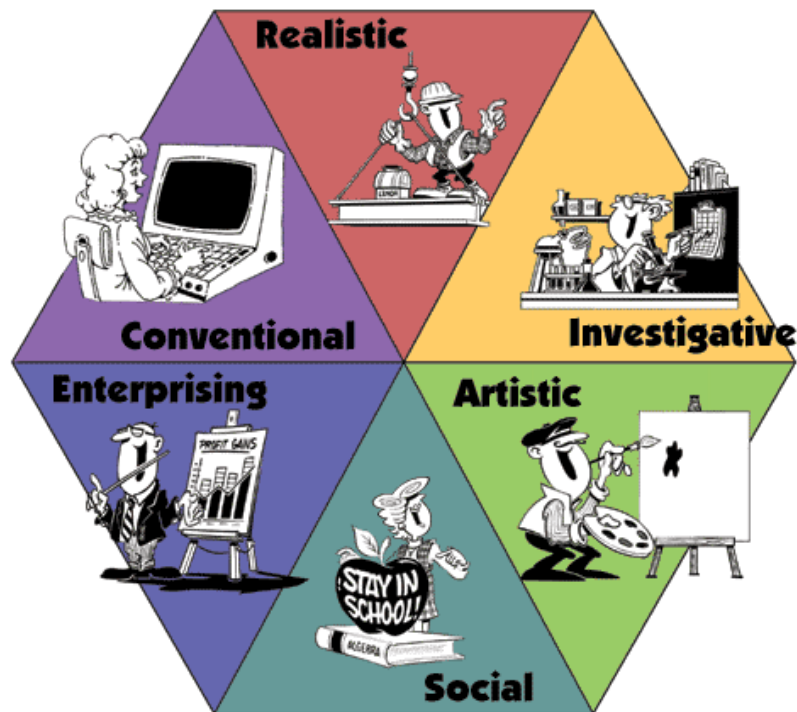
- People who are open to new experiences tend to be Curious, imaginative, and creative; wide range of interests and may be less predictable.
- People who are less open tend to be more predictable and less independent; likely to do what everyone else is doing.



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## How Personality Forms

Personality traits are influenced by a combination of heredity and environment.



## Heredit

Infants are born with distinct tendencies to act in certain ways.

- Talents such as musical and artistic abilities may be inherited.

- Traits such as cheerfulness and shyness may be inherited.



List traits that you may have inherited from your biological parents:

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## Environment

Heredity is only half the picture. Your culture, family and friends are important parts of your environment. They all have an influence on your personality.

- **Culture**

Personality traits that are valued in one culture may not be as highly valued in another culture. Can you give an example:

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- **Family** Experiences you had as a child helped to shape your personality. Children learn about feelings, attitudes, and appropriate ways to behave from their families. As children develop, they copy the behavior of others. This is called modeling.



- **Friends** Starting in childhood and throughout the teenage years, friends become an increasingly important influence on personality. These friends, who are about the same age and share similar interests, are called a peer group.



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# Stages of Personality Development

Personality develops throughout life as people meet a series of challenges.

- 1** Develop trust
- 2** Learn to be independent
- 3** Take initiative
- 4** Develop skills
- 5** Search for identity
- 6** Establish intimacy
- 7** Create and nurture
- 8** Look Back With acceptance



<http://www.childhoodaffirmations.com/flash/index.htm>

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## Eight Stages of Development

I Infancy	Trust vs. mistrust							
II Early childhood		Autonomy vs. shame, doubt						
III Play age			Initiative vs. guilt					
IV School age				Industry vs. inferiority				
V Adolescence					Identity vs. identity diffusion			
VI Young adult						Intimacy vs. isolation		
VII Adulthood							Generativity vs. self- absorption	
VIII Mature age								Integrity vs. disgust, dispair

Erik Erikson



# Stages of Personality Development

**Develop Trust** If needs are met, the child learns to trust.

If needs are not met, the child learns distrust and may withdraw from others.

Erikson also referred to infancy as the **Oral Sensory Stage** (as anyone might who watches a baby put everything in her mouth) where the major emphasis is on the mother's **positive and loving care for the child**, with a big emphasis on **visual contact and touch**.

If we **pass successfully** through this period of life, we will learn to **trust** that life is basically okay and have basic confidence in the future. **If we fail** to experience trust and are constantly frustrated because our needs are not met, we may end up with a **deep-seated feeling of worthlessness and a mistrust** of the world in general.

Incidentally, many studies of suicides and suicide attempts point to the importance of the early years in developing the basic belief that the world is trustworthy and that every individual has a right to be here.

Not surprisingly, the **most significant relationship** is with the **maternal parent**, or whoever is our **most significant and constant caregiver**.

**1**

**Develop Trust**  
birth to 18 months

# Stages of Personality Development



2

## Learn to Be Independent

18 months to 3 years

**Learn to Be Independent** This is the stage when young children learn to do things on their own.

If children fail to master these tasks, they develop self-doubt and feel ashamed.

During this stage we learn to **master skills for ourselves**. Not only do we learn to walk, talk and feed ourselves, we are learning **finer motor development** as well as the much appreciated **toilet training**. Here we have the opportunity to **build self-esteem and autonomy** as we gain more control over our bodies and acquire new skills, **learning right from wrong**. And one of our skills during the "Terrible Two's" is our ability to use the powerful word "NO!" It may be pain for parents, but it develops important skills of the will.

It is also during this stage, however, that we can be **very vulnerable**. If we're **shamed** in the process of toilet training or in learning other important skills, we may feel great **shame and doubt** of our capabilities and suffer **low self-esteem as a result**.

The most significant relationships are with parents.

# Stages of Personality Development

**Take Initiative** During this stage, children start to plan their own activities.

If children are harshly scolded for poor initiatives, they may feel unworthy, guilty, or resentful.



