

Teen Health

COURSE **1**

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TIME is the nation's leading news and information magazine. With over 80 years of experience, TIME provides an authoritative voice in the analysis of the issues of the day, from politics to pop culture, from history-making decisions to healthy living. TIME Learning Ventures brings the strength of TIME and TIME For Kids' editorial and photographic excellence to educational resources for school and home.



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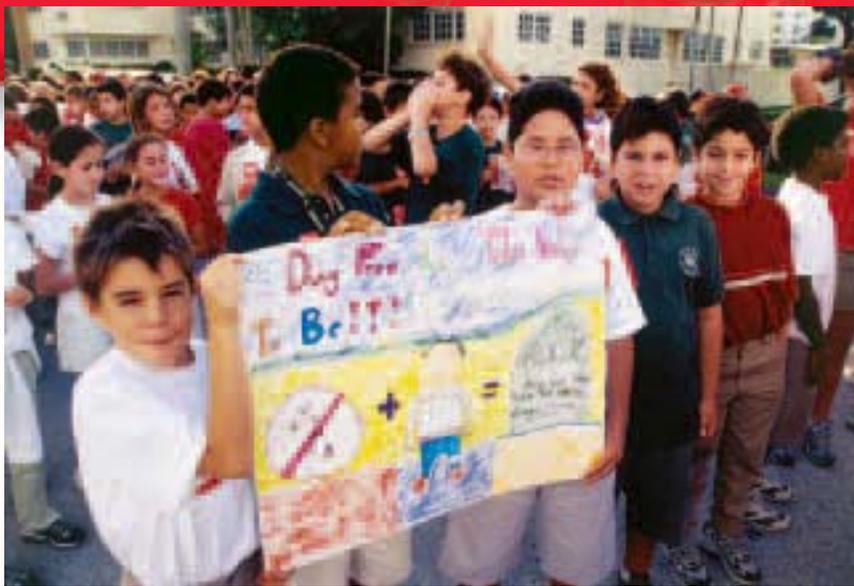
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Be Healthy and Active with

Teen Health

Physical activity and fitness are important to good health. Use the *Fitness Zone Handbook* and Glencoe's Online Fitness Zone to develop personal fitness.

Fitness Zone Handbook

The *Fitness Zone Handbook* on pages xiv – 1 can help you create a personal fitness plan to balance your activities and build your overall fitness level. You'll also learn about the elements of fitness and discover fun group activities.

Physical Fitness Plan

Everyone should have a fitness plan. A personal plan can help you get started in developing your physical fitness. If you are already active or even athletic, a physical fitness plan can help you balance your activities and maintain a healthy level of activity.

Planning a Routine

When you're ready to start a fitness routine, it may be tempting to exercise as hard as you can for as long as you can. However, that approach is likely to leave you discouraged and even injured. Instead, you should plan a fitness routine that will let your body adjust to activity. Work up to your fitness goals slowly. Gradually increase both the length of time you spend exercising and the number of times you exercise each week. For example, you might start by doing a fitness activity for just 5 minutes a day, 3 days a week. Increase the amount of time you exercise, to say 7 minutes the next week and to 10 minutes during the third week of your plan. When you are exercising 20 minutes, 3 days a week, you're ready to add a fourth day to your fitness routine. Eventually, you will be exercising for 20 to 30 minutes, 5 days a week.

Warming Up

There's more to a physical fitness plan than fitness activities. It's important to prepare your body for exercise. Preparation involves warm-up activities that will raise your body temperature and get your muscles ready for your fitness activity. Easy warm-up activities include walking, marching, and jogging, as well as basic calisthenics.

When you're developing your own fitness plan, you should include warm-ups in your schedule. As you increase the time you spend doing a fitness activity, you should also increase the time you spend warming up.

This chart shows how you can plan the time you spend on warm-ups and fitness activities.

Sample Physical Fitness Plan

DAY	Monday		Tuesday		Wednesday		Thursday		Friday	
	Warm Up	Activity	Warm Up	Activity	Warm Up	Activity	Warm Up	Activity	Warm Up	Activity
1	5 min	5 min	---	---	5 min	5 min	---	---	5 min	5 min
2	5 min	7 min	---	---	5 min	7 min	---	---	5 min	7 min
3	5 min	10 min	---	---	5 min	10 min	---	---	5 min	10 min
4	5 min	12 min	---	---	5 min	12 min	---	---	5 min	12 min
5	7 min	15 min	---	---	7 min	15 min	---	---	7 min	15 min
6	7 min	17 min	---	---	7 min	17 min	---	---	7 min	17 min
7	10 min	20 min	---	---	10 min	20 min	---	---	10 min	20 min
8	10 min	20 min	10 min	20 min	10 min	20 min	---	---	10 min	20 min
9	10 min	20 min	10 min	20 min	10 min	20 min	10 min	20 min	10 min	20 min

xiv Fitness Zone Handbook



Get energized with Glencoe's **Fitness Zone Online** at glencoe.com

Fitness Zone Online is a multimedia resource that helps students find ways to be physically active each day.

The Nutrition and Physical Activity Resources include:

- Clipboard Energizer Activities
- Fitness Zone Videos
- Polar Heart Rate Monitor Activities
- Tips for Healthy Eating, Staying Active, and Preventing Injuries
- Links to additional Nutrition and Physical Activity Resources

Reading in the health classroom with *Teen Health*

Preview the Lesson

Get a preview of what's coming by reading the lesson objectives in Focusing on the Main Ideas. You can also use this feature to prepare for quizzes and tests.

Review Key Terms

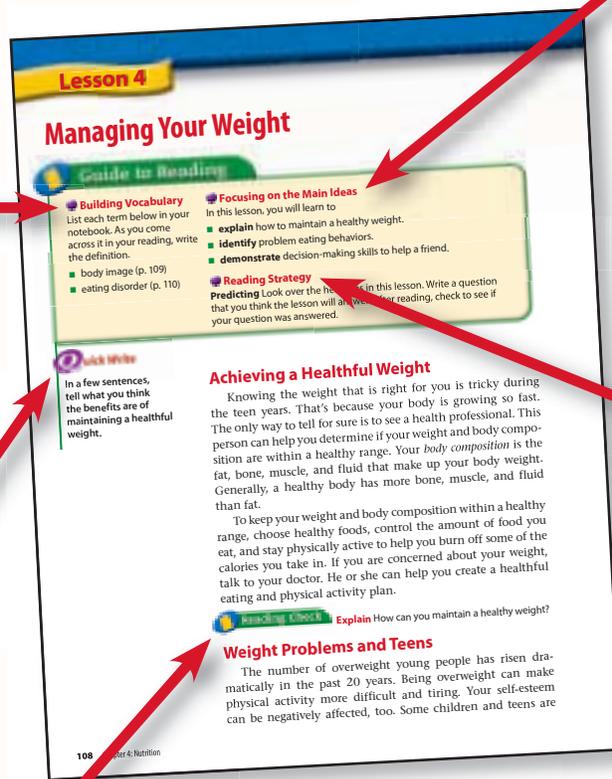
Complete the Building Vocabulary activity to become familiar with these terms before you read the lesson. Vocabulary terms are highlighted in yellow to make them easy to find.

Do the QuickWrite

This feature will help you start thinking about the information in the lesson.

Look at the Reading Checks

When you see a Reading Check, stop and answer the question to make sure that you understand what you have just read.

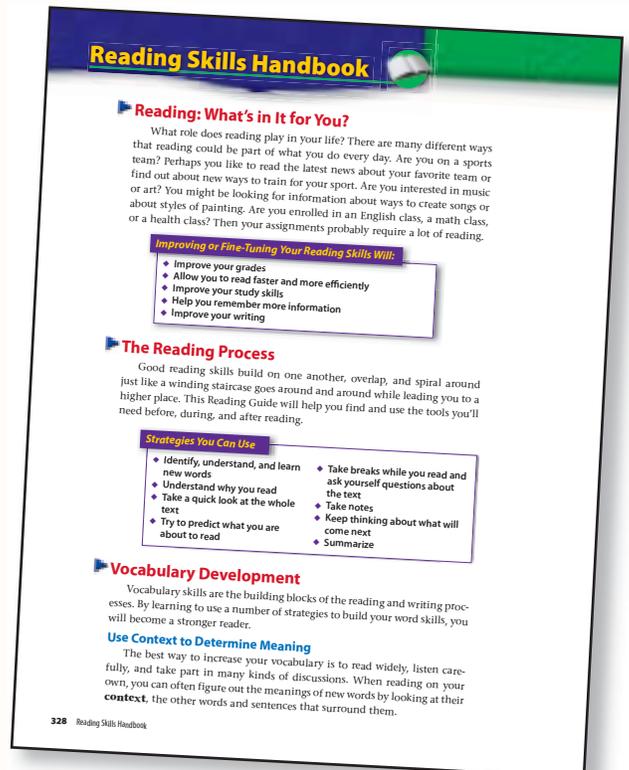


Strengthen Your Reading Skills

Complete the Reading Strategy activity to help you understand some of the information in the lesson.

Reading Skills Handbook

The Reading Skills Handbook on pages 328–337 offers strategies to help you become a faster, more effective reader. Strong reading skills can help you improve your grades, study skills, and writing skills.



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8	10 min	20 min	10 min	20 min	10 min	20 min	---	---	10 min	20 min
9	10 min	20 min	10 min	20 min	10 min	20 min	10 min	20 min	10 min	20 min

Five Elements of Fitness

When you're making a plan for your own fitness program, you should keep the five elements of fitness in mind.

Cardiovascular endurance is the ability of the heart and lungs to function efficiently over time without getting tired. Activities that improve cardiovascular endurance involve non-stop movement of your whole body or of large muscle groups. Familiar examples are jogging, walking, running, bike riding, soccer, basketball, and swimming.

Muscle endurance is the ability of a muscle or a group of muscles to work non-stop without getting tired. Many activities that build cardiovascular endurance also build muscular endurance, such as jogging, walking, and bike riding.

Muscle strength is the ability of the muscle to produce force during an activity. You can make your muscles stronger by working them against some form of resistance, such as weights or gravity. Activities that can help you build muscle strength include push-ups, pull-ups, lifting weights, and running stairs.

Flexibility is the ability to move a body part freely, without pain. You can improve your flexibility by stretching gently before and after exercise.

Body composition is the amount of body fat a person has compared with the amount of lean mass, which is bone, muscle, and fluid. Generally, a healthy body is made up of more lean mass and less body fat. Body composition is a result of diet, exercise, and heredity.

On the next pages, you'll find ten different fitness activities for groups. They can help you develop all five elements of fitness, with an emphasis on cardiovascular endurance. They can also help you add variety and fun to your fitness plan.



Group Fitness Activities



Activity 1: Fitness Day

Fitness Elements Muscle strength and endurance, flexibility

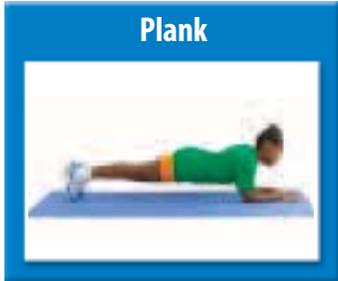
Equipment With a group of other students, make a set of exercise cards. Each card should name and illustrate an exercise. You can include some or all of the exercises shown here.

Formation Stand in two lines facing each other, or stand in a large circle.

Directions Take turns leading the group. The leader picks a card, stands in the center of the formation, and leads the group in the exercise on that card.



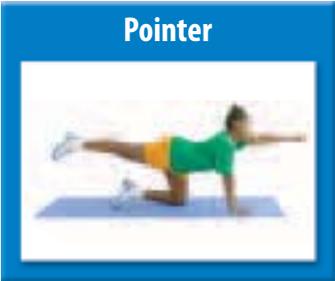
Hold for a count of 10, rest, and repeat.



Hold for a count of 10, rest, and repeat.



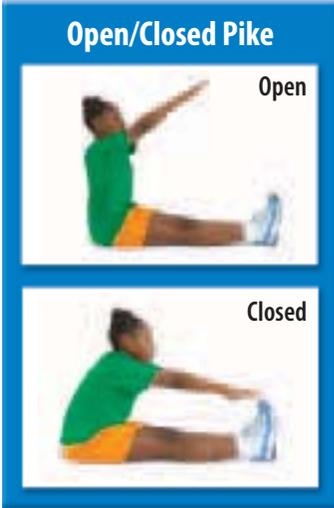
Hold for a count of 10, rest, and repeat.



For each side, hold for a count of 10, rest, and repeat.



Kick up 5 times, rest, and repeat.



Hold for a count of 10, rest, and repeat.



Hold for a count of 10, rest, and repeat.



Hold for a count of 10, rest, and repeat.



Raise legs. Hold for a count of 10, rest, and repeat.



Raise arms and legs. Hold for a count of 5, rest, and repeat.



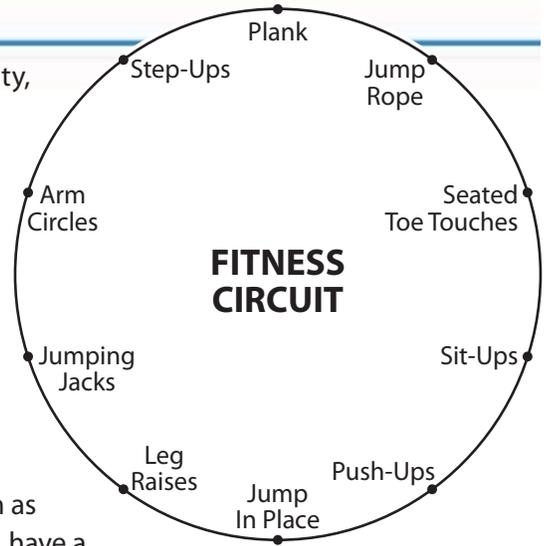
Activity 2: Fitness Circuit

Fitness Elements Muscle strength and endurance, flexibility, and cardiovascular endurance

Equipment 2–4 jump ropes, 2–4 aerobic steps, signs or posters naming each station spread throughout the activity area (see diagram.)

Formation Set up stations as shown in the diagram. Form pairs, so that each student has a partner.

Directions With your partner, move through the stations: plank, jump rope, seated toe touches, sit-ups, push-ups, jump in place, leg raises, jumping jacks, arm circles, step-ups. Each pair can start at any station. If your group is large, two pairs may use the same station. At each station, perform as many repetitions as you can in 30 seconds. After 30 seconds, have a teacher or a student volunteer signal the end of the time. With your partner, move in a clockwise direction to the next station.



Activity 3: Multi-Ball Crab Soccer

Fitness Elements Muscle strength and endurance

Equipment 3–6 crab soccer balls or other large balls

Formation Mark a goal line at each end of the playing area, and divide the players into two teams. All the players on both teams get into the crab position and remain in that position throughout the game.

