“Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.”

—Helen Keller, the first deaf and blind college graduate

TEST YOUR EMOTIONS IQ

True or False?

1. When you’re angry, it’s best not to say anything so you don’t hurt anyone’s feelings.
   FALSE: Not saying anything can often make the problem worse. There are appropriate ways to express your feelings while minimizing the impact on another person.

2. Depression is a sign of weakness.
   FALSE: Depression occurs for many reasons, including a chemical imbalance or a lifestyle change, which are not a person’s fault. Some forms of depression go away, while others require medical treatment.

3. Only disorganized people feel stress.
   FALSE: Stress is the result of feeling threatened or worried. Disorganization can increase stress, but organized people also can feel stress.

Character Versus Actions

Compare. The actions of one person can affect the lives of many others. Research someone in your community who has helped the community. Go to the library and ask a librarian to help you find information in local newspapers. What character traits does the person possess? How do these traits affect the person’s actions? Prepare an oral report about the person and present it to the class.

LESSON 8
Developing Good Character

LESSON 9
Developing a Healthy Mind

LESSON 10
Expressing Emotions and Managing Stress
Visit www.glencoe.com to find regularly updated statistics on teen depression. Using the information provided, determine the answer to this question: How many teens suffer from depression?

Visit www.glencoe.com to use Your Health Checklist, an interactive tool that helps you determine your health status.

LESSON 11
Dealing with Depression

LESSON 12
Dealing with Loss and Grief
Developing Good Character

- I will develop good character.
- I will interact in ways that help create a positive social-emotional environment.

A high regard for oneself because one behaves in responsible ways is self-respect. Self-respect should not be confused with conceit. Conceit is excessive appreciation of one’s worth. This lesson explains how to develop good character, improve self-esteem, and maintain self-respect. It also describes ways to improve the social-emotional environment.

What You’ll Learn
1. Discuss ways parents and guardians teach family values. (p. 75)
2. Identify traits and behaviors associated with having good character. (p. 75)
3. List and discuss ways to develop, maintain, or improve self-respect. (p. 77)
4. Describe responsible actions that promote positive self-esteem. (p. 78)
5. List ways a positive social-emotional environment improves health status. (p. 79)
6. List and discuss strategies to improve the social-emotional environment. (p. 80)

Why It’s Important
There is a saying, “Actions speak louder than words.” To have and display good character, your actions must be consistent with your beliefs.

Key Terms
- self-respect
- value
- good character
- self-control
- delayed gratification
- self-esteem
- positive self-esteem
- social-emotional environment
- social-emotional booster
- social-emotional pollutant

Writing About Good Character  Suppose your baseball team wins the championship game. Some of your teammates start to taunt the other team’s players, calling them “losers.” Your teammates urge you to join in. After you read the information about good character on page 75, write a response to this situation in your health journal.
What traits describe you? Are you trustworthy? Do you show respect for others? Are you responsible? Are you fair? Are you compassionate? Do you demonstrate good citizenship? The traits that describe you are a key to what you value. Your values are the building blocks for character.

What to Know About Good Character

Values  A standard or belief is called a value. Parents, guardians, mentors, and teachers teach a value system to children by setting an example for children to copy. They express beliefs they want children to cherish. They also teach values by setting standards for children’s behavior. For example, suppose your parent, guardian, mentor, and teacher value responsibility. They teach you to be responsible by setting an example. They work hard and do what they promise to do. You copy their behavior. They teach you by setting standards for your behavior. They might give you assignments to complete and make sure that you follow through.

Character  The degree to which a person regulates his or her own behavior is self-control. A person who uses self-control to act on responsible values has good character. For example, suppose you value honesty. To have good character you must act in ways that are honest. At the drugstore, you give the clerk a $10 bill for a magazine. The clerk gives you change for a $20 bill. If you have good character, you use honesty and avoid the temptation to keep the extra change.

