# Lesson 7.1: Your Emotional Health

## Vocabulary Review Worksheet

1. emotional
2. mental
3. emotional intelligence
4. impulsiveness
5. impulsive

## Note-Taking Guide

**What Makes Me Emotionally Healthy?**

1.

Being able to deal with stress

Balancing school and play

Creating and having good relationships

**Emotional Intelligence**

2. stress; relationships; control; self-confidence; leader; academics

**Empathy**

3. Sharing in the life stories of others; making an effort to understand differences; asking questions and learning about different situations

**Influences on Emotions**

4.

Your hormone levels are changing.

Your sleeping is disrupted.

Your brain is not fully developed.

You are going through social changes.

**Impulsive Behavior**

5. Answers may include being dishonest, breaking the rules, having tantrums, destroying property, being mean or putting others down, cyberbullying, punching something or someone, being verbally aggressive, stealing, borrowing without asking, running away, overeating, smoking cigarettes or vaping, using drugs, drinking alcohol, gambling, or cutting or self-harming.

**Healthy Ways to Manage Emotions**

6. Collect your thoughts: Pause before you speak, and make sure you know what to say.

Take time out: Step away from the stressful situation or environment.

Distract yourself: Listen to music, solve a puzzle, or repeat a favorite song.

Do regular physical activity: Exercise keeps your stress levels down and helps control reactions.

Try to laugh about it: Acknowledge your own short comings, and be willing to laugh at yourself.

Keep a journal: Writing helps you understand your emotions and can release feelings.

# Lesson 7.2: Building Self-Awareness

## Vocabulary Review Worksheet

1. awareness
2. self-image
3. Body image
4. self-esteem
5. confidence

## Note-Taking Guide

**Self-Awareness**

1.

Self-awareness means having a clear sense of your personality, including your strengths, weaknesses, thoughts, beliefs, motivations, and emotions.

Having self-awareness allows you to understand how other people see you, and that understanding allows you to respond to others effectively and appropriately.

**Self-Image**

2. body

**Self-Esteem**

3. like; value

**Self-Esteem and Health**

4. People with high self-esteem tend to take care of themselves by eating well, exercising, and being good to themselves and others.

**Self-Esteem and Self-Confidence Boosters**

5. learning your strengths and weaknesses, being kind to yourself, growing from your mistakes, knowing when to ask for help

# Lesson 7.3: Developing Emotional Health and Mental Toughness

## Vocabulary Review Worksheet

1. optimistic
2. resilience
3. trait
4. skill
5. grit
6. growth
7. self-talk

## Note-Taking Guide

**Mental Toughness**

1. Any five of the following:

1. Performing at higher levels in school and work
2. Experiencing greater well-being and better health
3. Being more engaged and having stronger social ties
4. Greater contentment and openness to learning and new ideas
5. Managing stress and change more effectively
6. Having higher ambitions and life goals

**Optimism and Emotional Health**

2. Optimism: Believe things will get better, have a positive outlook, related to better health

Pessimism: Generally negative outlook, assumes the worst, related to poorer health

**Growth Mindset**

3. Any two of the following:

|  |  |
| --- | --- |
| Growth mindset | Fixed mindset |
| I can learn to do anything I want. | I stick to what I know. |
| I like to try new things. | I either can do it or I can’t. |
| My effort and attitude determine my abilities. | My abilities are unchanging. |
| Challenges help me to grow. | I don’t like to be challenged. |
| Failure is an opportunity to grow. | Failure is the limit of my abilities. |
| I am inspired by the success of others. | When I’m frustrated, I give up. |
| Feedback is constructive. | Feedback and criticism are personal. |
|  | I’m either good at it or I’m not. |
|  | My potential is predetermined. |

**Becoming Resilient**

4. Resilience is your ability to bounce back from a difficult or stressful situation.

5. competence; confidence; connection; character; contribution; coping; control

**Grit**

6. Grit is having the dedication and passion to achieve long-term goals.

**Self-Talk for Resilience, Grit, and Growth**

7. Missing answers are in bold.

|  |  |  |
| --- | --- | --- |
| Pattern | Description | Example |
| Jumping to conclusions | Failing to think things through and jumping to a quick, negative conclusion | **My friend didn’t text me. She must hate me.** |
| Making things your own fault | **Making everything about you or your fault (personalizing)** | My friend did poorly on his exam because I wasn’t able to study with him the night before the test. |
| **Making things worse** | Making something far more significant or dramatic than it is (catastrophizing) | I got a B on my quiz. I’m totally going to fail now. |
| Making things smaller | **Making accomplishments smaller than they really are** | Even though I got an A on the test, I missed the easiest question. I’m so dumb! |
| Making things bigger | Applying something specific to a bigger thing | **I forgot my permission slip. I can’t remember anything.** |
| Giving it a name | **Calling yourself names (labeling)** | I am so fat and stupid. |

# Lesson 7.4: Recognizing and Managing Stress

## Vocabulary Review Worksheet

1. stress
2. stressor
3. fight-or-flight
4. distress
5. optimal
6. management
7. relaxation

## Note-Taking Guide Answer Key

**What Is Stress?**

1. Stress

2. more

3. differ

4. stressor

5. anything

**How We Respond to Stress**

6.