Directions Put the crab soccer balls in the middle of the playing area. Members of both teams kick the balls past the other team’s goal line to score. Remember, all players have to stay in the crab position all the time. The game continues until all the balls have been scored.



Activity 4: Crab Relay

Fitness Elements Muscle strength and endurance

Equipment 4–5 flying disks

Formation Mark two lines 15–25 feet apart, depending on the fitness level of group members. One is the starting line, and the other is the turn-around line. Divide the group into four or five single-file lines behind the starting line. The first player in each group is in the crab position with a flying disk resting on his or her abdomen.

Directions Have a teacher or a student volunteer give a signal to start the relay. The first player in each line crab-walks to the turn-around line and back to the starting line. The players have to move in the crab position and must keep the disks on their abdomens. If the disk falls off, the player has to stop, pick the disk up, and place it back on his or her abdomen. When players return to the starting line, they hand their disks to the next player in line. The next player follows the same procedure. Continue playing until all the members of each team have participated. If you want to play again, reorganize the teams by having the first player in each line move to the team on his or her right.



Activity 5: Piranha River

Fitness Elements Cardiovascular endurance and flexibility

Equipment None

Formation Mark a line at each end of the activity area. One is the starting line and the other is the finish line. Mark two more lines, about ten feet apart, between the starting line and the finish line. The space between these two lines is the “river.” Let two volunteers stand in the “river.” They are the “piranhas.” All the other players stand behind the starting line.

Directions Have a teacher or a student volunteer give the signal to begin. The players behind the starting line run down the river. As they run, the “piranhas” try to tag them. Players who reach the finish line without being tagged are safe. Players who are tagged stay in the “river” and become “helper piranhas.” “Helper piranhas” must keep their feet in one place but can bend and stretch to tag the players running down the “river.”



Activity 6: Partner Walk Tag

Fitness Element Cardiovascular endurance

Equipment None

Formation Form pairs, so that each player has a partner. With your partner, decide which one of you will begin as the tagger and which will begin as the walker.

Directions Have a teacher or a student volunteer give the signal to begin. If you are the tagger, chase and try to tag your partner. If you are the walker, walk to stay away from your partner. You must both walk at all times, not run. Once the tagger tags the walker, change roles with your partner. Continue until the teacher or student volunteer signals the end. You can vary this activity by hopping, skipping, or using another movement instead of walking.



Activity 7: Scarf Tag

Fitness Element Cardiovascular endurance

Equipment Scarves (one for each player)

Formation Each player should tuck one end of a scarf into the back of his or her waistband or into a rear pocket. Then players should scatter over the activity area.

Directions Have a teacher or a student volunteer give the signal to start. Each player moves throughout the activity area, trying to grab and pull out other players’ scarves. Students who pull a scarf must say, “I got a scarf,” bend down on one knee, and place the new scarf in their waistbands or pockets. They are “safe” while they are doing this. Players who lose their scarves continue playing, trying to capture other scarves. Players may pull only one scarf at a time. They may not hold onto their own scarves, and they may not push, pull, or grab other players. Play continues until the teacher or student volunteer gives the signal to stop.



Activity 8: Alien Invaders

Fitness Element Cardiovascular endurance

Equipment None

Formation Mark a goal line at each end of the playing area, and divide the players into two teams. One team is the “aliens,” and the other team is the “soldiers.” Form pairs, so that each player has a partner. Throughout the game, partners have to remain together, with their arms locked. All the players on the “aliens” team stand behind one goal line, and all the players on the “soldiers” team stand behind the other.

Directions The “aliens” stand with their backs to the playing area. The “soldiers” walk quietly toward the “aliens.” When the “soldiers” are close to the “aliens,” a teacher or student volunteer calls out “There are soldiers in your galaxy!” The “aliens” turn around and chase the “soldiers.” All the “soldiers” who are tagged, or whose partners are tagged, become “aliens.” “Soldiers” who reach their own goal line are safe.



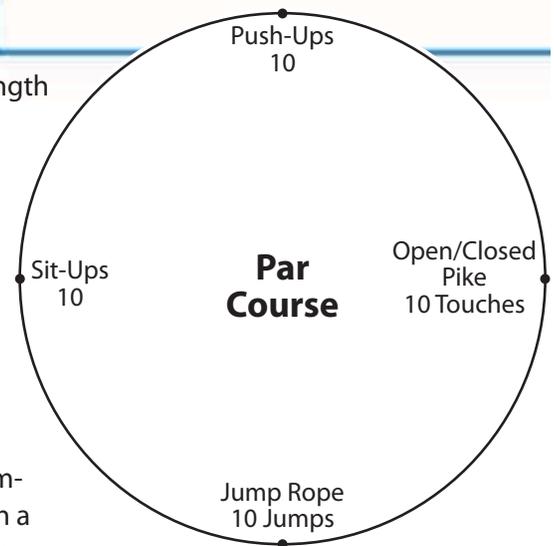
Activity 9: Par Course

Fitness Elements Cardiovascular endurance, muscle strength and endurance

Equipment 4 jump ropes, 4 cones, signs or posters naming each station on the par course (See diagram.)

Formation: Set up stations as shown in the diagram. Mark each station with a cone and identify it with a sign or poster. Form groups of four.

Directions With the three other members of your group, start at one station on the course. Perform the activity identified there. Then jog to the next station, and perform that activity. Continue around the course until you have completed each activity at least once. If you’re participating with a large class, you might work in two shifts, with half the groups completing the full par course and then giving the other groups a turn.



Activity 10: Intervals

Fitness Element Cardiovascular endurance

Equipment Whistle, 5-8 cones (optional)

Formation If possible, use a running track for this activity. If no track is available, use cones to mark a large circle on a gym floor or a field. All the players stand around the circle, not too close together, and all facing the same direction.

Directions Have a teacher or a student volunteer serve as the leader. The leader uses a whistle to signal how players should move. One blast on the whistle means walk, two blasts mean jog, and three blasts mean run. The leader varies the whistle commands, paying attention to the players’ energy and to the temperature.



Your Health and Wellness



Chapter Preview

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▲ Working with the Photo

Regular physical activity is a good health habit to develop. **What are some other good health habits?**

Start-Up Activities

Before You Read

What do you do to take care of your health? Find out by taking the short health inventory on this page. Keep a record of your answers.

HEALTH INVENTORY

- I try to stay physically active.
(a) always (b) sometimes (c) never
- I am aware of what influences my health.
(a) always (b) sometimes (c) never
- I think about my health before making decisions.
(a) always (b) sometimes (c) never
- I set realistic goals for myself.
(a) always (b) sometimes (c) never

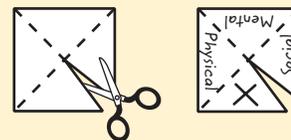
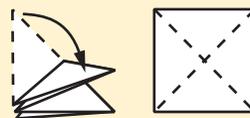
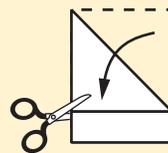
FOLDABLES® Study Organizer

As You Read

Make this Foldable® to help you organize the main ideas on health and wellness in Lesson 1. Begin with a plain sheet of $8\frac{1}{2}'' \times 11''$ paper.

- Line up one of the short edges of the sheet of paper with one of the long edges to form a triangle. Fold and cut off the leftover rectangle.
- Fold the triangle in half; then unfold. The folds will form an X dividing the paper into four equal sections.
- Cut along one fold line; and stop at the middle. This forms two triangular flaps. Draw an X on one tab, and label the other three as shown.
- Fold the X flap under the other flap, and glue together to make a three-sided pyramid.

Write the main ideas about the three parts of health on the back of the appropriate side of the pyramid.



Go Online

Visit glencoe.com and use the eFlashcards to preview vocabulary terms for Chapter 1.

Lesson 1

Your Total Health

Guide to Reading

Building Vocabulary

As you read this lesson, write each highlighted term and its definition in your notebook.

- health (p. 4)
- wellness (p. 7)
- habit (p. 7)

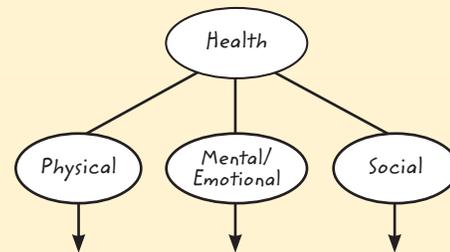
Focusing on the Main Ideas

In this lesson, you will learn to

- **identify** the three parts of the health triangle.
- **describe** the relationship between health and wellness.
- **explain** how to balance your physical, mental/emotional, and social health.

Reading Strategy

Classifying Using the diagram to the right as a guide, create a concept map that gives examples of each of the three types of health.



FOLDABLES Study Organizer Use the Foldable® on p. 3 as you read this lesson.

Quick Write

Write an explanation of what the word *health* means to you.



What Is Health?

What sports and other activities do you participate in? What kinds of foods do you eat? What kind of people do you spend time with? Your answers to these and similar questions reflect your total health. **Health** is a combination of physical, mental/emotional, and social well-being. These parts of your health work together to build good overall health.

Often, good health is pictured as a triangle with equal sides. As shown in **Figure 1.1**, one side of the triangle is your physical health. Another side is your mental/emotional health, and the third side is your social health. Like the sides of a triangle, the three “sides” of health meet. They are connected. If you ignore any one side, your total health suffers. By the same token, if you make improvements to one side, the others benefit. For example, when you participate in physical activities, you improve your physical health. This helps you feel good about yourself, benefiting your mental health. Activities can also improve your social health when you share them with family and friends.



◀ **FIGURE 1.1**

THE HEALTH TRIANGLE

Maintaining a balanced health triangle is the key to good total health. **What are some ways you keep your health triangle in balance?**



Physical Health

Do you exercise for about an hour on most days of the week? Do you get plenty of rest each night? Do you eat healthy snacks? Your answers to these questions will tell you something about your physical health. Physical health is the condition of your body.

Physical health is measured by what you *do* as well as what you *don't* do. Teens who want to be healthy avoid harmful substances such as tobacco, alcohol, and other drugs. They balance the amount of time they spend watching TV or playing computer games with physical activity. Physical activity includes things such as playing sports, hiking, aerobics, swimming, dancing, or taking a walk. By avoiding harmful substances and being physically active, you can stay physically healthy. In other words, being physically healthy means taking care of your body.



Go Online

Topic: Creating Healthy Habits

Visit glencoe.com for Student Web Activities on creating healthy habits.

Activity: Using the information provided at the link above, make a checklist of five activities you can do for 60 minutes every day to maintain your health.



Tim Fuller Photography

Mental/Emotional Health

Do you feel good about who you are? Do you know how to handle stressful situations? Do you have a positive attitude about life? Your answers to these questions will tell you something about your mental/emotional health. Mental/emotional health is measured by the way you think and express your feelings.

You can develop good mental/emotional health by learning to think positively and to express your feelings in healthy ways. Positive thinking is a good strategy to use when you are feeling sad or down. Try focusing your attention on all of the good things in your life, such as your friends, family, and activities you enjoy. Then the cause of your sadness might not seem so bad. Likewise, recognizing and building your

strengths will help you feel good about yourself. When negative thoughts and feelings come up, look to express them in ways that won't hurt you or others. You should also recognize that it is normal to feel sad from time to time. If problems feel overwhelming, don't be afraid to talk to adults you trust. Knowing when to ask for help is a sign of good mental/emotional health.

▲ Physical activity is a good choice for improving your health.

What other parts of the health triangle are these teens working on?



Social Health

How well do you get along with others? Can you work through problems with others peacefully? Are you a good listener? Can your friends count on you when they have a problem or need advice? Your answers to these questions will help you measure your social health. Good social health means communicating well with and having respect for family, friends, and acquaintances. It also means building relationships with people you can trust and who can trust you in return. You might build a relationship with a counselor, coach, or someone you trust and can go to when you have a problem. A close friend at school may need you to listen to him or her if he or she have a problem or need advice. Think about the people in your life. With whom do you feel the most comfortable and why? Can you imagine reaching out to them to offer or ask for support?

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 1.



Identify What are the three sides of total health? Name a trait or characteristic found on each of the three sides.

Healthy Habits and Wellness

When you are taking care of your health triangle and all three sides are balanced, wellness is achieved. **Wellness** is a state of well-being, or total health. You can improve your wellness by developing good health habits. A **habit** is a pattern of behavior that you follow almost without thinking. Good health habits include

- choosing healthy foods.
- participating in regular physical activity.
- learning how to handle stress.
- getting along with others.

By taking a look at your health habits, you can get a snapshot of how healthy you are right now. Take a look at **Figure 1.2**. It shows how habits can contribute to peak health or poor health. The pages ahead will help you develop positive health behaviors that will aid in the prevention of injury, illness, disease, and other health problems.

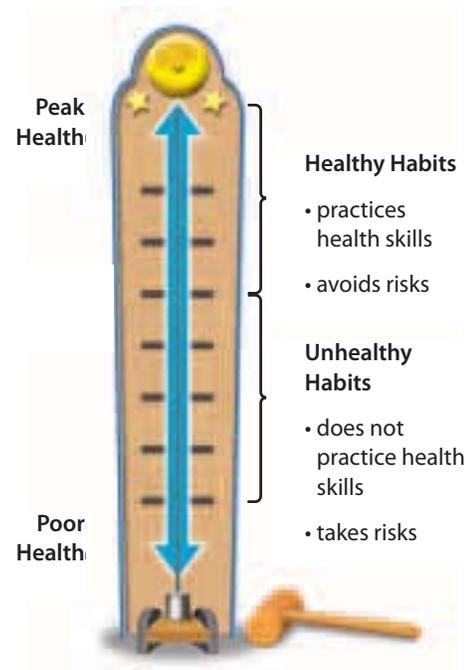


FIGURE 1.2

THE WELLNESS SCALE

Your health habits affect your wellness. **Where do you fit in on the wellness scale?**

Reading Check

Define What is *wellness*?

Lesson 1 Review

After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** What is *health*?
2. **List** What are two measures of good social health?
3. **Recall** Identify three positive health habits.

Thinking Critically

4. **Hypothesize** Jordan spends most of his time getting together with friends. They play video games and skateboard. Jordan is not doing very well in school. What do you think his health triangle would look like?

5. **Evaluate** Alexandra is feeling upset because she didn't do well in her piano recital. Does this mean that she does not have good total health? What can she do to keep her mental/emotional health in balance?

Applying Health Skills

6. **Analyzing Influences** Name a positive health habit that you recently started practicing. Who or what influenced you to begin this health habit?

Lesson 2

Influences on Your Health

Guide to Reading

Building Vocabulary

Read the terms below. Define each in your notebook as best you can. As you read the lesson, make changes where needed.