When you have good character, self-control helps you delay gratification. Delayed gratification is voluntarily postponing an immediate reward in order to complete a task before enjoying a reward. For example, suppose you need to study for a test tomorrow. But tonight is the opening night of a movie you want to see. A friend tells you to see the movie instead of studying. You use self-control and study, and delay going to the movie until after the test.

Values That Are the Building Blocks for Good Character

- **Compassion**  You demonstrate compassion when you are sensitive to the needs, wants, and emotions of others, and you are forgiving.
- **Good citizenship**  You demonstrate good citizenship by obeying laws and rules, showing respect for authority, and protecting the environment.
- **Fairness**  You are fair when you abide by the rules and are a good sport, and do not take advantage of others.
- **Respect**  You show respect when you treat others as you want to be treated and refrain from violence.
- **Responsibility**  You show responsibility when you do what you promise and are accountable for your decisions.
- **Trustworthiness**  You are trustworthy when you are dependable, loyal, and honest.
- **Honesty**  You are honest when you refuse to lie, steal, or mislead anyone.
Having high regard for oneself is self-respect. People have self-respect because they behave in responsible ways. Do you have self-respect? To help you develop and maintain self-respect, there are three steps to follow: make a character check to determine if your actions reflect responsible values, control the belief statements that motivate you, and choose actions that promote self-respect.

**How to Develop Self-Respect**

**Make a character check.** Are you proud of your actions? Do your actions reflect responsible values? Good character is your use of self-control to act on responsible values. If you behave in ways that contradict responsible values, you do not have good character. For example, if you have good character, you would not feel good about yourself if you lied to others or cheated someone. Behaving in these ways would not build good character. Luckily, you can change your thoughts and actions to help you have good character.

Throughout life, you must make checks of your character. Make a list of responsible values. Ask yourself if your actions reflect these values. Ask responsible adults who have good character for feedback. If your actions do not reflect the values that you listed, you should change your actions to reflect these values.

**Control the belief statements that motivate you.** You may have good character and act in ways that reflect responsible values, but still lack self-respect. Some teens have internalized negative belief statements. These belief statements, such as, “I am worthless,” or “I will fail no matter how hard I try,” have different origins. Parents, guardians, other responsible adults, and trained counselors can help teens change negative belief statements. Remember, you control the belief statements that play in your mind. You might want to make a list of responsible actions that you choose. Then turn this list into positive belief statements, such as, “I am worthy because I am fair,” and “Others respect me because I make responsible decisions that show respect for others.” Doing this will help you feel worthy, and you will know why others should respect you. This is the key to self-respect.

**Choose actions that promote self-respect.** Do you respect yourself? Do you expect others to respect you? There is truth to the saying, “Actions speak louder than words.” If you say you have self-respect, you must treat yourself in ways that show you respect yourself. Other people will notice your behavior and will have respect for you.

1. What is self-control?
2. How is self-control related to character?
3. How can you develop self-respect?
**Actions That Promote Self-Respect**

**Pay attention to your appearance.** Being well-groomed is one of the first indicators of self-respect. When you carefully choose the clothes you will wear or you brush your hair, you put your best foot forward. You will feel more self-confident when you look your best.

**Make a list of your responsible actions and review the list often.** Knowing your actions are responsible helps keep you from getting down on yourself. Give yourself credit for behaving in responsible ways. Change behavior that is not responsible.

**Be a friend to yourself by enjoying activities by yourself.** Being by yourself allows quiet time to get in touch with your thoughts and feelings. You also can develop a talent or hobby that helps you feel unique.

**Write your feelings in a journal.** Writing about feelings is a good way to examine what is happening in your life. Writing about feelings also is a way to vent feelings, such as anger, resentment, and disappointment. Review what you have written to gain self-knowledge.

**Make spending time with members of your family or a mentor a priority.** If you have a loving, supportive family or mentor, they believe in you and think you are special. They encourage you and help you have a positive attitude about yourself. When you are down on yourself, they help you change your attitude.

**Care for other people the way you would like them to care for you.** For example, suppose you want to be comforted when you are sad. Comfort loved ones when they are sad.