3

**Take Initiative**

3 to 6 years

During this period we experience a desire to **copy the adults** around us and take **initiative** in creating play situations. We **make up stories** with Barbie's and Ken's, toy phones and miniature cars, playing out roles in a trial universe, experimenting with the blueprint for what we believe it means to be an adult. We also begin to use that wonderful word for exploring the world—"WHY?"

While Erikson was influenced by Freud, he downplays biological sexuality in favor of the psychosocial features of conflict between child and parents. Nevertheless, he said that at this stage we usually become involved in the classic "Oedipal struggle" and resolve this struggle through "**social role identification**." If we're **frustrated over natural desires and goals**, we may easily experience **guilt**.

The most **significant relationship** is with the basic **family**.

# Stages of Personality Development



4

## Develop Skills

6 to 12 years

**Develop Skills** These skills make children feel competent, or capable of achieving their goals.

Without skills,  
a child may feel like failure.

During this stage, often called the Latency, we are capable of **learning, creating and accomplishing** numerous new skills and knowledge, thus developing a **sense of industry**. This is also a very **social stage** of development and if we experience unresolved feelings of **inadequacy and inferiority among our peers**, we can have **serious problems in terms of competence and self-esteem**.

As the world expands a bit, our **most significant relationship is with the school and neighborhood**.

**Parents** are **no longer the complete authorities** they once were, although they are **still important**.



# Stages of Personality Development



5

## Search for Identity

12 to 19 years

**Search for Identity** As a teenager, your main challenge is a search for Identity.

Teens begin to question who they are and what they want to do with their life.

They try new experiences.

Up to this stage, according to Erikson, development mostly **depends upon what is done to us**. From here on out, **development depends primarily upon what we do**. And while adolescence is a stage at which we are neither a child nor an adult, life is definitely getting more complex as we attempt to find our own **identity**, struggle with social interactions, and grapple with moral issues.

Our **task** is to **discover who we are as individuals separate from our family** of origin and as members of a wider society. Unfortunately for those around us, in this process many of us go into a period of withdrawing from responsibilities, which Erikson called a "moratorium." And if we are unsuccessful in navigating this stage, we will experience **role confusion** and upheaval.

A significant task for us is to establish a philosophy of life and in this process we tend to think in terms of ideals, which are conflict free, rather than reality, which is not. The problem is that we don't have much experience and find it easy to substitute ideals for experience. However, we can also develop strong devotion to friends and causes.

It is no surprise that our most significant relationships are with peer groups.

# Stages of Personality Development



6

## Establish Intimacy

Young adulthood  
(ages 20–40)

**Establish Intimacy** As a young adult, your challenge will be to Establish close bonds with others and gain support from others.

In the initial stage of being an adult we seek one or more companions and love. As we try to find mutually satisfying relationships, primarily through marriage and friends, we generally also begin to start a family, though this age has been pushed back for many couples who today don't start their families until their late thirties. If negotiating this stage is successful, we can experience **intimacy** on a deep level.

If we're not successful, **isolation** and distance from others may occur. And when we don't find it easy to create satisfying relationships, our world can begin to shrink as, in defense, we can feel superior to others. Our significant relationships are with marital partners and friends.



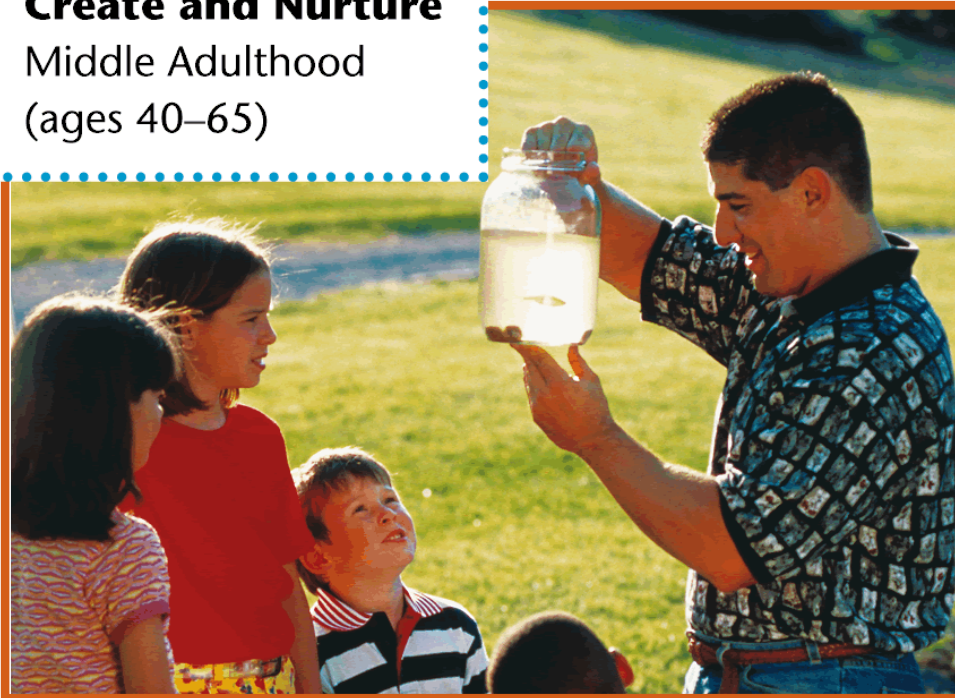
# Stages of Personality Development

**Create and Nurture** During middle adulthood, people need to stay positive and creative in all parts of their life.

7

## Create and Nurture

Middle Adulthood  
(ages 40–65)



Now work is most crucial. Erikson observed that middle-age is when we tend to be occupied with creative and meaningful work and with issues surrounding our family. Also, middle adulthood is when we can expect to "be in charge," the role we've longer envied.