- heredity (p. 8)
- environment (p. 9)
- culture (p. 9)
- peers (p. 9)
- media (p. 10)

Focusing on the Main Ideas

In this lesson, you will learn to

- **identify** factors that influence your health.
- **explain** the role that your behavior and choices play in your health.
- **describe** how your attitude affects your health.

Reading Strategy

Skimming Look over the major and minor headings in this lesson. Write a brief paragraph explaining what you think the lesson is about.

Quick Write

Make a list of your likes and dislikes. Explain which of these are shared by your family and which are shared by your friends.

Factors that Affect Your Health

What foods do you like to eat? What are your hobbies and favorite activities? Your answers to these questions reflect your personal tastes and your likes and dislikes. Your health is influenced by your personal tastes. It is also influenced by outside factors. These include heredity, environment, family, culture, peers, the media, and technology.

Heredity

Heredity is the process by which biological parents pass traits to their children. These include physical traits, such as eye, hair, and skin color, and body type and size. You may also inherit a musical or athletic ability. The risk of developing certain diseases such as diabetes or allergies can also be passed along through heredity.

◀ The ability to run fast is sometimes passed along through heredity. **What health choice might you make based on inheriting this ability?**





Michael Newman/Photo Edit

Environment

Where you live and where you go to school are part of your environment. **Environment** (en-VY-ruhn-muhnt) is *the sum total of your surroundings*. It also includes the air you breathe, the water you drink, the neighborhood you live in, and the people around you.

Your environment can both positively and negatively affect your personal health. If you live in a warm climate, you may have more opportunities to participate in outdoor activities. You will also have to be extra careful in the sun. How does the environment where you live affect your health?



▲ Your tastes in food may be a reflection of your family's preferences and your culture. **What other factors might influence your food choices?**

Family and Culture

Two related influences on your health are your family and your culture. **Culture** is *the collected beliefs, customs, and behaviors of a group*. Family and culture can influence your future decisions about your health including eating habits, physical activity, and the use of health services. Some cultures, for example, eat special foods on special occasions. Some eat no food at all during religious celebrations. Bessem's family observes the holiday of *Ramadan*. During this holiday, members of the family fast until sundown. Your family might also celebrate certain holidays and observe special cultural traditions. These traditions might include dances, foods, ceremonies, songs, and games.

Peers

Peers are an especially important influence during your teen years. **Peers** are your *friends and other people in your age group*. Peer pressure can influence healthful choices. For example, Dena's friend Shawn began volunteering at the animal shelter. Shawn invited Dena to go with him one day, and now they volunteer at the animal shelter together.

Peers can also have a negative influence on your health. If your friends take part in risky behaviors, such as smoking or drinking, you might feel pressure to join in.

Academic Vocabulary

factors (FAK terz) (*noun*) something that leads to a result. *One of the factors of lifelong health is getting plenty of exercise most days of the week.*





What Teens THINK



How do the advertisements you see on television influence your decision to buy certain products?

Some commercials are just funny, but others make me actually want to buy the product. When I see a commercial that sells something I am interested in, I listen to get more information about the product and where I can get it. Commercials are usually more interesting to me if the person in the commercial is famous or funny.

Caity M.
Linwood, NJ



Media

Troy realized how much the media could influence him when he saw a TV ad for a video game. As soon as he saw it, he knew he wanted the video game for his birthday. Have you had an experience similar to Troy's? The **media** include *the various methods of communicating information, including newspapers, magazines, radio, television, and the Internet*. These are often used by companies to encourage us to buy their products, such as the video game Troy saw on TV.

Messages from the media and other sources influence health behavior. Media messages may make us curious about a product. Through the media, it's possible to quickly find information on almost any health topic. The media also provide us with advertisements for health products and services. However, not all media sources are equally reliable. Later in this chapter, you will learn how to judge whether a source is reliable.



Technology

Technology is *the use of scientific ideas to improve the quality of life*. The use of computer technology in planes has made it easier and safer to fly. A variety of technologies for health information are now available. E-mail and the Internet are only two examples. These resources influence your health because they can provide you with fast and easy access to valid health information that can easily be shared within a community. The control of diseases is another area that technology has impacted.

One area in which technology has had a huge impact is in detecting illnesses. For example, MRI machines give a view of the inside of any area of the body. Finding early evidence of diseases can help doctors treat them successfully. Can you give another example of technology that has made your health and life better?



Reading Check

List Name four factors that affect your health. Give an example of each.



Your Health Choices and Behaviors

Some of the factors that influence your health, such as heredity, are out of your control. You do, however, have control over your behavior and the choices you make. Your **behavior** is *the way you act in the many different situations and events in your life*. Many of the choices you make affect your health. For example, choosing to eat healthy foods will affect your physical health. Knowing the consequences of your choices and behaviors can help you take responsibility for your health.

Personal Attitudes

An **attitude** is *what you believe or feel about someone or something*. Individual, family, community, and cultural attitudes play a role in your health. For example, if you have a positive feeling about wearing safety belts, you'll probably wear one when riding in a car. Teens who have positive attitudes toward healthy habits usually encourage others to do the same.



Visit glencoe.com and complete the Interactive Study Guide for Lesson 2.



Reading Check

Recall Give one example of a choice that can affect your health.



Lesson 2 Review



After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

- Vocabulary** Define *culture* and *media*. Explain how each influences health.
- Describe** How has medical technology improved life?
- Explain** How does your attitude affect your health?

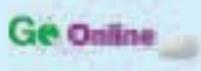
Thinking Critically

- Synthesize** Which side of the health triangle do you think is most affected by outside influences?

- Apply** What family influences have shaped your personal values and beliefs? How will your family's influences affect your future decisions?

Applying Health Skills

- Analyzing Influences** Our country has people from many different cultures living within its borders. Identify cultures in your own community. With a group, discuss how these cultures enrich and challenge people in the community. Think about celebrations, food, music, and the like.



Lesson 3

Building Health Skills

Guide to Reading

Building Vocabulary

Write each term in your notebook. As you read the lesson, add each term's definition.

- prevention (p. 12)
- health skills (p. 12)
- communication (p. 15)
- advocate (p. 15)

Focusing on the Main Ideas

In this lesson, you will learn to

- **identify** skills that can help you stay healthy.
- **explain** why health skills are skills for life.
- **demonstrate** how to analyze media influences.

Reading Strategy

Comparing Identify similarities and differences between two of the skills mentioned.

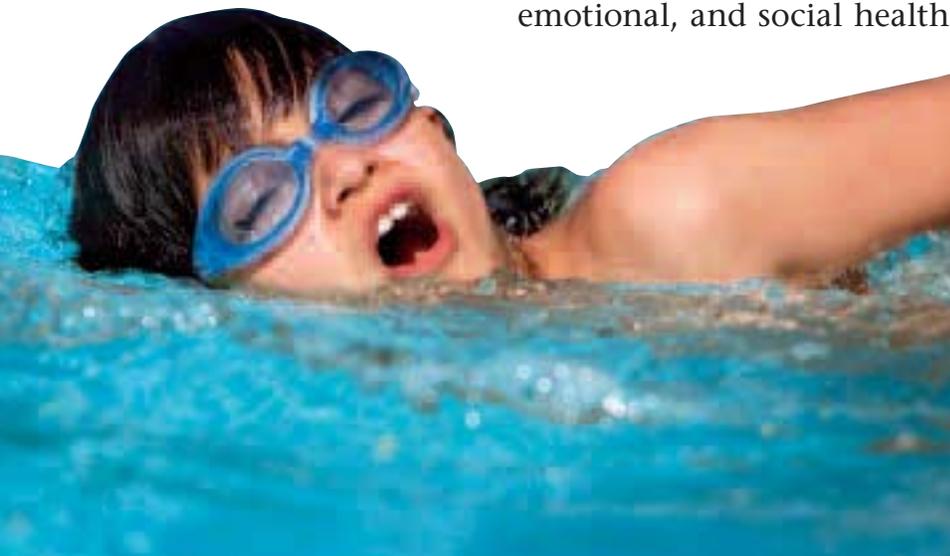
Quick Write

Preview the lesson. Choose one health skill. Write about ways you could use it in your life.

**Skills for a Healthy Life**

One of the keys to good health is the prevention of illness and injury. **Prevention** means *practicing health and safety habits to remain free of disease and injury*. You can prevent illness and injury in many ways. Wearing protective gear during certain activities, such as bike riding or playing baseball, can help you prevent injury to your body. You can help prevent common illnesses such as colds by washing your hands often.

These examples demonstrate health skills. **Health skills** are *skills that help you become and stay healthy* (see **Figure 1.3**). Health skills can help you improve your physical, mental/emotional, and social health. Like reading, math, and sports skills, health skills can have a positive effect throughout your life.



◀ Wearing goggles when swimming in a pool is one way of maintaining physical health. **What are some other examples of protective gear you should wear during sports or activities?**



FIGURE 1.3

THE HEALTH SKILLS

These ten skills affect your physical, mental/emotional, and social health.
Why are these skills important throughout your entire life?

Health Skill	What It Means to You
Accessing Information	You know how to find valid health information and health-promoting products and services, including medical resources on the Internet.
Practicing Healthful Behaviors	You take action to reduce risks and protect yourself against illness and injury.
Stress Management	You find healthy ways to reduce and manage stress in your life.
Analyzing Influences	You recognize the many factors that influence your health, including family, culture, media, and technology.
Communication Skills	You express your ideas and feelings and listen when others express theirs.
Refusal Skills	You can say no to risky behaviors.
Conflict Resolution	You work out problems with others in healthful ways.
Decision Making	You think through problems and find healthy solutions.
Goal Setting	You plan for the future and work to see your plans through.
Advocacy	You take a stand to work for the common good and make a difference in your home, school, and community.

Staying Informed

Knowing how to *access*, or get, reliable health information is an important skill. A main source of information is adults you can trust. Parents and guardians, teachers, and your school nurse are reliable sources. They can help you find accurate books, articles, and Web sites on a variety of health topics. Community resources provide other ways to get reliable information. These resources include government health agencies and organizations such as the American Red Cross.

Taking Care of Yourself

Practicing healthy behaviors and managing stress are two skills that all teens should learn. When you eat healthy foods and get enough sleep, you are taking actions that promote good health. Stress management is learning to cope with challenges that put a strain on you mentally or emotionally. Strategies for managing stress can help you deal with stress in a healthy way.



Health Skills Activity

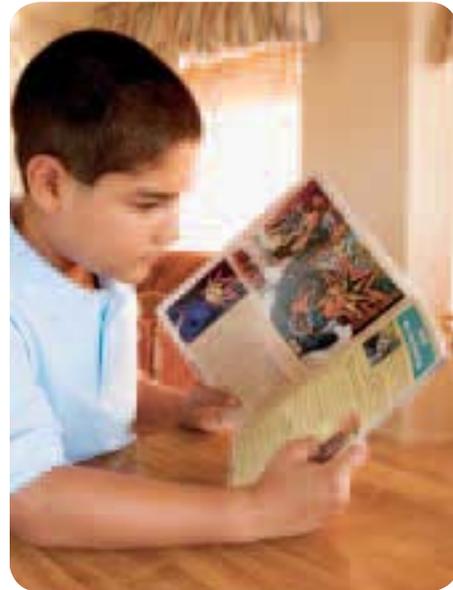
Tim Fuller Photography

Analyzing Influences

Too Good to Be True?

Trevor was excited when he first saw an infomercial for a new acne medicine. It promised to make pimples vanish overnight. This health claim sounded too good to be true. He knew the importance of considering

- **the source.** Infomercials are TV ads made to look like programs. There are few rules that control the kinds of claims advertisers can make. Trevor knew infomercials were not reliable health sources.
- **the motive.** When you hear a suspicious health claim, ask yourself, "What am I being encouraged to do?" If the answer is "buy something," beware.



As a Group

Analyze an ad from a magazine, a newspaper, or TV. Determine the source and motive behind the ad. Notice the kinds of words the ad uses to try to influence you. Talk about whether the ad is a reliable health source. Share your findings with other groups.

Analyzing Influences

Learning how to analyze health information, products, and services will help you act in ways that protect your health.

The first step in analyzing an influence is to identify its *source*. A TV commercial may tell you a certain food has health benefits. In this case, the source is an advertiser who is trying to get you to buy the food.

Next, you should think about the *motive*, or reason, for the influence. Does the advertiser really take your well-being into consideration? Does the ad make you curious about the product? Does it try to scare you into buying the product?

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 3.



Reading Check

Identify What is the first step in analyzing an influence?



Tim Fuller Photography

Communicating with Others

Three of the ten health skills involve the way you communicate with other people. **Communication** is the clear exchange of ideas and information. Good communication skills include telling others how you feel. They also include listening to others and understanding how others feel. You will learn more about communication skills in Chapter 3.

Sometimes you have to say no to others. An example is when you are pressured to do something you believe is wrong. *Refusal skills* help you say no in an effective way. When you have conflicts, or disagreements with others, *conflict-resolution skills* can help you find a solution that is fair to everyone involved.

Advocacy

To advocate something means to support it or speak out in favor of it. When you **advocate** for health, you encourage other people to live healthy lives. You influence others to make positive choices. Advocacy also includes keeping others informed. By sharing health information, you enable others to make healthful choices.



▲ Talking through disagreements is a healthful way of dealing with them. **Can you think of another healthful way to handle a disagreement?**



Lesson 3 Review



After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** Define *prevention*. Use the word in an original sentence.
2. **Recall** What are two steps you can use to analyze influences?
3. **Explain** Why are health skills important for good health?

Thinking Critically

4. **Apply** Imagine that you overhear two teens talking about a great new CD that everyone “has to have.” Analyze the possible sources of this influence.

5. **Hypothesize** Danielle has noticed that many traffic accidents appear at one intersection in her community. How can she use the health skill of advocacy to help correct this problem?

Applying Health Skills

6. **Communication Skills** Practice having a conversation with a classmate. Think about ways of showing you are listening. Why is it important to let the other person know you are listening?

Lesson 4

Making Responsible Decisions

Guide to Reading

Building Vocabulary

Find the highlighted terms in the lesson. Write the definition of each in your notebook.

- decisions (p. 16)
- consequences (p. 16)
- risk (p. 16)
- cumulative risk (p. 17)
- values (p. 18)

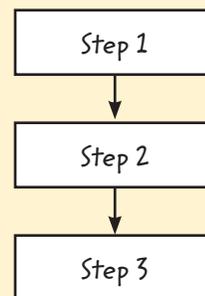
Focusing on the Main Ideas

In this lesson, you will learn to

- **identify** how to make responsible decisions.
- **explain** why values are important when making decisions.
- **practice** the decision-making process.