**Let other people know what helps you feel special.** For example, if you value birthday celebrations, don’t take for granted that others know how you feel. Be honest and tell others you want them to help you celebrate your birthday.

**Support the interests of family members and friends and ask them to support your interests.** Attend activities that your friends and family members value, and ask them to attend activities that you value.

**Ask family members and friends which of your actions show you have character.** Listen carefully to their feedback about your actions. Thank them for recognizing your effort to use self-control to act in a responsible manner.

**Get plenty of exercise to generate feelings of well-being.** Regular exercise creates a feeling of well-being by improving your health, fitness level, and flexibility. It helps you control your weight, release stress, and sleep better at night.
A person’s belief about his or her worth is **self-esteem**. A person’s belief that he or she is worthy and deserves respect is **positive self-esteem**. A person’s belief that he or she is not worthy and does not deserve respect is **negative self-esteem**. What actions help you to feel worthy and deserving of respect from others?

### Actions That Promote Positive Self-Esteem

**Practice life skills.** When you practice life skills, you take responsibility for your health. You help promote the health of others and the quality of the environment. This enhances your self-worth.

**Work on health goals.** You show others that you believe you are worthy when you set health goals. You have a sense of accomplishment when you achieve and maintain health goals.

**Demonstrate resiliency in difficult times.** Resiliency is the ability to bounce back and learn from difficult situations. Each time you stick with difficult times until you work things out, you become more resilient and gain self-confidence.

**Take calculated risks.** Calculated risks are ones that can benefit you but present no health or safety danger. Do not be afraid of failing. Do not be afraid of trying something over and over again until you master it. When you do, you will feel more capable.

**Make responsible decisions.** Do not go along with wrong decisions to feel accepted. Rely on your own judgment. Others will respect your ability to be your own person. Your parents or guardian will have confidence in you.

**Expect others to treat you with respect.** If your actions are worthy, you have self-respect. Other people notice your responsible behavior and your respect for yourself. They, in turn, treat you with the respect you deserve. When they do not, ask them to change their behavior.

**Evaluate media messages that may harm your self-image.** Some teens compare themselves to movie stars or models. Teens must realize that most people do not look like celebrities, and that some celebrities act in unhealthy ways to achieve their appearance.

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**Consequences of Low Self-Esteem**

Low self-esteem can put a person at risk for depression, poor academic and job performance, and drug and alcohol abuse.

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When teens have respect for themselves, others respect them.
The Social-Emotional Environment

The quality of the contacts a person has with the people with whom he or she interacts is the **social-emotional environment**. Your interactions with members of your family influence your social-emotional environment. Your interactions with peers and adults in the community also have an influence. A positive social-emotional environment improves health status by allowing you and others to comfortably communicate needs, wants, and emotions.

### How the Social-Emotional Environment Affects Health Status

**Positive social-emotional environment**

A positive social-emotional environment exists when you receive plenty of social-emotional boosters. A **social-emotional booster** is an interpersonal contact that helps a person feel encouragement and support, choose responsible behavior, and recognize options. In a positive social-emotional environment, people around you encourage you to take calculated risks, and praise you when you do something well. They recognize that you are special and compliment you on your actions. When people do these things, you feel connected and cared about. You are less likely to feel depressed or down over circumstances in your life.

**Negative social-emotional environment**

A negative social-emotional environment exists when you experience too many social-emotional pollutants. A **social-emotional pollutant** is an interpersonal contact that limits options or may cause a person to feel discouraged and alone or to choose wrong behavior. In this type of environment, people around you are disrespectful, put you down, or gossip about you. They try to manipulate and control you, or abuse you in some way.

If you live in a negative social-emotional environment, you must take action. If you do not take action, you can feel discouraged, unsupported, lonely, and alienated.