The significant task is to perpetuate culture and transmit values of the culture through the family (taming the kids) and working to establish a stable environment. Strength comes through care of others and production of something that contributes to the betterment of society, which Erikson calls **generativity**, so when we're in this stage we often fear inactivity and meaninglessness.

As our children leave home, or our relationships or goals change, we may be faced with major life changes—the mid-life crisis—and struggle with finding new meanings and purposes. If we don't get through this stage successfully, we can become **self-absorbed** and **stagnate**.

Significant relationships are within the workplace, the community and the family.

# Stages of Personality Development

## 8 Look Back With Acceptance

During older adulthood, people reflect on their lives...acceptance v. regret.



8

### Look Back With Acceptance

Late Adulthood (age 65+)

Erikson felt that much of life is preparing for the middle adulthood stage and the last stage is recovering from it. Perhaps that is because as older adults we can often look back on our lives with happiness and are content, feeling fulfilled with a deep sense that life has meaning and we've made a contribution to life, a feeling Erikson calls **integrity**. Our strength comes from a wisdom that the world is very large and we now have a detached concern for the whole of life, accepting death as the completion of life. On the other hand, some adults may reach this stage and **despair** at their experiences and perceived failures. They may fear death as they struggle to find a purpose to their lives, wondering "Was the trip worth it?" Alternatively, they may feel they have all the answers (not unlike going back to adolescence) and end with a strong dogmatism that only their view has been correct.

The significant relationship is with all of mankind—"my-kind."

***Write the letter of the correct answer in the space provided.***

- \_\_\_\_\_ 1. copying the behavior of others
- \_\_\_\_\_ 2. a person who studies how people think, feel, and behave
- \_\_\_\_\_ 3. people whose ages and interests are similar
- \_\_\_\_\_ 4. behaviors, attitudes, feelings, and ways of thinking
- \_\_\_\_\_ 5. the sense of self

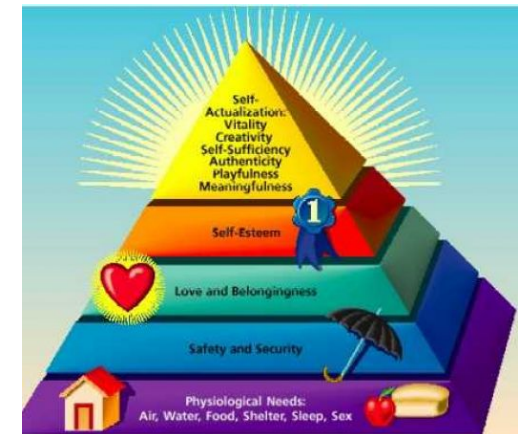
- a. peer group**
- b. identity**
- c. modeling**
- d. psychologist**
- e. personality**
- f. introvert**

***Decide whether each statement is true or false. Write (T) true or (F) false in the space provided.***

- \_\_\_\_\_ 6. An extrovert is shy, quiet, and reserved.
- \_\_\_\_\_ 7. Conscientious people tend to be dependable and usually make good decisions.
- \_\_\_\_\_ 8. Personality traits are influenced by a combination of heredity and environment.
- \_\_\_\_\_ 9. The main challenge of infancy is to develop trust in others.
- \_\_\_\_\_ 10. Nurturing is the main task of young adults.

### Objectives

- ▶ **Compare** the effects of high and low self-esteem on health.
- ▶ **Describe** the changes in self-esteem that can occur as people age.
- ▶ **Identify** ways to achieve and maintain high self-esteem.
- ▶ **Summarize** Maslow's theory of self-actualization.





## Section 2.2 Self-Esteem

### Warm-Up

**Health Stats** These data show the results of a survey that asked teens, “What would make you feel better about yourself?” They could choose more than one answer.

#### What Would Make Teens Feel Better?

49% say “Better grades”

38% say “Losing weight”

36% say “Bulking or toning up”

30% say “Better relationship with parents”

16% say “Fitting in with certain peers”

15% say “I like myself the way I am”

**WRITING** Do these survey results surprise you? Why or why not?

# Self-Esteem and Your Health

- One term psychologists use to describe your opinion of yourself is self-esteem.
- Many psychologists think that high self-esteem has a **positive** effect on health, while low self-esteem has a **negative** effect on health.
- **Self-esteem** refers to **how much you respect yourself and like yourself.**



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### Benefits of High Self-Esteem

- People with high self-esteem **accept themselves for who they are.**
- They have a **realistic** view of their strengths and weaknesses and maintain a **positive** attitude even when they fail at a task.



#### CHARACTERISTICS OF PEOPLE WITH HIGH SELF-ESTEEM

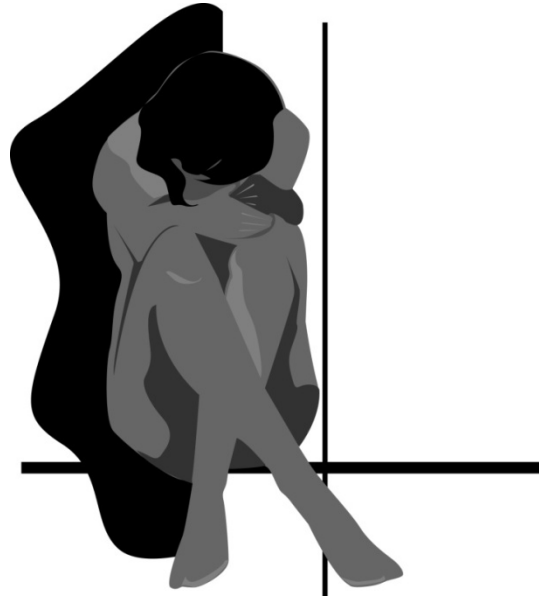
- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Worthy of living.</li><li>• Self-confident</li><li>• Accept themselves unconditionally.</li><li>• Seek continuous self-improvement.</li><li>• Have peace within themselves.</li><li>• Enjoy good interpersonal relationships</li></ul> | <ul style="list-style-type: none"><li>• Assume responsibility for their own lives.</li><li>• Tolerate frustrations well.</li><li>• Assertive.</li><li>• Outgoing.</li><li>• Willing to take calculated risks.</li><li>• Loving and lovable.</li><li>• Self-directed</li></ul> |
|--|---|