Reading Strategy

Sequencing Create a concept map showing the order of the steps in decision making. Use the diagram to the right as a guide.



Quick Write

Identify a problem that you faced recently. Write a brief paragraph explaining how you went about solving it.



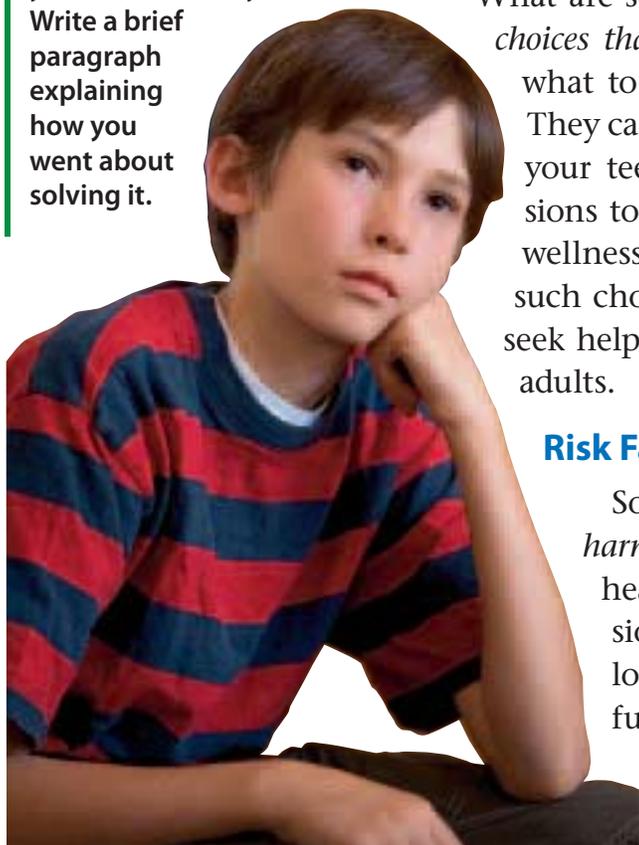
Your Decisions Count

What are some decisions you made today? **Decisions** are *choices that you make*. Some decisions are small, such as what to eat for breakfast. Other decisions are tougher. They can have serious **consequences**, or *results*. During your teen years, you will have many important decisions to make, some of which can affect your personal wellness. You will want to consider the alternatives of such choices. For some decisions, you also may want to seek help from your parents, guardians, or other trusted adults.

Risk Factors

Some decisions involve risks. **Risk** is *the chance of harm or loss*. Any decision that involves a risk to your health is an important one. When making decisions, you should understand the short-term and long-term consequences of safe, risky, and harmful behaviors.

- ◀ Decisions can sometimes be difficult to make.
- What are some decisions that affect your health?**





The Decision-Making Process

Big decisions are a little like math problems. They should be broken down into smaller parts before they can be solved. Using the following six-step process can help you make healthy and responsible decisions.

Whenever possible, it's a good idea to write down your answers as you work through each step. That way, you won't leave out important details. You can also go back and review the steps.

Step 1: State the Situation.

Before you can make a decision, you should understand the situation. Ask yourself the following: What are the facts? Who else is involved?

Step 2: List the Options.

Once you have analyzed the situation, think of your **options**. Try to cover all the possibilities. You may want to ask other people for suggestions. An adult whom you trust is a good person to ask for advice when making an important decision.

Step 3: Weigh the Possible Outcomes.

Consider your options carefully. Remember the word H.E.L.P. when working through this step:

- **H (Healthful)** What health risks, if any, will this option present?
- **E (Ethical)** Does this choice reflect what you and your family believe to be *ethical*, or right?
- **L (Legal)** Does this option violate any local, state, or federal laws?
- **P (Parent Approval)** Would your parents approve of this choice?

For some decisions, you should think about cumulative risks. **Cumulative** (KYOO·myuh·luh·tiv) **risk** is *the addition of one risk factor to another, increasing the chance of harm or loss*. For example, riding in a car without wearing a safety belt is one risk factor. Riding in a car that is going over the speed limit is another. When combined, the two behaviors increase your risk of harm.



MediaWatch



Decisions, Decisions

In some TV shows, characters face decisions. These shows can be a good way of observing decision making in action.

The next time you watch your favorite TV program, be aware of any problems that arise.

Notice how characters go about solving these problems.

What do they do when solutions don't work?

Describe a problem you saw on TV. How was it solved?



Academic Vocabulary

options (OP shuhnz) (noun) choices. *Jake and Maggie like the diner down the street because it offers many lunch options.*



Health Information Manager



Health information managers organize medical records and examine them for completeness and correctness. Health information managers are in demand because as the population grows, more people will be needed to keep track of and organize medical records. You can prepare for a career as a health information manager by taking classes in biology, chemistry, and computer science.

What skills does a health information manager need? Go to Career Corner at glencoe.com to find out.

Step 4: Consider Values.

Values are beliefs you feel strongly about that help guide the way you live. Values reflect what is important to you and what you have learned is right or wrong. Your values should guide any important decision you make.

Step 5: Make a Decision and Act on It.

You've weighed your options. You've mapped out the risks and consequences. Now you're ready for action. Choose the course that seems best and that supports your values. Make sure you are comfortable with your decision. If not, look at other options or ask a trusted adult for help.

Step 6: Evaluate the Decision.

After you've acted on your decision, look at the results. Were they positive or negative? Were there any unexpected outcomes? Was there anything you could have done differently? What have you learned from the experience? If the action you took wasn't as successful as you'd hoped, try again. Use the decision-making process to find another way to deal with the situation.



Reading Check

List What are the six steps in the decision-making process?

- ▶ You can apply the decision-making process to health issues and problems. **What health decisions do you make with the help of others?**

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 4.





Health Skills Activity

Decision Making

A Test of Friendship

Kris's family moved to a new town. Almost from the first day, Lisa became her best friend. Lisa showed Kris around the town and introduced her to other teens. At school Lisa asked Kris to help her pass an English test. "All you need to do," Lisa explained, "is move your hand so I can see your paper." Kris was taught to always help out a friend. Yet what Lisa was asking Kris to do was help her cheat. Kris was also taught that cheating is wrong. What should Kris do?



What Would You Do?

Apply the six steps of decision making to Kris's problem. When you've finished, share the decision you would make with the class.

- | | |
|---------------------------------|-----------------------------------|
| 1. State the situation. | 4. Consider values. |
| 2. List the options. | 5. Make a decision and act on it. |
| 3. Weigh the possible outcomes. | 6. Evaluate the decision. |

Lesson 4 Review



After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

- Vocabulary** Use the terms *decisions* and *consequences* in a sentence.
- Explain** What are two questions you might ask yourself when stating the situation in the decision-making process?
- Recall** Why are values important when making a decision?

Thinking Critically

- Analyze** Choose one of the six steps in the decision-making process, and describe its importance to the process.

- Apply** Lena is supposed to spend the weekend with a younger cousin from out of town. A friend calls offering an extra ticket to a concert for that Saturday night. How should Lena decide what to do?

Applying Health Skills

- Decision Making** With a partner, write a skit in which a teen is faced with a tough choice. Show how the teen uses the decision-making process to arrive at a good solution.

Lesson 5

Setting Health Goals

Guide to Reading

Building Vocabulary

Examine the terms below. Look for relationships among them. As you come across these terms in the lesson, write them in your notebook.

- goal (p. 20)
- short-term goal (p. 21)
- long-term goal (p. 21)

Focusing on the Main Ideas

In this lesson, you will learn to

- **explain** why having goals is important.
- **describe** how to set goals.
- **develop** a strategy to reach your goals.

Reading Strategy

Comparing and Contrasting What do you think is the difference between a short-term and long-term goal? Give an example of each.

Quick Write

Write about a goal you would like to achieve. Tell why it is important to you, and how you plan to achieve it.

**Setting Goals**

What do you dream of achieving in your lifetime? What are your ambitions? Your answers to these questions reflect your goals. A **goal** is *something you hope to accomplish*. Some goals are broad, such as wanting to be happy or successful. Other goals are specific, such as getting a good grade on a test. Goal setting is an important skill that will help you achieve and maintain good health.



- ▶ Achieving your goals requires planning.
- What dreams do you hope to achieve?**
- What can you do now to start on the road to achieving them?**



Types of Goals

Goals may be short-term or long-term. A **short-term goal** is a goal that you plan to accomplish in a short time. An example of a short-term goal is getting your homework done in time to watch a certain TV program. A **long-term goal** is a goal that you hope to achieve within a period of months or years.

Often, short-term goals lead to long-term goals. Inez's long-term goal is to be a veterinarian, an animal doctor. Her short-term goals include doing well in science and earning money for college. To achieve her short-term goal, Inez walks neighbors' dogs. This also gives her experience running a business and being around animals. Notice that goals such as these form a chain (see **Figure 1.4**). How would you fill in the fourth link of Inez's chain?

By setting clear goals for herself, Inez has taken charge of her life. Have you taken charge of yours?

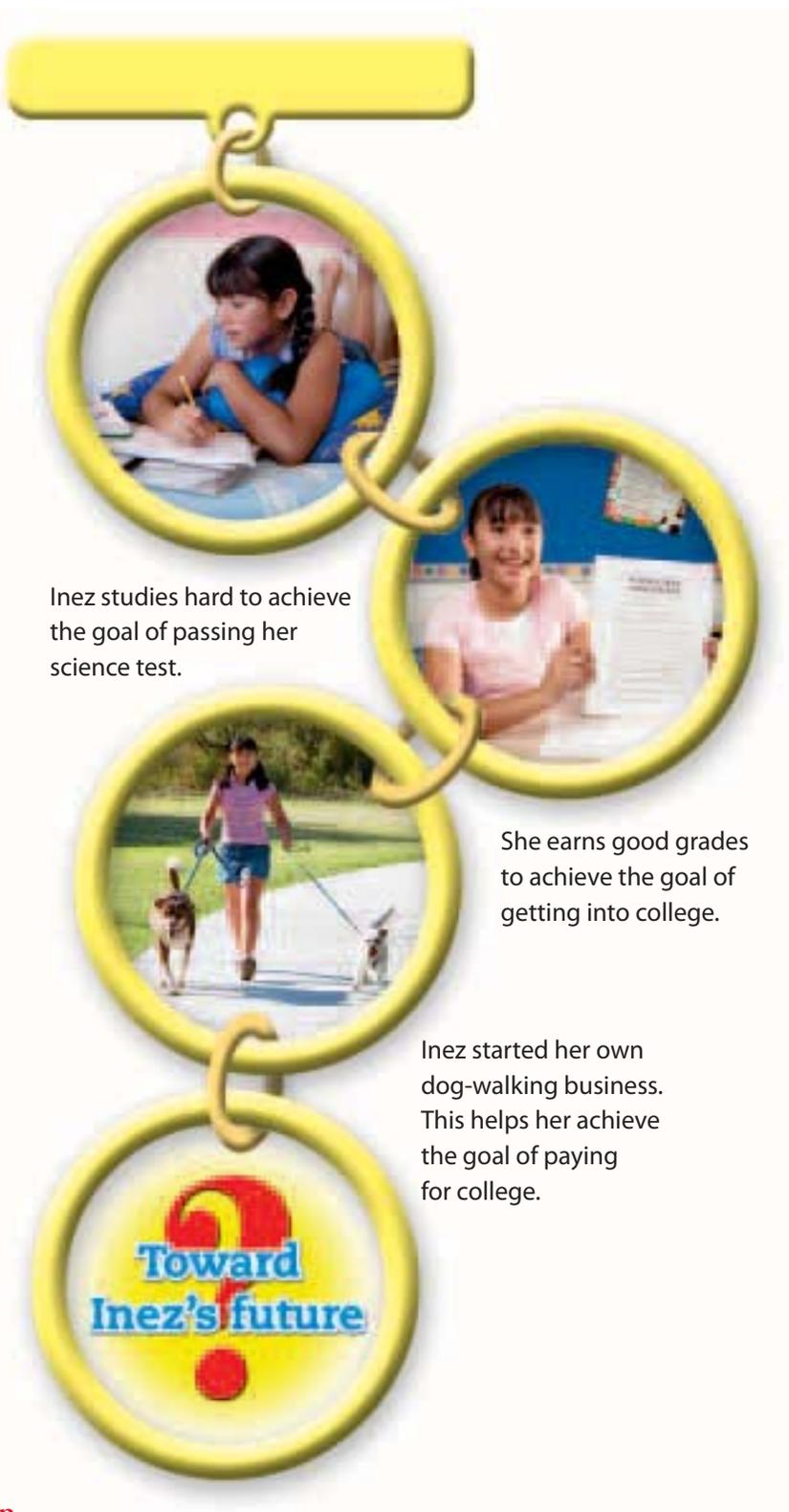
Reading Check

Identify What are the two types of goals? How are they related?

FIGURE 1.4

THE GOAL CHAIN

The goal chain illustrates how short-term goals can help you achieve a long-term goal. **How will Inez's short-term goals help her become a veterinarian?**





DEVELOPING

Good Character

Setting Goals in a Group

Setting goals can be challenging, especially when a whole group is involved. Sara's soccer team needed to raise money for new equipment. One team member insisted that a yard sale was the answer. Another argued that they should hold a raffle. A third student suggested doing both, and everyone agreed. By working together, the team reached its goal.

Describe a group goal-setting experience you have been involved in. How did you choose your goal? How did you go about reaching it?



Choosing Goals

The goals that are right for you depend on your interests, skills, and abilities. Priorities, changing abilities, and responsibilities also influence setting goals. What do you do well? What would you like to improve? Answering questions such as these will help you choose goals you will want to work toward. Being aware of your skills and interests will help you choose goals you can achieve. Here are a few other *do's* and *don'ts* when setting a goal:

- *Do a reality check.* Ask yourself whether your goal is realistic. Is it something you can really achieve?
- *Don't sell yourself short.* Select goals that are challenging for you. Don't be afraid to aim high. Believe in yourself, and use all your abilities.



Reading Check

Recognize Identify three tips for choosing a goal.

Reaching Your Goals

All goals, big and small, have one thing in common. To achieve them, you should have a plan. How do you get from where you are now to where you want to be? Here are some tips:

- ▶ Following a logical plan can help you achieve many goals. **What realistic goal can you achieve?**





- **Make your goals specific.** Don't just say, "I want to be a better piano player." Say, "I want to be able to play a certain piece without making any mistakes at my next recital."
- **List the steps to reach your goal.** Break big goals down into smaller tasks. For example, to play piano in the recital, you will need to practice. Set a practice schedule, maybe half an hour each day.
- **Get help from others.** Identify people who can help you achieve your goals. Seek the input of parents, teachers, and other trusted adults. Also, identify sources of information, such as books and magazine articles.
- **Evaluate your progress.** Check periodically to see how well you're progressing toward your goal. In the case of the piano piece, you might record and play back your performances. Your teacher can also give you any necessary feedback. Should you be doing anything differently? Is one part giving you more trouble than others? If necessary, adjust your plan, or seek help.
- **Reward yourself.** Treat yourself in a special way, and celebrate your accomplishments.