### Ways a Positive Social-Emotional Environment Improves Health Status

- improves self-respect
- provides support for responsible behavior
- allows you to correct mistakes, forgive yourself, and move on
- helps you to be resilient
- helps you to be optimistic
- helps to prevent and relieve stress and depression
- helps prevent feelings of loneliness and alienation
- reduces the risk of psychosomatic diseases

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Positive Interactions

There are strategies to improve the social-emotional environment. These strategies focus on improving your interactions with others. Practicing these strategies helps you create a social-emotional environment that will help you reach your goals.

How to Improve the Social-Emotional Environment

Minimize or avoid contact with people who put you down. Evaluate the positive and negative effects of various relationships, such as peers, family, and friends. Consider how these relationships affect your physical and emotional health. Minimize or avoid contact with persons who treat you with disrespect.

Use positive self-statements if you are with a person or group of persons who are negative. Evaluate the dynamics of your relationships with peers and family. Evaluate the dynamics of social groups to which you belong. If you cannot avoid negative people, say positive self-statements to yourself to avoid listening to their negative words.

Spend time with a mentor. The significant people in your life may not give you social-emotional boosters. They may ignore your needs, wants, and emotions. Find a mentor with whom you can spend time and get the social-emotional boosters you need. Communicate your needs, wants, and emotions to your mentor.

Join a support group. Within a support group, you can experience a positive social-emotional environment and get social-emotional boosters. You can practice expressing your needs, wants, and emotions in a safe setting.

Expand the network of people with whom you communicate needs, wants, and emotions. Remember, you need social-emotional boosters to maintain physical and emotional health. If you are not getting them, consider finding new friendships that provide them. Participate in new activities at school and in your community.

Give others social-emotional boosters. Contribute to the quality of the social-emotional environment by supporting and encouraging peers, friends, and family members. Encourage them to communicate their needs, wants, and emotions. When you do, you help others maintain their physical and emotional health.

Did You Know?

Daily Social-Emotional Boosters
You can improve your self-esteem by giving yourself three social-emotional boosters each day. Write them on a sheet of paper.
Key Terms Review

Complete the fill-in-the-blank statements with the lesson Key Terms on the left. Do not write in this book.

1. _____ is a person’s belief that he or she is worthy and deserves respect.
2. _____ is a person’s belief about his or her worth.
3. The _____ is the quality of the contacts a person has with the people with whom he or she interacts.
4. _____ is a person’s use of self-control to act on responsible values.
5. A(n) _____ is a negative interpersonal contact that closes options.
6. _____ is the degree to which a person regulates his or her own behavior.
7. _____ is a high regard for oneself.
8. _____ is voluntarily postponing an immediate reward in order to complete a task before enjoying a reward.
9. A(n) _____ is an interpersonal contact that helps a person feel encouragement and support.
10. A(n) _____ is a standard or belief.

Recalling the Facts

11. What are two ways parents, guardians, mentors, and teachers teach values?
12. What are seven values that are building blocks for good character?
13. What are ten ways to improve self-respect?
14. What are six strategies that improve the social-emotional environment?

Critical Thinking

19. How does communicating needs, wants, and emotions help improve the social-emotional environment?
20. How does the use of self-control and delayed gratification build good character?
21. How does taking calculated risks help a person improve his or her self-esteem?
22. How is resiliency related to self-esteem?

Real-Life Applications

23. Why do you think treating others with respect helps you to respect yourself?
24. What belief statements can you use to help you have positive self-esteem?
25. How can you make your social-emotional environment more positive?
26. What is an example of a positive belief statement that promotes self-respect?

Activities

Responsible Decision Making

27. Write a Skit You are with your friend at the movie theater. Your friend suggests that you pay and go into the movie and then open the exit door so he or she can sneak in. What would you do? Refer to the Responsible Decision-Making Model on page 61 for help. Write a skit about this scenario and your decision.

Sharpen Your Life Skills

28. Access Health Information Find an ad in the newspaper that shows a famous person promoting a product. What message is the ad conveying? How might this ad affect a teen’s self-esteem? Write a new advertisement to sell the product in a way that would not affect a teen’s self-esteem.