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# Risks of Low Self-Esteem

- People with low self-esteem don't have much **respect** for themselves.
- Some studies show that teens with low self-esteem are more likely than their peers to
  - use **drugs**
  - **Drop out** of school,
  - Become/get someone **pregnant**
  - suffer from **mental** disorders
- Feel that **success** is more a matter of **luck** than hard work.



- They **judge themselves harshly** and worry too much about what others think of them.
- They may **“put on an act”** in public to impress others and hide their insecurities.
- Their **fear of failure** and looking bad may prevent them from trying new things.

• **Negative thoughts**, such as “I can’t do that” or “I’m not smart enough” **make it difficult to succeed.**

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## **Boost Your Self-Esteem**

- ▶ **Maintain a positive attitude.**
- ▶ **Focus on your strengths.**
- ▶ **Form close relationships.**
- ▶ **Set goals for yourself.**
- ▶ **Avoid risky behaviors.**
- ▶ **Ask for help.**
- ▶ **Be resilient.**

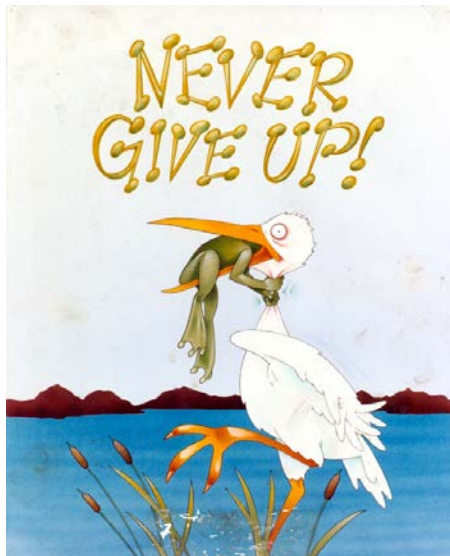
### How Self-Esteem Develops

- Self-esteem is not a constant. It can **increase** or **decrease** as people interact with their family, their peers, and their community.
- On average, self-esteem **drops** in early adolescence, **increases** gradually during adulthood, and **decreases** again toward the end of life.



### Childhood

- Young children need **support** and **encouragement** from family members.



- Most children enter school with relatively **high** self-esteem, but there is often a gradual **decline** in self-esteem during elementary school.
- **Why do you think this is?**



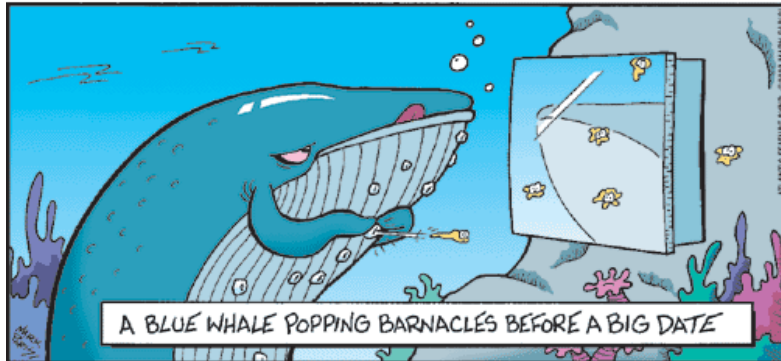
- If they have a chance to **succeed at small tasks** and to **build skills**, they are likely to become **confident** individuals.

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# Adolescence

off the mark.com by Mark Parisi © Mark Parisi, Permission required for use.



- But some teens are overly **self-conscious** and judge themselves too harshly.
- They may **compare themselves** to top athletes or attractive celebrities.

- It is **normal** for teens to be critical of their appearance, their abilities, their interests, and their shortcomings.
- The larger world around you has an influence on your self-esteem. You receive messages about your appearance, your gender, your cultural group, and your values from the media.  
*How can this have an affect on your self-esteem?*





### Adulthood

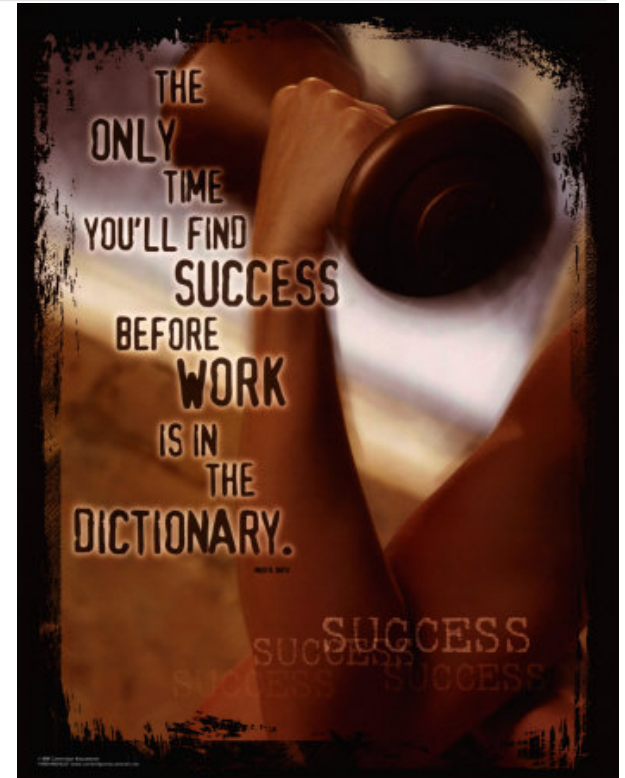
- Self-esteem generally **rises** during adulthood.