1. Alarm
2. Resistance
3. Exhaustion

**Types of Stressors**

7.

* Acute: Short term
* Chronic: Long term
* Routine: Small things
* Major life events: Big things
* Trauma: A terrorist attack or accident

**Common Causes of Stress for Teens**

8. List at least five of the following:

* Tests and homework
* Relationships with friends
* Relationships with siblings
* Having a boyfriend or a girlfriend
* Moving to a new home and school
* Dating
* Too high expectations
* Sports and other extracurricular activities
* Employment
* Feeling socially excluded
* Too much to do
* Too fast or too slow physical development
* Family problems, including abuse and alcohol
* Not achieving something that you really wanted
* Money problems in the family
* Violence in school or in the neighborhood

**Stress and the Body**

9. physical

10. physically

11. not

12. distress

**Stress and Performance**

13. help

14. benefit; optimal

**Stress and Health**

15. List any five of the following:

* Type 2 diabetes
* High blood pressure
* Heart disease
* Obesity
* Ulcers
* Irritable bowel syndrome
* Insomnia
* Skin conditions
* Infections

**Managing Stress**

16. emotions

17. cope

18. volatile

19. management

20. Relaxation

21. List any five of the following:

* Breathe deeply.
* Use positive self-talk.
* Reframe the situation.
* Tend to yourself.
* Remove yourself from the situation.
* Be mindful.
* Find ways to relax.
* Exercise.
* Learn time management.

# Lesson 7.5: Understanding Grief and Loss

## Vocabulary Review Worksheet

1. finality
2. Grief
3. Delayed
4. anger
5. Mourning
6. bereavement

## Note-Taking Guide

**Understanding Death**

1.

Irreversibility: Death as permanent

Finality: All functioning stops with death

Inevitability: Death happens to all living things.

Causality: The general causes of death.

2. emotions

3. irreversible

4. adults

5. independence

**Experiencing Grief**

6. Students answer in their own words but they should include two types of grief and a description similar to that described in table 7.2.

|  |  |
| --- | --- |
| **Anticipatory** | This type of grief can happen before the loss occurs. For example, you can feel grief if someone is terminally ill before the death happens. |
| **Normal or common** | Some people are able to continue on with their normal routine or activities despite their feelings of grief. To others, they may not appear to be grieving. |
| **Delayed** | Grief does not hit everyone on the same time frame. For some, grief intensifies months after the loss when the initial aftermath has passed. |
| **Inhibited** | This type of grief involves staying busy and trying to avoid feeling the emotions of grief. Oftentimes it can lead to physical symptoms like migraines and digestive issues. It can also evolve into complicated grief. |
| **Complicated** | This type of grief is less common, but it can lead to self-harm or mental illness. It involves irrational thoughts and behaviors that keep the person from acknowledging the loss. |
| **Disenfranchised** | This type of grief happens when the person experiencing the loss does not get support or acceptance for their grief. This can happen with the loss of a pet, a non-family member, or with our own loss of a limb, hearing, vision, etc. |
| **Absent** | Absent grief happens if a person refuses to believe that the person has died or the loss has occurred. This type of grief is rare and may accompany unsolved crimes, disappearances, and other complicating factors. |
| **Exaggerated** | Exaggerated grief extends over a long period of time, and a person’s ability to function does not improve. Exaggerated grief can happen when multiple losses occur close together and lead to depression. |

**Mourning and Bereavement**

7. Mourning refers to the external process and behaviors associated with grieving the loss of a loved one

Bereavement refers to the amount of time one experiences grief and/or expresses mourning.

**Cultural and Religious Influences on Mourning and Bereavement**

8. Any three of the following:

* The way in which a body is handled after death, including who can handle the deceased and whether the body is buried or cremated
* Prayers, sacraments, and ceremonies performed on the deceased after death
* Type of funeral service and the specifics of those services
* Whether or not grief is expressed privately or publicly, including whether or not wailing or crying is appropriate or expected
* The way in which people of different genders and ages are expected to experience loss
* Whether people are expected to grieve alone or in groups
* Expectations about the acceptable length of times loved ones should grieve and when people are allowed to return to activities such as dating, celebrating holidays, or re-marrying
* Roles and responsibilities children and others are expected to take on after a parent or family member dies

**Communicating Support for Those in Grief**

9.

sorry

small

available

share

connected

# Test Your Knowledge

1. b. your self-image

2. c. regulate

3. c. setting ambitious goals

4. c. empathy

5. a. increasing heart rate

6. b. their resilience

7. d. catastrophizing

8. c. impulsive

9. d. all of the above

10. d. all of the above