Visit glencoe.com and complete the Interactive Study Guide for Lesson 5.



Lesson 5 Review

After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** Define *short-term goal* and *long-term goal*. Use each term in an original sentence.
2. **Describe** Why is it important to set a realistic goal?
3. **Recall** Describe each step in the goal-setting process.

Thinking Critically

4. **Apply** Seth's long-term goal is to be a professional baseball player.

What short-term goals could Seth set for himself to help him reach this goal?

5. **Hypothesize** Sometimes goals need to be changed. What are some reasons a goal might need to be changed?

Applying Health Skills

6. **Goal Setting** Choose a personal health goal. Discuss strategies and skills needed to attain a personal health goal.



Building Health Skills

Accessing Information
Practicing Healthful Behaviors
Stress Management

Analyzing Influences

Communication Skills
Refusal Skills
Conflict Resolution
Decision Making
Goal Setting
Advocacy

What Does Analyzing Influences Involve?

Analyzing influences involves recognizing the factors that affect your health choices. These factors include:

- Family and culture
- Friends and peers
- Messages from the media
- Your likes, dislikes, fears, curiosities, values, and beliefs

Evaluating Influences on Your Health

Follow the Model, Practice, and Apply steps to help you master this important health skill.

1 Model

Read how Darrol uses the skill of analyzing influences when shopping for new shoes.

Darrol went to the mall to buy new sneakers. He planned to buy the same kind of shoes he already owned. In the store, the saleswoman showed him a different style. "These just came in, and they're going to be very popular," the saleswoman said. She pointed to a large colorful poster. It showed a teen about Darrol's age wearing the new sneakers. Suddenly, Darrol couldn't decide what he wanted.

Darrol told the saleswoman he needed to think about his choice. At home, Darrol made a list of influences that were affecting his decision. This list helped him decide which shoes to get. He went back to the store and bought the shoes he had planned to buy.

Decision: Which shoes should I buy?

Influences	
Likes/dislikes	1—The shoes I've owned are comfortable.
	2—I like the way my shoes look.
Peers	3—The new sneakers might be popular at school.
Media	4—The poster in the store looked really cool.



2 Practice

Use the skill of analyzing influences to help Andy decide which friend he should hang out with.

Andy has made a new friend, Brock. Brock's friends are different from those Andy usually hangs out with. Andy has eaten lunch with Brock several times and has enjoyed getting to know some of the kids in his group. Today, Brock invited Andy to hang out at his house with a few of his friends. Andy really wants to go, but he has already promised to go to his friend Chris's house. List the influences that would affect Andy's decision. Assign a number value to each influence, with number one being the most important.



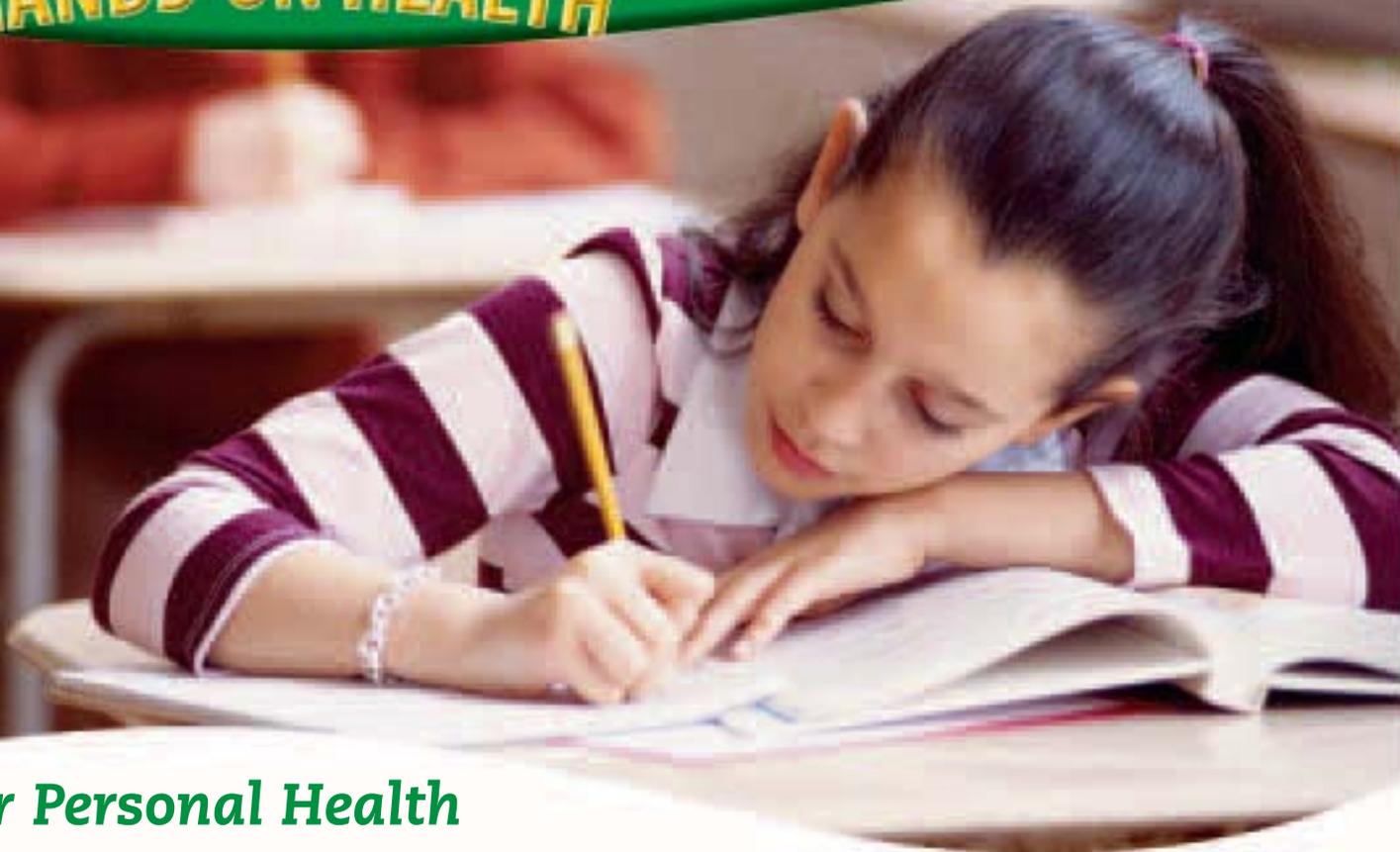
3 Apply

Use what you have learned about analyzing influences to complete the activity below.

Imagine you are choosing which after-school club to join. Think about the different influences that would affect your decision. Make a list like the one that you made for Andy in the Practice section. Decide which influences are most important to you and assign a number value to each one. Write a paragraph to explain how your health triangle could be affected by joining an after-school club.

Self-Check

- Did I list influences?
- Did I assign number values?
- Did I explain how my health triangle would be affected?



Your Personal Health

Do you have a clear picture of your own health triangle? Take this personal health inventory to identify factors that affect your physical, mental/emotional, and social health.

What You Will Need

- Pencil or pen
- Paper



What You Will Do

On your paper, write the numbers 1 to 6 for each health area. Think about each of the following statements and respond with yes or no.

Physical Health

1. I eat at least three well-balanced meals each day and snack on healthful foods such as fruits and vegetables.
2. I get at least 60 minutes of physical activity daily.
3. I sleep at least eight hours a night.
4. I avoid the use of tobacco, alcohol, and other drugs.
5. I have good personal hygiene habits.
6. I follow safety rules.

Mental/Emotional Health

1. I feel good about myself.
2. I can name several things I do well.
3. I generally keep a positive attitude.
4. I ask for help when I need it.
5. I am able to handle stress.
6. I try to improve myself.

Social Health

1. I get along well with my family.
2. I try to work out any differences I have with others.
3. I express my feelings in positive ways.
4. I treat others with respect.
5. I have at least one friend I can talk to.
6. I listen when someone is speaking to me.

Wrapping It Up

Give yourself 1 point for each yes. A score of 5–6 in any area reflects good health. A score of 3–4 indicates you’re doing well but can still improve. If you score 0–2 in any area, try to improve that part of your health triangle.

Reading Review



Visit glencoe.com to download quizzes and eFlashcards for Chapter 1.

FOLDABLES® Study Organizer

Foldables® and Other Study Aids Take out the Foldable® that you created for Lesson 1 and any graphic organizers that you created for Lessons 1–5. Find a partner, and quiz each other using these study aids.

Lesson 1 Your Total Health

Main Idea Your total health is a state of well-being, or wellness.

- The three parts of the health triangle are physical health, mental/emotional health, and social health.
- You can balance your physical, mental/emotional, and social health by developing good health habits.

Lesson 2 Influences on Your Health

Main Idea Your health is influenced by outside factors and by your behavior.

- Outside factors include heredity, environment, family and culture, peers, the media, and technology.
- Maintaining a positive attitude will help you choose health-promoting behaviors.

Lesson 3 Building Health Skills

Main Idea Health skills help you become and stay healthy throughout your life.

- There are ten health skills: accessing information, practicing healthful behaviors, stress management, analyzing influences, communication skills, refusal skills, con-

flict resolution, decision making, goal setting, and advocacy.

- All teens should learn to practice healthful behaviors and manage stress.

Lesson 4 Making Responsible Decisions

Main Idea You can make good, responsible health decisions by learning and practicing the six-step decision-making process.

- The six steps of the decision-making process are: state the situation, list the options, weigh the possible outcomes, consider values, make a decision and act on it, and evaluate the decision.
- H.E.L.P. stands for **H**ealthful, **E**thical, **L**egal, and **P**arent Approval.

Lesson 5 Setting Health Goals

Main Idea Goal setting will help you achieve and maintain good health.

- Goals may be short-term or long-term. Short-term goals often lead to long-term goals.
- You can reach goals by making your goals specific, listing the steps to reach your goal, getting help from others, evaluating your progress, and rewarding yourself when you reach your goal.

After You Read

HEALTH INVENTORY

Now that you have read the chapter, look back at your answers to the Health Inventory on the chapter opener. Is there anything that you should do differently?

Reviewing Vocabulary and Main Ideas

On a sheet of paper, write the numbers 1–6. After each number, write the term from the list that best completes each sentence.

- attitudes
- consequences
- culture
- decisions
- habit
- health
- health skills
- media
- prevention
- wellness

Lesson 1 Your Total Health

1. _____ is a state of well-being, or total health.
2. _____ is a combination of physical, mental/emotional, and social well-being.
3. A(n) _____ is a pattern of behavior that you follow almost without thinking.

Lesson 2 Influences on Your Health

4. The collected beliefs, customs, and behaviors of a group is its _____.
5. TV and the Internet are two methods of communicating information grouped together as the _____.

6. Feelings and beliefs, or _____, can play a role in how well you take care of yourself.



On a sheet of paper, write the numbers 7–14. Write **True** or **False** for each statement below. If the statement is false, change the underlined word or phrase to make it true.

Lesson 3 Building Health Skills

7. Wellness is keeping something bad from happening to your health.
8. Two parts to the skill of analyzing influences are identifying the source and the motive.
9. Parts of the skill of advocacy are being a good listener and telling others honestly how you feel.

Lesson 4 Making Responsible Decisions

10. Every decision you make has risks, or results.
11. Stating the situation is the first step in the decision-making process.
12. When considering options, remember the word H.E.L.P., whose letters stand for Healthful, Ethical, Legal, and Permission.

Lesson 5 Setting Health Goals

13. It is important to ask yourself whether a goal is realistic, or something you can achieve.
14. Breaking down big goals into smaller tasks is a step in goal setting.



Applying Technology

Healthy Habits

In pairs, use GarageBand™ or Audacity® to create a recording that demonstrates a clear understanding of how to develop healthy habits in order to stay well. Follow the steps below to complete the project.

- Write a five-minute script about a school situation highlighting some of the good health habits mentioned in this chapter.
- Use GarageBand™ or Audacity® to record your script.
- Edit the track for clarity and content. Make sure your message is clearly delivered.
- Save your track.

Thinking Critically

Using complete sentences, answer the following questions on a sheet of paper.

- 15. Synthesize** Write a plan that breaks down the long-term goal of achieving physical fitness into several short-term goals that can be reached one at a time.
- 16. Describe** Identify a cumulative risk. How can this affect your health?

Write About It

- 17. Narrative Writing** Write a short story in which a teen becomes a positive role model for a younger child. Show how the teen influences the child by making healthful choices and displaying healthful behaviors.

Standardized Test Practice

Reading

Read the passage and then answer the questions.

Information on good health habits has been around for a long time. In the 1100s, a physician named Moses Maimonides published a book titled *Rules for Physical Health*.

Rules for Physical Health suggests that people need eight hours of sleep a night to maintain their health. It also encourages its readers to exercise or play sports regularly. It even contains specific suggestions about the kinds of food a person should eat.

The book is not just about what individuals could do to improve their health. It also stresses the importance of breathing clean air. In other words, it recognizes that a healthy environment is an important part of staying healthy.

TEST-TAKING TIP

Read the passage carefully once to find out what information it contains. After you read each question, look back at the passage to find the answer.

1. As described in the passage, *Rules for Physical Health* gives suggestions on all of the following EXCEPT
 - A. healthful eating habits.
 - B. ways of improving social health.
 - C. making physical activity a regular habit.
 - D. getting enough sleep at night.
2. What suggestion in the book relates the environment to personal health?
 - A. the importance of sealing garbage bags
 - B. the importance of drinking clean water
 - C. the importance of recycling
 - D. the importance of breathing clean air



Mental and Emotional Wellness



Chapter Preview

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▲ Working with the Photo

Good health includes physical fitness, but there is more to being healthy than that. **What signs of good emotional health do these teens exhibit?**

Start-Up Activities

Before You Read

Do you know how to gain self-confidence?

Answer the Health eSpotlight question below and then watch the online video. Keep a record of your answers.



Health eSpotlight



Your Self-Concept



A healthy self-concept is a trait that all teens can achieve. One of the best ways to gain self-confidence is by setting realistic goals and participating in group activities. Have you ever encouraged a friend to sign up for an event or try out for a team? Explain your answer in detail.

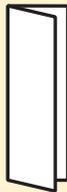
Go to glencoe.com and watch the health video for Chapter 2. Then complete the activity provided with the online video.