- Adults begin to **accomplish** their goals and take **control** of their lives.

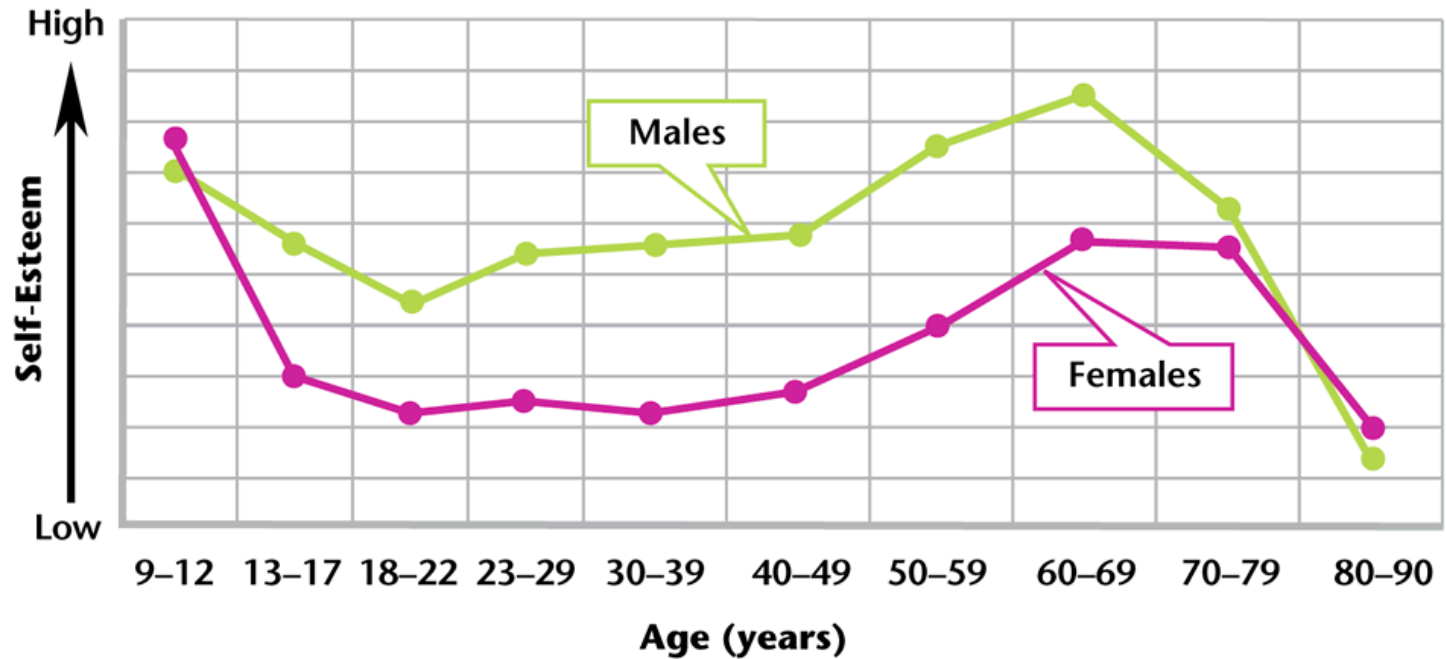
- Adults are better able to keep things in the **proper perspective**.

- Researchers are not sure why self-esteem tends to decrease in older adults. **Why do you think this happens?**



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### How Self-Esteem Changes With Age

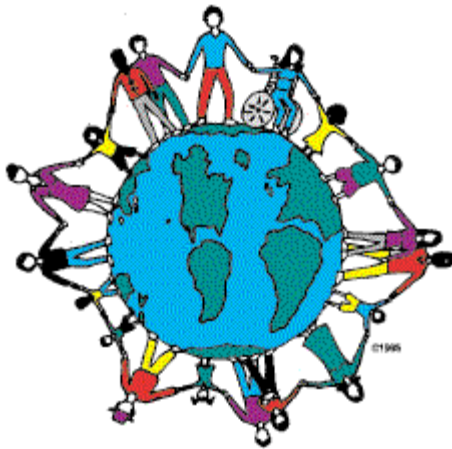


# Improving Your Self-Esteem

- Don't base your self-esteem solely on other people's **opinion** of you.



- Focus on your **accomplishments**, your **talents**, and your **contributions** to your family and community.



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# Improving Your Self-Esteem

- Make a list of your **strengths** and **weaknesses**
  - Focus on your **strengths**. Build on the things you do well.
- Don't be too **hard** on yourself.
  - When you make a mistake or experience a defeat, **figure out what went wrong**. Try to learn something positive from the experience and then move on.
- Set **ambitious**, but **realistic** goals for yourself.
  - Develop a plan to **achieve your goals**. Take time to appreciate and reward yourself when you accomplish a goal.
- Rely on **YOUR values**.
  - You will feel **better** about yourself when you do things that match **your** values.
  - Avoid doing things just to “go along with the crowd.” Choose friends who share your values, support your goals, and encourage your efforts to do your best.



# Improving Your Self-Esteem

- Learn to **accept** compliments.
  - Try to distinguish **genuine** praise from **insincere** flattery.
- Look **beyond** your own concerns.
  - Do something **nice for others**. Consider helping out more at home or doing volunteer work in your community.
- Do not focus too much on **appearance**.
  - An inflated focus on appearance can **undermine** self-esteem.
  - Making sure that you are **well groomed** can help **build** self-confidence.



## Examples of Compliments

COMPLIMENTS  
The way people are:

"You are a good friend"



"You are always ready to help a classmate"



"You care about how other people feel"



COMPLIMENTS  
The way people are:

"You are a good dancer"



"You are a great helper at clean up time"



"Wow you are really good at kicking a ball"



## Examples of Compliments

COMPLIMENT'S  
The way people behave:

"I like the way you are sitting and building with your blocks at worktime"



"You do a great job of using your listening ears at school"



"You do such a great job raising your hand when you have a question"



COMPLIMENT'S  
The way people look

"I like your hair"



"I really like your eyes"



"I like how you look in your new yellow raincoat, hat and boots"



Think about the last time you made a mistake.

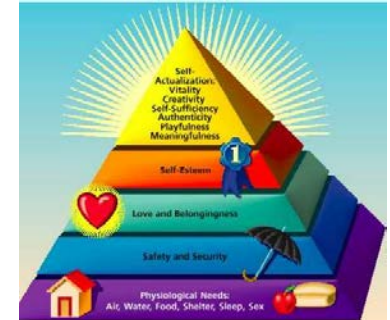
How did you respond?

Was your response helpful?



# Achieving Your Potential

- The process by which people achieve their full potential is called **self-actualization**.
- According to Maslow, before people can achieve self-actualization, their **basic needs** must be met:
- The **hierarchy** of needs are built like a pyramid... 1 = bottom, 5 = top
  1. **physical needs**: food, water, shelter
  2. the need to feel **safe/protected**: a person needs shelter from the **elements**, such as heat, cold, and rain. A person needs to feel **safe from violence** in the home and in the community. Includes: need for enough money to meet basic physical needs and other safety needs.
  3. the need to **belong**: need to connect with other people. Family, friends, and others in your community = love and acceptance needed for emotional health.
  4. the need for **esteem**: 2 parts –
    1. **approval of others** – recognition, respect, appreciation, attention
    2. **self-esteem** – more important need than the approval of others; more permanent.



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**5. Self Actualization** - once all of a person's other needs are met, he or she can go on to achieve the qualities of a self-actualized person. Maslow made a list of personality traits that people who had reached their potential share:

Which of these personality traits do you have?

### Personality Traits of Self-Actualized People

- ▶ Realistic and accepting
- ▶ Independent, self-sufficient
- ▶ Appreciative of life
- ▶ Concerned about humankind
- ▶ Capable of loving others
- ▶ Fair, unprejudiced
- ▶ Creative and hard-working
- ▶ Not afraid to be different

1. Describe something that you accomplished in the past year that made you feel proud and explain why.



# Maslow's proposed ways to reach self-actualization:

- **Experience life** fully in the present, rather than dwelling on the past or worrying about the future.
- **Take reasonable risks** to reach your goals rather than staying with the safe and familiar.
- **Listen to your own needs** and trust your own decisions based on your own experience.
- **Be honest with yourself** and with others.
- **Be assertive** in expressing your own needs, ideas, and values.
- **Set tangible goals** and strive to achieve them.
- **Recognize peak experiences** that fulfill your aspirations.
- **Be open to new experiences.**



### Activity:

1. Building A Pat-on-the-Back Self-Esteem Activity
2. Make a powerpoint collage of yourself
3. Include the following items into your collage:

Your Name

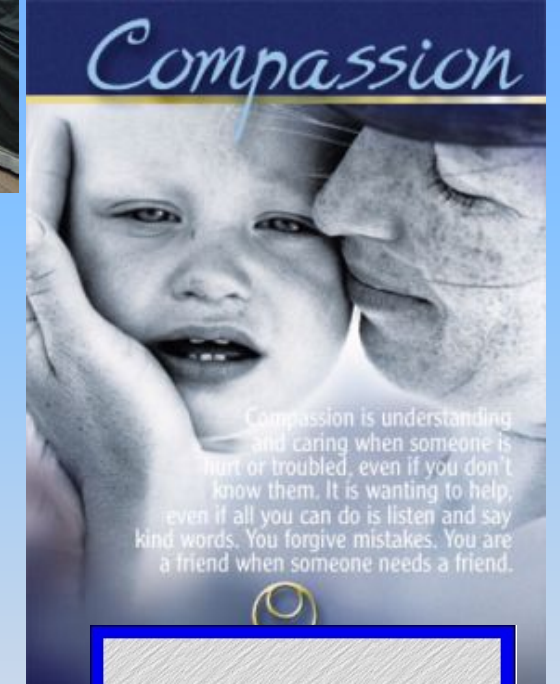
Your Skills

Your Ambitions

What RU Famous 4

- BRAINSTORM...WRITE DOWN THE ABOVE ON A PIECE OF PAPER
- BE CREATIVE
- GET IDEAS FROM YOUR FRIENDS, FAMILY, TEACHERS

# Laura Denise Renaldi-Korff



**Generosity is giving more than you can, and pride is taking less than you need**

Kahlil Gibran

**"Honesty is the first chapter in the book of wisdom."**

- Thomas Jefferson

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\_\_\_\_\_ 1. What might a person with high self-esteem say to explain a poor grade on a test?

- a. I'm not smart enough.
- b. I didn't study enough.
- c. I never do well on tests.
- d. The teacher doesn't like me.

\_\_\_\_\_ 2. On average, which person is most likely to have the highest self-esteem?

- a. a male who is 15
- b. a female who is 15
- c. a male who is 50
- d. a female who is 50

\_\_\_\_\_ 3. What term refers to how much a person respects and likes himself or herself?

- a. self-actualized
- b. identity
- c. personality
- d. self-esteem

\_\_\_\_\_ 4. According to Maslow, which human needs are the *most basic*?