FOLDABLES® Study Organizer

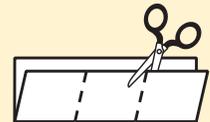
As You Read

Make this Foldable® to record what you learn about positive self-concept in Lesson 1. Begin with a plain sheet of $8\frac{1}{2}'' \times 11''$ paper.

- 1** Fold the sheet of paper in half along the long axis.



- 3** Unfold and cut the top layer along both fold lines. This makes three tabs.



- 2** Turn the paper and fold it into thirds.



- 4** Draw two overlapping ovals, and label as shown.



Under the appropriate tab, take notes on what you learn about positive self-concept and positive self-esteem. Under the middle tab, write down what the two have in common.



Visit glencoe.com and complete the Health Inventory for Chapter 2.

Lesson 1

A Healthy Self-Concept

Guide to Reading

Building Vocabulary

Two of the terms below share a common word part. In your notebook, write a definition for each based on what you believe the term means. Revise your definitions as you read the lesson.

- self-concept (p. 32)
- reinforce (p. 33)
- self-esteem (p. 34)
- resilience (p. 34)

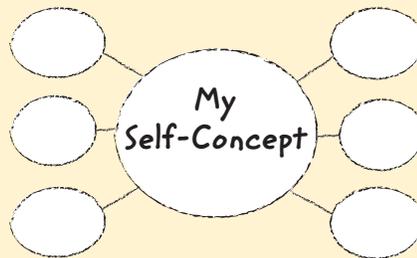
Focusing on the Main Ideas

In this lesson, you will learn to

- **explain** what your self-concept is.
- **identify** influences on your self-concept.
- **describe** how you can build a positive self-concept.

Reading Strategy

Analyzing a Graphic Using the diagram to the right as a guide, create a concept map that shows influences on your self-concept.



FOLDABLES Study Organizer Use the Foldable® on p. 31 as you read this lesson.

Quick Write

Imagine that you are applying for a job. Write a brief letter to the employer describing your strengths.



What Is Self-Concept?

“Is *that* what I sound like?” Theo asked. He was listening to a recording of his voice. Have you ever heard your own voice played back? Other people hear us differently from how we hear ourselves. The same is true of how we see ourselves.

Each of us has a different self-concept. Your **self-concept** is *the view you have of yourself*. It may or may not mirror the way other people see you. This much is clear: having a positive self-concept is an important part of good mental/emotional health.

- ◀ Also known as self-image, self-concept is your view of your abilities, skills, and talents. **Why is having a positive self-concept important?**





How Does Self-Concept Develop?

Your self-concept starts forming when you are very young. Parents or guardians are your first and greatest **influence**. How they speak to you and treat you has a lasting effect. Grandparents, sisters, brothers, and relatives have an effect, too.

Your skills and abilities also shape your self-concept. You may see yourself as a good basketball player or a good singer. You may feel you are good at writing stories but average in math. How you view your talents and abilities influences your overall self-concept. Focus on your strengths rather than your weaknesses. When you focus on your weaknesses, you may begin to feel that you are not good at anything. Instead, identify what you do well and what you enjoy doing. This will help you develop a positive self-concept. Seeing yourself in a positive way will help you feel good about yourself.



Family members, friends, and teachers **reinforce**, or *support*, your self-concept through messages. Some of the messages from people around you are spoken or written. Others take the form of looks or gestures. “Way to go!” is an example of a positive word message. Can you think of a look or gesture that carries the same idea?

Positive messages help you develop a positive self-concept. You may think you did well on a school project. Having your parent or teacher tell you that you did a good job reinforces your belief. Keep in mind that sending positive messages is a two-way street. When you support others, they are likely to support you, too.

- ▶ Messages from others influence your self-concept. These messages may be spoken, written, or communicated through looks or gestures.

What is the message being sent by the gesture pictured here?



Academic Vocabulary

influence (IN floo entz)
(noun) an effect on a person or object. *Her well-behaved, older brother was a good influence on her.*



Health Skills Acti

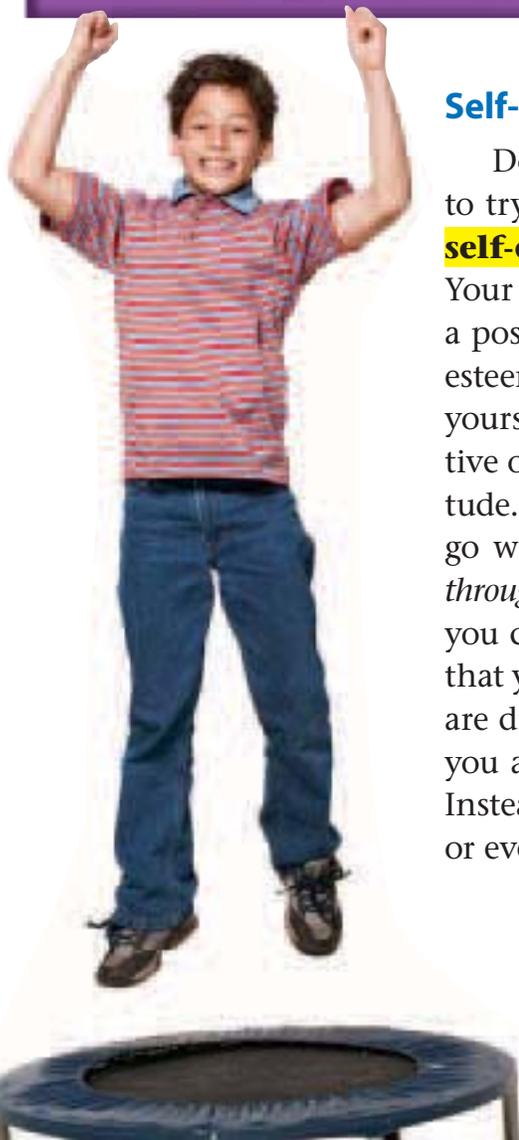
Analyzing Influences

How Does the Media Influence Your Self-Concept?

One factor that affects your self-concept is the media. Think about the images you see on television or in movies. They often show attractive people having fun. Some teens try to look and act like the people they see on-screen. They may feel this will improve their self-concept. It's important to recognize the ways in which media messages influence the way you feel about yourself.

With a Group

Collect pictures, video clips, or descriptions of images from the media. Analyze the message each sends.



Self-Concept and Self-Esteem

Do you like and respect yourself? Do you have the confidence to try new things? If you do, you have high self-esteem. Your **self-esteem** is a measure of how much you like and respect yourself. Your self-esteem is closely related to your self-concept. Having a positive self-concept will help you build a high level of self-esteem. When you have high self-esteem, you feel good about yourself. You have confidence in what you do and have a positive outlook. You come to new challenges with a “can-do” attitude. You can rely on yourself to solve problems. When things go wrong, you are resilient. **Resilience** is the ability to work through and recover from disappointment. Being resilient helps you cope with failure in a positive way. For example, imagine that you try out for one of the lead parts in the school play. You are disappointed when you find out you didn't get the part. If you are resilient, you won't let this disappointment stop you. Instead of getting angry or frustrated, try out for a smaller part or even volunteer to help backstage.

- ◀ Resiliency is your ability to bounce back from difficulties. **Why is this an important ability? How does being resilient help you cope with failure?**

Developing a Positive Self-Concept

Developing a positive self-concept is an important part of emotional health. To develop a positive view of yourself, list your strengths and weaknesses. Focus on what you do well. This gives you the confidence you need to try new things. Here are some other suggestions:

- Have confidence in yourself and your abilities.
- Accept encouragement; use it to recognize your strengths.
- Set a goal and work to reach it. This will give you a sense of accomplishment.
- Develop realistic expectations. Remember that no one is perfect.
- Find friends that support and encourage you.
- Avoid worrying about hurtful remarks or looks. Put them behind you and move on.



Reading Check

Explain Give one suggestion for improving your self-concept.

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 1.

Lesson 1 Review



After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** Define the terms *self-concept* and *self-esteem*. Write a sentence that includes both terms.
2. **Identify** What is resilience?
3. **Give Examples** Name three ways to improve your self-concept.

Thinking Critically

4. **Analyze** How might having a high level of self-esteem help you set goals for the future?

5. **Apply** Yolanda didn't make the soccer team. She was disappointed but decided to try out again next season. Does Yolanda have a positive self-concept? Why or why not?

Applying Health Skills

6. **Goal Setting** List three things you do well. Set a goal to improve one of these strengths during the next week. Follow your plan carefully. Then write a paragraph describing the results.



Lesson 2

Your Character Counts

Guide to Reading

Building Vocabulary

List each term below in your notebook. As you come across it in your reading, write the definition.

- character (p. 36)
- advocacy (p. 38)
- role model (p. 39)

Focusing on the Main Ideas

In this lesson, you will learn to

- **identify** the traits of good character.
- **explain** how character develops.
- **list** ways of showing good character.

Reading Strategy

Predicting Look over the headings in this lesson. Write a question that you think the lesson will answer. After reading, check to see if your question was answered.

Quick Write

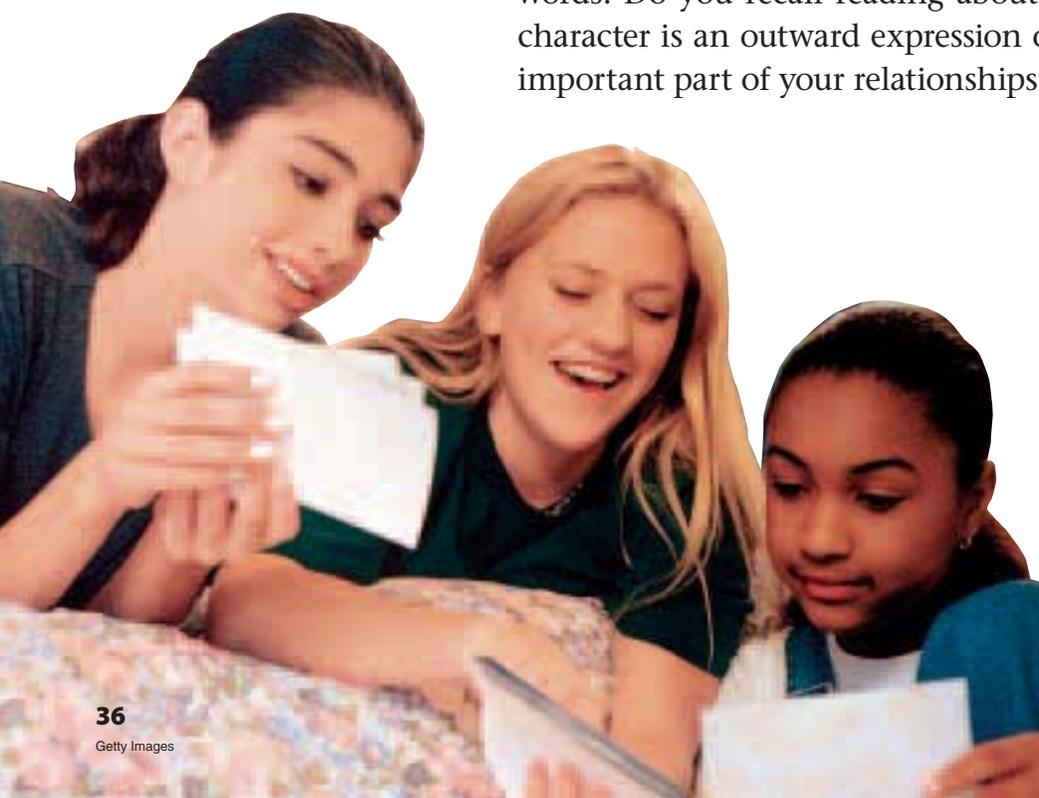
Make a list of the good deeds you did this month. Then describe two of them in a paragraph.



What Is Character?

Do you help out with chores at home? Are you honest? Do you help others when you can?

If you truthfully answered yes to these questions, you probably have good character. **Character** is *the way you think, feel, and act*. Your character is reflected in your attitudes, views, and words. Do you recall reading about values in Chapter 1? Your character is an outward expression of your inner values. It's an important part of your relationships and the choices you make.



◀ Keeping an open mind helps you grow as a person. It gives you a chance to see the world through someone else's eyes. **How can being open-minded positively affect your health?**



People with good character are loyal to their friends. They respect others and their property. They try to keep an open mind to ideas, cultures, and views different from their own. People with good character do not cheat or lie. They do not help others cheat or lie. They do not take credit for someone else's work.

Your character affects your physical, mental/emotional, and social health. Taking care of your body shows that you have respect for your physical health. When you act responsibly and follow safety rules, you are protecting your physical health. When you are kind to others, you feel good about yourself. This strengthens your mental/emotional health. Good character also improves your social health. Being fair and honest helps you get along well with others. You can build strong relationships by treating others with respect and understanding.

What Teens THINK

What makes a good friend?

A good friend is someone who likes you for who you are. A person that likes you on the inside not the outside. Someone who will have your back and take care of you when rough times appear. That is what I think a good friend is.

Anna P.
Snow Hill, NC

Reading Check

Explain How does having good character affect your health?



Traits of Good Character

There are six main traits of good character. They are *trustworthiness*, *respect*, *responsibility*, *fairness*, *caring*, and *citizenship*. Developing these character traits now will help you communicate care, consideration, and acceptance of self and others throughout your life.

Trustworthiness

People who are trustworthy are reliable—they keep the promises they make. For example, if a teen promises his parents that he will be home on time, he keeps his word. People who are trustworthy are also honest. They always tell the truth.

Respect

Demonstrating respect means showing regard for other people, for property, and for authority. This involves treating others the way you'd like them to treat you.



Tim Fuller Photography

Responsibility

Accepting responsibility means being willing to take on duties or tasks. It also means being willing to accept blame for mistakes you have made. A responsible person accepts the consequences of his or her actions and decisions.

Fairness

When you were young, you were taught to take turns and share your toys. You were taught fairness. Being fair means treating everyone equally and honestly. A fair person judges a contest on the basis of talent. She or he doesn't just award first prize to a friend in the contest.

Fairness also includes being a good sport and playing by the rules. It means knowing how to accept defeat when you lose and not showing off when you win.

Caring

Caring means treating others with understanding. Caring people are kind and consider the feelings of others. They help others when they can. Show that you care about others. Make an effort to welcome new students to your school. Listen to a friend who needs you.

▲ Helping to keep your community clean is an example of good citizenship. **What are some other examples of good citizenship?**

Citizenship

Being a good citizen means following rules and obeying laws. Good citizens also take action to make their community better. This is called advocacy. **Advocacy** is *taking a stand to make a difference*.



Reading Check

Recall Name and define three traits of good character.

How Does Character Develop?

Your character is shaped by your family and others around you. It is also influenced by your experiences in life and your values.