- a. safety needs
- b. belonging needs
- c. esteem needs
- d. physical needs

\_\_\_\_\_ 5. Which of the following is a personality trait of a self-actualized person?

- a. unrealistic
- b. afraid to be different
- c. unprejudiced
- d. Dependent

#### TRUE OR FALSE

\_\_\_\_\_ 6. Some psychologists think high self-esteem has a positive impact on health.

\_\_\_\_\_ 7. Focusing on your appearance may lower your self-esteem.

\_\_\_\_\_ 8. During adolescence most people have very high levels of self-esteem.

\_\_\_\_\_ 9. Physical needs include the need for food, water, and sleep.

\_\_\_\_\_ 10. Maslow thought that the approval of others was more important than self-esteem.



### Objectives

- ▶ **Identify** four primary emotions and three learned emotions.
- ▶ **Explain** why it is important to recognize your emotions.
- ▶ **Distinguish** helpful from harmful coping strategies.

### Warm-Up

**Myth** It is always healthy to “let your feelings out.”

**Fact** Some ways of expressing your emotions are positive and constructive. Other ways of expressing emotions are negative and destructive.

**WRITING** Think of a time when you felt afraid and a time when you felt guilty. Describe how you behaved in response to each feeling.

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## Primary Emotions

- An **emotion** is a reaction to a **situation** that involves your **mind, body, and behavior**.
- **Primary emotions** are emotions that are expressed by people in **ALL** cultures.
- Examples of primary emotions are
  - happiness
  - sadness
  - anger
  - fear



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## Happiness

- Happiness is a **normal** response to **pleasant** events in one's life.
- Feeling happy helps you feel **good** about yourself.
- **Make a list of the things you enjoy...**



- What can you do to make time to do the things you enjoy?

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## Sadness

- Sadness is a **normal** response to **disappointing** events in your life.

When you are sad, you may cry, eat more or less than normal, feel tired, or withdraw from those around you.

- If you are sad about the death of a loved one, you will likely experience a period of deep sorrow known as **grief**.

### What can you do to overcome feelings of sadness?

What is the difference between sadness and depression?



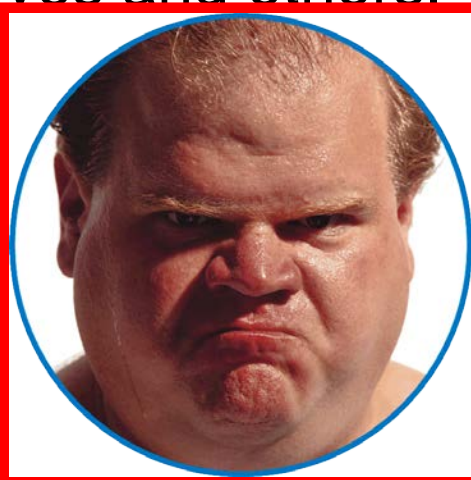
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### Anger

- Feelings of anger can range from **mild resentment** to **intense rage**. What happens to you physically when you get angry?
- Anger is **helpful** when it provides you with the energy necessary to try to change things.
- People who tend to express anger in **negative** ways may hurt themselves and others.

Write about a time when anger was a motivational factor in your life and it created a **POSITIVE** outcome.



What positive things can you do to avoid making a situation worse because of anger?

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### Expressing Anger in Healthy Ways

Matt and Toni had been going out for over a year. Matt thought that things were great between them. Toni felt differently. She wanted to stop seeing Matt. When she told Matt, he was stunned at first and couldn't speak. Then, he began to yell at Toni. Now Toni was angry too. She later told friends a secret about Matt that she had promised not to tell.

How would you react if you were in this situation? Yell? Cry? Act as if you didn't care? These behaviors are possible responses to anger. Some responses can improve the situation or at least make you feel better. Other responses can make a bad situation worse. The following guidelines will help you learn to express your anger in healthy ways.



## Section 2.3 Expressing Your Emotions

### 1 Accept your feelings.

Anger is a normal emotion. Denying your anger will not make it go away, and ignoring your anger can lead to more destructive behaviors later on. Once you accept your anger, you can start to work on expressing your anger in healthy ways.

### 2 Identify your triggers.

Before you can deal with your anger, you need to know what makes you angry. You may be angry at a specific person or situation. Thinking about events in your past might make you angry. So might thinking about your future. One way to monitor your feelings is to record them in a journal.

### 3 Describe your response.

Record what you did in response to your anger and what happened after you responded. Circle those responses that led to a positive outcome.

Friday
1. My sister wore my sweater. I yelled at her. She yelled back. Mom got mad.
2. Argued with Dad about the car. Went for a bike ride. Then talked to Dad.

### 4 Seek constructive alternatives.

- ▶ **Address the Problem** After you calm down, try to discuss the problem. Make it clear how you feel without blaming the other person. Listen with respect to what the other person has to say. Even if talking doesn't fix the problem, you may feel ready to move on.
- ▶ **Release Excess Energy** Do some physical activity that you enjoy or do some activity that requires you to be creative. Something as simple as taking a walk can also help.
- ▶ **Avoid Certain Situations** If some situations act as triggers for your anger, you may be able to avoid them. Or you may decide to leave a situation if you start to feel angry.

- ▶ **Avoid Destructive Behaviors** Overeating or not eating, drinking, smoking, using drugs, or taking extreme physical risks may help you forget your problems for a short time. However, these behaviors can cause damage that lasts a lifetime.
- ▶ **Ask for Help** If you are having trouble controlling your anger, talk to a trusted adult. The adult can either help you figure out how to cope or can direct you to someone who can. There are counselors who specialize in helping people learn to manage their anger.

### 5 Evaluate your progress.

Continue to keep track of your responses to anger in your journal. At first it may take a lot of self-control to change the way you respond to anger. But the more you practice constructive behaviors, the more automatic they will become.