Family members are often the first teachers of character. Through their words and actions, they help you develop your own values. For example, your family may volunteer to help



others in need. This teaches you to be a good citizen. You also learn responsibility at home. Doing chores or helping younger siblings with homework teaches responsibility. Being kind and helpful are ways that family members show they care about each other.

As you grow older, you learn from experience. Sports and games teach the importance of fairness and of following rules. At school you learn responsibility. You are responsible for getting your work done and in on time. School also teaches respect for authority.



Connect To... Language Arts

The Idea of Character

The word *character* comes from a Greek word meaning “to mark or engrave.” Look up the word *character* in a dictionary.

What other meanings do you find? How are they related?

Reading Check

Explain Who are the first teachers of character?



Role Models

One of the most important ways in which you learn character and values is by watching and listening to others. You learn by their examples. Some of these people may become positive role models for you. A **role model** is *a person whose success or behavior serves as a good example for others*. Parents or guardians are among the most important role models for their children.

▼ Team players demonstrate character through good sportsmanship.
What are some ways that team sports help build character?





MediaWatch

TV Character

Many TV programs feature teens who show positive character traits. These teens can be considered good role models.

Name three examples of positive teen role models from your favorite TV shows.

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 2.

Character in Action

Good character is not something you feel or show once in a while. It is part of who you are. It is a way of living. By having good character, you promote your own health and the health of others. You feel good about yourself and are able to make responsible decisions. At the same time, you set a good example for others to follow.

At home, you can demonstrate good character by showing respect for your parents and other family members. Be honest with them. Listen when they talk to you. Show responsibility by getting up on time for school and by doing your chores. Let your family members know that you care about them. Work out your differences calmly and peacefully.

At school or during other activities, you can show you have good character by being a good citizen. Work together with others to advocate for healthy individuals, families, and communities. Follow school or other rules. Help to keep your school and community clean. Show respect for teachers, other adults, and students. Don't act out of hate or frustration. Be honest—don't cheat on your schoolwork. In sports, play fair and responsibly.



Lesson 2 Review

After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** Define *character*. What are the six character traits?
2. **Recall** What is advocacy?
3. **Explain** Tell how role models can shape a person's character.

Thinking Critically

4. **Evaluate** Give an example of how good character might influence your health.

5. **Analyze** How is making responsible decisions related to good character?
6. **Synthesize** Give two examples of how life experiences might have a positive influence on character.

Applying Health Skills

7. **Decision Making** Write a short story about a teen faced with a difficult choice. Tell how he or she demonstrates good character in making a decision.

Lesson 3

Expressing Emotions

Guide to Reading

Building Vocabulary

Read each of the words below. If the word is familiar, write down what you think its meaning is. If it's not, guess at its meaning using word clues. These include word parts, such as *ab-*, meaning "from."

- emotions (p. 41)
- hormones (p. 41)
- abstinence (p. 44)

Focusing on the Main Ideas

In this lesson, you will learn to

- **explain** what causes the emotions you experience.
- **express** strong feelings healthfully.
- **discuss** why abstinence is important for teens.

Reading Strategy

Identifying Cause and Effect As you read, think about examples of each emotion described. Identify a possible cause of this emotion in your daily life.

Your Emotions

What are you feeling right now? Maybe you are feeling happy about some good news that you got today. Maybe you are feeling down. You may even be feeling several different emotions at once. **Emotions** are *feelings such as joy, love, anger, or fear*. Your emotions affect all sides of your health triangle.

What Causes Emotions?

Emotions are often triggered by daily events. You are passed over for a part in the school play and feel sad. Your friend returns a borrowed jacket with a rip and you feel angry.

During your teen years, another emotional trigger is at work. It is deep inside you and beyond your control. Have you had days lately where you feel "up" one minute and "down" the next? These mood shifts are related to your body's release of hormones (HOR·mohnz). **Hormones** are *powerful chemicals, produced by glands, which regulate many body functions*. These hormones are preparing your body for adulthood. The emotional swings hormones cause can be confusing or even scary. If you've had these feelings, relax. Mood swings are part of growing up.

Quick Write

List five ways you show you're happy. Now list five ways you show you're angry. Which feelings do you find easier to express? What does this tell you?

Reading Check

Explain What are hormones? How do they affect emotions during the teen years?



- ▶ Mood swings can feel as if you are riding an emotional roller coaster. **What is the cause of mood swings during the teen years?**



Getty Images

Types of Emotions

Some emotions, such as happiness, are pleasant to experience. Other feelings, while less enjoyable, are still normal. Every person feels angry or afraid at one time or another. These emotions aren't good or bad—they just *are*. An important part of good mental/emotional health is learning how to handle your emotions in healthy ways.



Understanding Your Emotions

The first step in responding healthfully to a strong or difficult emotion is understanding what you're feeling. Sometimes, you know exactly what you are feeling and why. Other times, it's easy to confuse one emotion with another. This is especially true of anger. Strong words like "I hate you!" often mean "I'm angry with you." When you feel a strong emotion, take a moment to stop and think about what you are feeling and why. Try to focus on what is bothering you or making you angry. Ask yourself: What am I really reacting to? Am I angry because I feel hurt or disappointed? Once you understand your feelings, you can learn to manage them in healthy ways.



Expressing Your Emotions

Expressing your emotions healthfully is an important strategy for dealing with strong feelings. It is also important to effectively express feelings and opinions on health issues. Holding emotions inside can harm all sides of your health triangle. It can lead to stomachaches and headaches. It can make it hard to focus on what you are doing. Keeping your feelings inside can also have a negative effect on your relationships. It is better to let emotions out, especially strong ones. For instance, suppose you are angry or upset with someone. Pause for a moment and take a deep breath. Think of words that will express your true feelings without being hurtful. Then calmly tell the other person how you feel. For example, Cara was angry when her friend Jen called to cancel their plans. Cara took a moment to breathe slowly and deeply. She realized that she felt hurt because she and Jen hadn't been spending much time together lately. She called Jen back and they talked calmly about the situation. Cara felt much better afterward.



There are many other healthful strategies for dealing with strong or difficult feelings. These include the following:

- Engage in physical activity. This can help relieve tension.
- Talk with family members or friends. They can provide help and support.
- Create something, such as a drawing or poem.
- Listen to music. This can help you relax.



Reading Check

Explain Is keeping feelings inside a good idea? Why or why not?

- ▶ Listening to music is one good way to manage strong feelings. **Name two other ways to express emotions healthfully.**

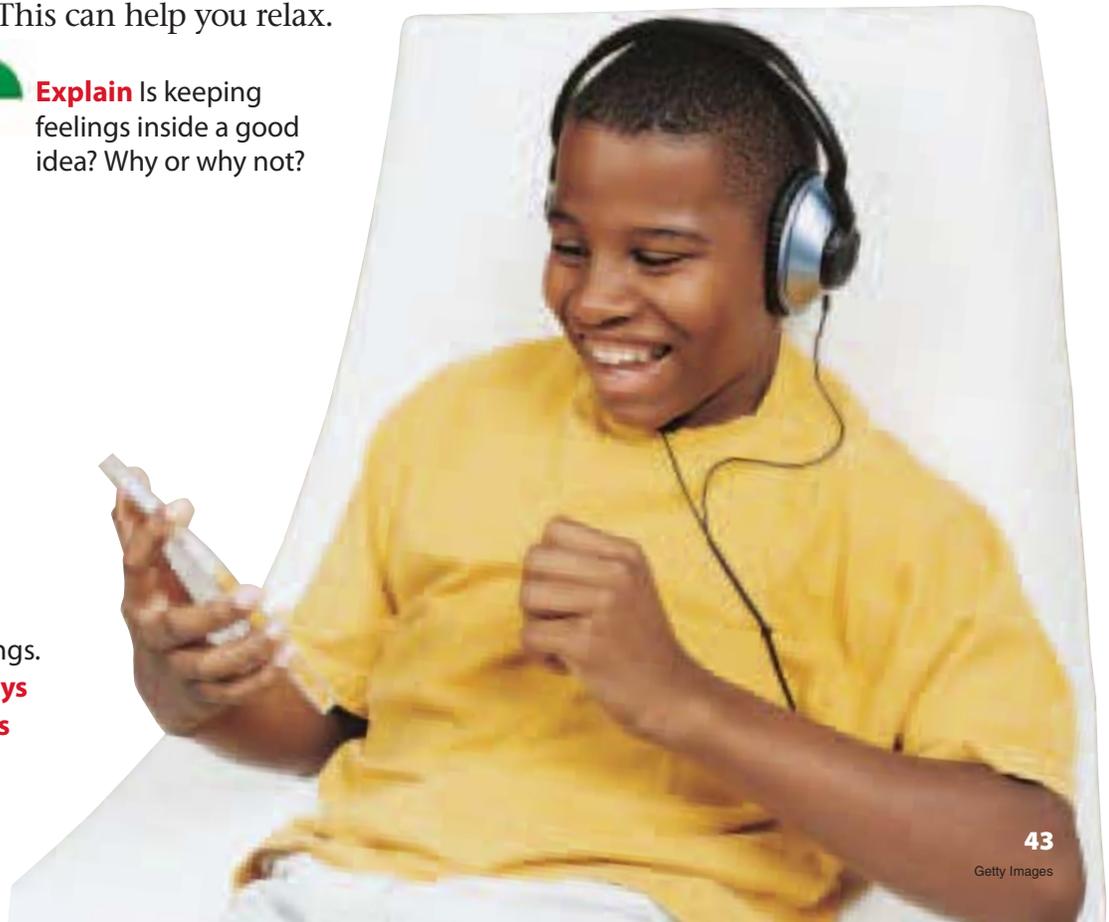


Go Online

Topic: Managing Strong Emotions

Visit glencoe.com for Student Web Activities on identifying and expressing your emotions.

Activity: Using the information provided at the link above, write down four healthful ways you can manage strong emotions.





Practicing Abstinence

Everyone has basic emotional needs. These include the need to be loved and accepted. Some teens try to fill their emotional needs by participating in risky behavior. They may join gangs. Some may use tobacco, alcohol, or illegal drugs. Others become sexually active. These behaviors do not really meet emotional needs. Dealing with emotions in healthy ways includes saying no to high-risk behaviors like these.

Abstinence (AB·stuh·nuhns) is *not participating in high-risk behaviors*. Abstinence is a strategy for avoiding harmful situations. It protects your health and the health of others. Being abstinent tells others that you refuse to take part in unsafe behaviors. It also shows you have self-control. You will learn more about the value of abstinence in Chapter 3 and Chapter 8.

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 3.



Reading Check

Discuss How is abstinence related to making good decisions?



Lesson 3 Review



After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** Define the word *emotion*, and use it in a sentence.
2. **Explain** Why are mood swings common during the teen years?
3. **Identify** What are two strategies for expressing emotions healthfully?

Thinking Critically

4. **Analyze** How might expressing emotions affect your social health?

5. **Apply** You are angry because your brother or sister has borrowed your headphones without asking. Explain how you will deal with your emotions.
6. **Summarize** What might you say to someone who tried to fill his or her emotional needs by participating in high-risk behaviors?

Applying Health Skills

7. **Practicing Healthful Behaviors** Describe how abstinence can help you avoid harmful situations.

Lesson 4

Coping with Stress

Guide to Reading

Building Vocabulary

As you read this lesson, write each new highlighted term and its definition in your notebook.

- stress (p. 45)
- anxiety (p. 46)
- adrenaline (p. 47)

Focusing on the Main Ideas

In this lesson, you will learn to

- **explain** what stress is.
- **describe** how your body responds to stress.
- **list** ways to manage stress.

Reading Strategy

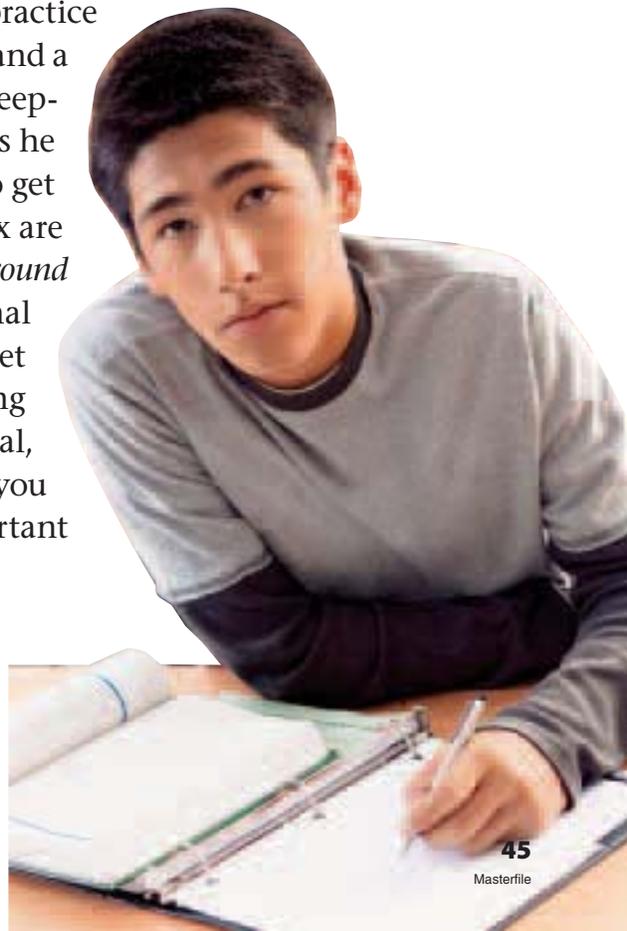
Finding the Main Idea Copy each main heading in the lesson. For each, write one sentence that states the main idea.

Quick Write

Write about a stressful situation you have been in and how you dealt with the stress.

What Is Stress?

Sonya has to give an oral report in class. Her mouth feels dry, and her palms are sweaty. Her stomach feels like butterflies are fluttering around inside it. Alex is on the soccer team. The championship game is coming up, so he's been at practice every night this week. He also has a big test to study for and a major project due. Lately Alex has been having trouble sleeping. He's been lying awake thinking about all the things he has to do. Whenever he worries about how he's going to get everything done, his heart starts to race. Sonya and Alex are feeling stress. **Stress** is *your body's response to changes around you*. Everyone feels stress from time to time—it's a normal part of life. Stress can give you energy and help you get things done. However, stress that continues over a long period of time can harm your physical, mental/emotional, and social health. While you can't always avoid stress, you can learn strategies for managing stress. This is an important part of staying healthy.



- ▶ Stress is a part of life. **What are some examples of stressful events?**



- ▶ Positive stress gives athletes the motivation they need to perform. **How can you use positive stress to your own benefit?**



Getty Images



Psychiatrist

 Psychiatrists work with people who have either minor or serious mental health problems. They treat their patients using medicines and counseling. Psychiatrists are in demand because they provide special care that regular doctors aren't trained to provide. If you want to become a psychiatrist, you should practice your communication and listening skills.