### 1 Fear

- Fear is the emotion you feel when you recognize a **threat** to your safety or security.
- What happens to you physically when you are afraid?
- Fear can be a helpful emotion because it can lead you to **run from life-threatening situations**.

- 2
- Fear can be a harmful emotion when it is not based on a **real threat** or when it is an **overreaction** to a perceived threat.



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## Learned Emotions

- Some emotions are not expressed **in the same way** by all people. These emotions are called social emotions, or **learned emotions**.
- Examples of learned emotions are
  - Love
  - Guilt
  - Shame



Emotions across cultures

### Love

- What do love between family members, love between friends, and romantic love have in common?
  - All are marked by deep feelings of affection and concern.
- You can feel love toward places and things, as well as toward people.
- The capacity to give and receive love is essential for mental health.

Love is one of the most positive emotions people are capable of feeling.



## Section 2.3 Expressing Your Emotions

### Love...cont'd.

In many cultures, women tend to express love differently than men.

Women are often more comfortable expressing their love in words.

Many men are more comfortable expressing their love through actions such as shared activities.





## Guilt and Shame

- Guilt can be a **helpful** emotion...how?
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Shame is different from guilt because it focuses on the **person** rather than the **action**.
- Shame can be harmful because it lowers **self-esteem**.

**Guilt and Shame** Leah's dad lost his job. Leah is angry because there isn't enough money and she can't find a part-time job to help out. Today she spotted a twenty-dollar bill in her friend Rosa's locker. When Rosa looked away, Leah grabbed the money and stuffed it into her pocket. Because Leah knows that what she did was wrong, she feels guilty.

Guilt can be a helpful emotion. Guilt can stop you from doing something you know is wrong, or it can make you take action to correct something you've done. The best way to deal with feelings of guilt is to correct the situation, if possible, and to talk about your feelings. Sometimes people feel guilty when they haven't done anything wrong. For example, when parents divorce, children often blame themselves.

Leah might also feel shame for stealing the money. Shame is different from guilt because it focuses on the person rather than the action. When you feel guilty you think, "I did a bad thing." When you feel ashamed, you think, "I am a bad person." Shame can be harmful because it lowers self-esteem. Shame also makes it less likely that a person will try to correct the bad situation.

### Connect to YOUR LIFE

What advice would you give Leah to help her correct the situation with Rosa?

## Recognizing Your Emotions

Recognizing your emotions is the important **first** step toward dealing with them in **healthful** ways.

- Name the emotion you are feeling. Be aware that some emotions, such as anger, can mask other emotions, such as fear, guilt, and shame.
- Determine what triggered the emotion. Try to pinpoint the exact source of your feeling. It may be difficult to isolate the cause from everything else that is happening at the time.
- Think back to past times that you felt the same way. What similarities do you notice about the situations? Are there any important differences?



## Coping With Your Emotions

- A **coping strategy** is a way of dealing with an uncomfortable or unbearable feeling or situation
- 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.

### Defense Mechanisms

**Defense mechanisms** are coping strategies that help you to protect yourself from difficult feelings.

#### Common Defense Mechanisms

<b>Denial</b>	Refusing to recognize an emotion or problem	Your parents are getting divorced, but you act as though nothing is wrong. When friends express their concern, you laugh and tell them it does not bother you.
<b>Compensation</b>	Making up for weaknesses in one area by excelling in another area	You are failing two classes in school. You compensate by becoming the lead saxophone player in the school band.
<b>Rationalization</b>	Making excuses for actions or feelings	You work in a convenience store. When no one is watching, you take some magazines. You figure it's a large store and they can afford it.

## Helpful Ways of Coping

- People react in many different ways to their own strong feelings.
- Helpful coping strategies
  - **Confront** the situation head-on. If possible, take action to **improve** the situation.
  - Release your built-up energy by **exercising**, cleaning your room, or being **active** in some other way.
  - Take a **break** by reading a book, listening to music, taking a walk, writing in your journal, or otherwise relaxing.
  - **Talk through** your feelings with a family member, friend, counselor, or other trusted person. Sometimes, just talking about your feelings will help you see things more clearly.

## Harmful Ways of Coping

- People may respond in unhealthy ways to intense emotions.
- Using **alcohol** or **other drugs** is an example of a harmful coping strategy.
- **Withdrawing** from friends and family is another.

*Write the letter of the correct answer in the space provided.*

- |  |                       |
|--|-----------------------|
| _____ 1. refusing to recognize an emotion                                | a. denial             |
| _____ 2. excelling in one area to make up for a weakness in another area | b. regression         |
| _____ 3. making excuses for an action                                    | c. projection         |
| _____ 4. acting opposite of the way you feel                             | d. compensation       |
| _____ 5. blaming another person for your faults                          | e. rationalization    |
|  | f. reaction formation |

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*Write the letter of the correct answer in the space provided.*

- |   |  |
|---|--|
| _____ 6. Emotions that are expressed by people in all cultures are called | _____ 8. Shame is a feeling  |
| a. social emotions.   | a. of affection and concern.   |
| b. primary emotions.  | b. of intense rage.  |
| c. learned emotions.  | c. that you did something wrong.   |
| d. coping emotions.   | d. that you are a bad person.  |
| _____ 7. Which of these is a learned emotion?                             | _____ 9. What is the first step toward dealing with emotions in healthy ways?            |
| a. happiness  | a. recognizing your emotions   |
| b. sadness  | b. recognizing your use of defense mechanisms  |
| c. guilt  | c. recognizing your coping strategies  |
| d. anger  | d. recognizing your cultural values  |
|   | _____ 10. Which defense mechanism involves using immature behaviors to express emotions? |
|   | a. regression  |
|   | b. projection  |
|   | c. rationalization   |
|   | d. Compensation  |