What skills does a psychiatrist need? Go to Career Corner at glencoe.com to find out.



Types of Stress

Stress can be positive or negative. For example, Jay was really excited about the race. When the signal to start sounded, he felt a burst of energy and took the lead. Jay was experiencing what is known as *positive stress*. Positive stress has many benefits. It can help you reach goals and accomplish tasks. It also provides needed energy to help you escape danger.

Sources of Stress

Many different things can cause stress. It can result from small events, like forgetting your locker combination. Stress can also come from major events. These include life-changing situations—for example, moving to a new city or starting a new school. People sometimes respond to stressful events with anxiety. **Anxiety** is *feelings of uncertainty or worry over what may happen*.

People may view different events as stressful. You may feel stress when trying out for a part in the school play. Your friend may find this situation exciting rather than stressful. What has happened to you in the past may affect your views on what is stressful. For example, maybe you forgot some of your lines when performing in the school play. This might make you more anxious in similar situations. Your beliefs, attitudes, and values also influence what you think of as stressful.



Negative stress gets in your way and holds you back. Sources of negative stress are often out of your control. They may include problems at home or school. Too much negative stress can be unhealthy.

Reading Check

Analyze Compare and contrast positive and negative stress. What are their causes and effects?

The Stress Response

The stress response is how nature prepares the body to deal with threats of harm. This is also known as the *fight-or-flight response*. Your body is preparing to *fight* the threat or take *flight* from it. During the stress response, your body undergoes a series of physical changes, which are summarized in **Figure 2.1**.

Reading Check

Recall Name two physical changes that occur during the fight-or-flight response.

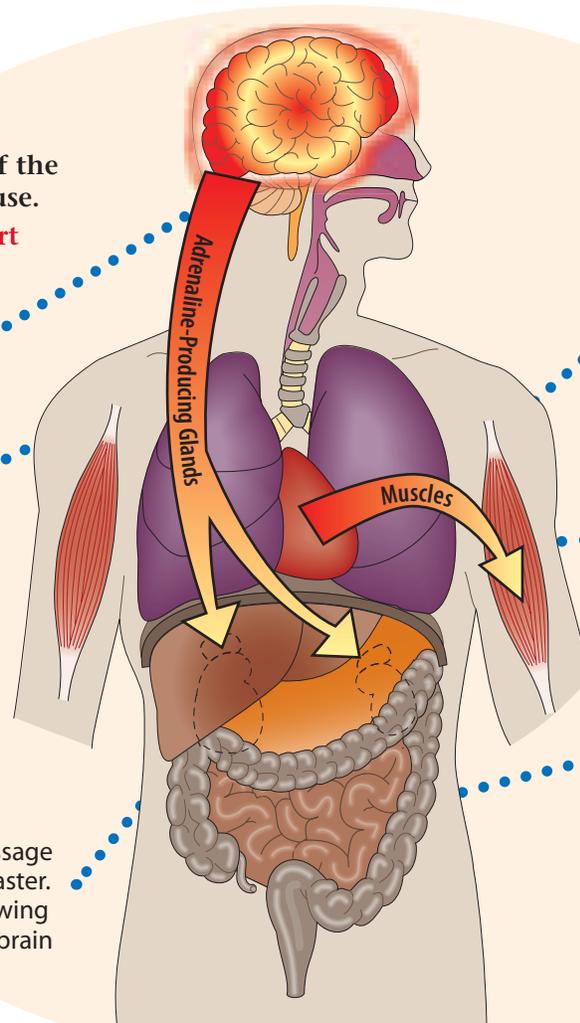
FIGURE 2.1

THE FIGHT-OR-FLIGHT RESPONSE

This illustration shows some of the physical changes stress can cause.

What does stress do to the heart and blood vessels?

- 1** The brain detects a source of stress.
- 2** The brain signals the adrenal (uh-DREEN-uhl) glands to send out **adrenaline**, a hormone that prepares the body to respond to stress.
- 3** The heart receives the message from the brain and beats faster. Blood vessels expand, allowing more blood to flow to the brain and muscles.



- 4** The muscles tighten and become ready for action.
- 5** Breathing deepens and speeds up as passages in the lungs widen. This brings extra oxygen to the muscles.
- 6** To make more energy available to the muscles, other body activities slow down. This includes the activities of the stomach and intestines.



Health Skills Acti

Stress Management

Relaxation Exercises

When you're feeling stress, your whole body is affected. You may feel stiffness in your shoulders or neck. Your mind may be cluttered with troubling thoughts. One strategy for dealing with stress is to use relaxation exercises.

There are three main types of relaxation exercises:

DEEP BREATHING

1. Close your eyes and inhale deeply.
2. Hold the breath for a moment, then slowly exhale.
3. Repeat these steps several times.

MUSCULAR RELAXATION

1. Picture the muscles in your body.
2. Working one at a time, tighten a muscle group.
3. Hold the position for a moment, then relax.
4. Repeat these steps for each muscle group in the body.

DIRECTING YOUR THOUGHTS

1. Try to clear your mind.
2. After a moment or two, picture someplace pleasant, such as a sunny beach or park.
3. Keep picturing this relaxing scene until the stress is gone.

On Your Own

Practice each of the relaxation techniques described. Which one works best for you?

Strategies for Managing Stress

When stress levels are high or constant, your health can suffer. Fortunately, there are strategies for managing stress.

- **Identify the source.** Determine what is causing you to feel stressed. Having a clear understanding will help you manage the stress better.
- **Set your priorities.** Make a list of things you want to accomplish. Rank each task in order of importance. Decide which task to focus on. Don't try to include too many activities in your life.



- **Budget your time.** Set aside regular times for homework and chores. That way you won't have to rush to get them done at the last minute.
- **Redirect your energy.** Stress increases your energy. Use that energy for something positive. Learn a hobby. Offer to help a family member with a project.
- **Talk to someone.** Talking about stress can reduce it. A parent, friend, or school counselor may give you some useful advice.
- **Put things in perspective.** Remember that you are not alone. Everyone experiences failure and disappointment. Don't make your problems bigger than they are.
- **Increase physical activity.** Becoming more active releases built-up energy from stress. Vigorous physical activity naturally relaxes the body.

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 4.

Reading Check

Identify How can budgeting your time help you manage stress?



Lesson 4 Review

After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** Define the term *stress*.
2. **Describe** What does adrenaline do during the stress response?
3. **Give Examples** Name a major event and a minor event that might cause stress.
4. **Identify** List two strategies for managing stress.

Thinking Critically

5. **Hypothesize** Do you think it's possible to have too much positive stress? Explain why or why not.

6. **Synthesize** Name some negative ways of dealing with stress. How would these actions affect your health triangle?
7. **Apply** How can setting priorities help a teen manage stress?

Applying Health Skills

8. **Stress Management** Jamal is anxious about starting a new school. What are some ways that Jamal could manage his stress?

Lesson 5

Emotional Problems

Guide to Reading

Building Vocabulary

Two of the terms below contain the word *disorder*. Look up this word in a dictionary. See if you can guess the meaning of the two terms.

- anxiety disorder (p. 51)
- mood disorder (p. 51)
- depression (p. 51)
- suicide (p. 51)

Focusing on the Main Ideas

In this lesson, you will learn to

- describe types of emotional problems.
- recognize the warning signs of suicide.
- identify sources of help for emotional problems.

Reading Strategy

Analyzing a Graphic Using the diagram below as a guide, create a chart that lists and describes different types of emotional disorders.

Name of Problem	Symptoms

Quick Write

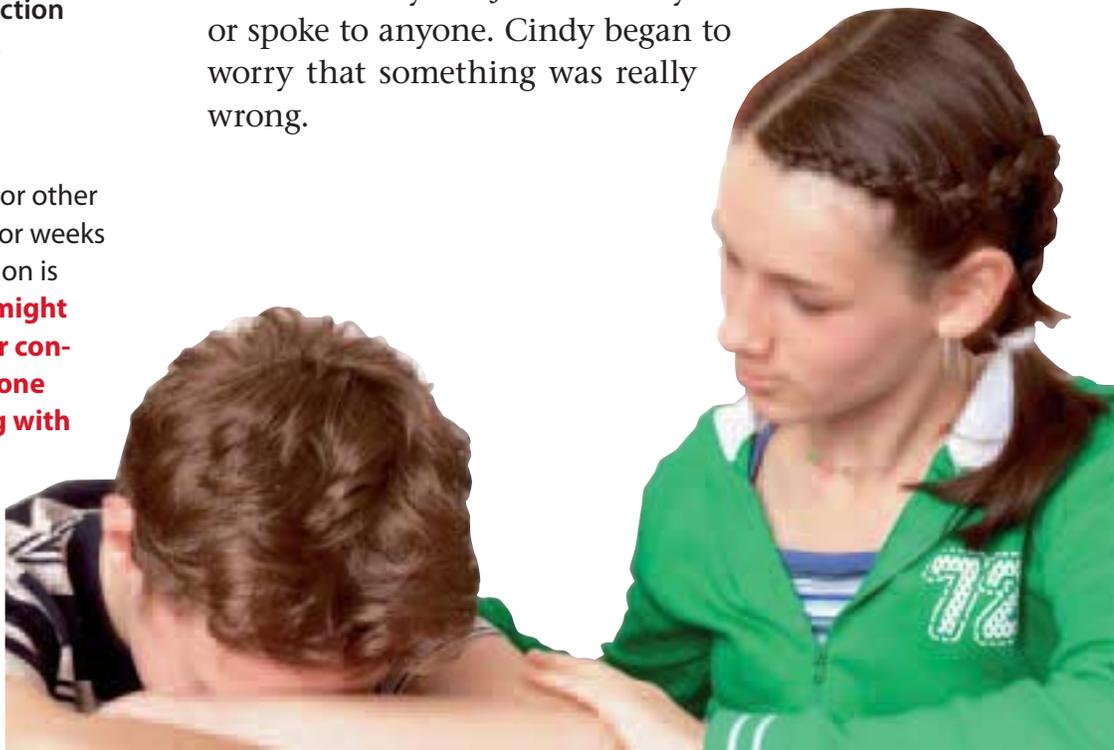
Imagine a friend writes you to say she or he has been feeling sad for weeks. Write a paragraph describing what positive action you could take.



What Are Emotional Problems?

Cindy's friend Jon seemed sad, but she figured he would soon bounce back from whatever was bothering him. Then a month went by and Jon still rarely smiled or spoke to anyone. Cindy began to worry that something was really wrong.

- ▶ When sadness or other emotions last for weeks or months, action is needed. **How might you show your concern for someone who is dealing with an emotional problem?**





Getty Images

It's normal to feel sad or afraid from time to time. However, when such feelings last for weeks, it can be a sign of an emotional problem. Help is needed to reduce risks related to emotional problems of adolescents. Some common emotional problems are described below.

Anxiety Disorders

An **anxiety disorder** is a serious emotional problem that keeps a person from functioning normally. An anxiety disorder is not the same thing as anxiety, or worry, mentioned in Lesson 4. Anxiety disorders prevent people from leading normal lives.

One type of anxiety disorder is *phobia* (FOH·bee·uh). Phobias are unreasonable fears of objects or ideas. Some people, for example, have a phobia about being in high places. Others have an unreasonable fear of spiders. Another anxiety disorder is *obsessive-compulsive disorder (OCD)*. People with OCD can't keep certain thoughts or images out of their minds. They may repeat behaviors, such as washing their hands, over and over. In the person's mind, this helps relieve anxiety.



▲ Some people have an intense fear of spiders. **What type of anxiety disorder would such a person have?**



Reading Check

Recall Name and describe two anxiety disorders.



Mood Disorders

Another type of emotional problem is mood disorders. A **mood disorder** is a serious emotional problem where a person's mood goes from one extreme to another. These changes are far more extreme than the mood swings typical in teens. A person may "cycle" between feelings of deep sadness and extreme happiness. In some people, both moods happen at once. In others, the happiness is replaced by anger or rage.

Depression

Sometimes when they're feeling down, people will say they "feel depressed." **Depression** is an emotional problem marked by long periods of hopelessness and despair. It is different from ordinary sadness. Depression can make it hard for a person to function.

Suicide

Sometimes, the effects of emotional problems are so severe the person considers suicide. **Suicide** is the deliberate act of taking one's own life. Suicide is the third leading cause of death in people ages 10 to 14. Most of the time, these young people don't want to die. They just want their problems to go away.



Getty Images

Suicide is not the answer. If someone you know is talking about suicide, go for help immediately. Urge the person to talk to a concerned adult. Tell an adult about the situation yourself. Never promise to keep the person’s plan a secret. Suicide is one secret no friend should keep.

Warning Signs of Suicide

Sometimes, a person planning suicide doesn’t use the word *suicide*, but there are other signs that a person may be thinking about it. If you notice any of the following behaviors, remember to tell a trusted adult right away.

- Avoiding activities that involve family or friends
- Taking greater risks than usual
- Losing interest in hobbies, sports, or school
- Giving away prized possessions

▲ Caring adults can provide comfort when the going gets rough. **How would you comfort a close friend with a problem?**



Reading Check

Explain What should you do if someone you know talks about suicide?

Academic Vocabulary

sources (sohrs sez)
(noun) where something comes from. *Spinach and milk are good sources of iron.*

Help for Emotional Problems

Emotional problems have many causes. Some come from chemical changes in a person’s brain. Others may be passed on through heredity.

It’s important to know that emotional problems can be treated. Some are treated with medication, others with counseling, still others with both. Having an emotional problem is no different from having any other illness. Being able to ask for help shows you are taking responsibility for your health.

Sources of Help

There are many **sources** of help and support for emotional problems. Some are in your home or at school. You might talk to a parent or other family member. A teacher or a school counselor is another good person to turn to. Some people find it helpful to talk to a religious leader.

Often, people with emotional problems see a mental health professional. These are people specially trained to deal with emotional problems. They can give the person the specialized care he or she needs.

Reading Check

Recall Name two sources of help for people with emotional problems.

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 5.



Health Skills Acti

Decision Making

Helping a Troubled Friend

Caitlin's best friend, Torry, has been acting moody lately. When Caitlin asked her about it, Torry shrugged. "There's nothing to talk about," she said. Caitlin is worried that her friend may have a serious emotional problem. She wishes she could get Torry to open up. She knows from experience, however, that Torry doesn't like to be pressured. What should Caitlin do?

What Would You Do?

Put yourself in Caitlin's position. Use the decision-making process to decide what you would do.

1. State the situation.
2. List the options.
3. Weigh the possible outcomes.
4. Consider values.
5. Make a decision and act on it.
6. Evaluate the decision.



Lesson 5 Review

After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** Define the term *depression*.
2. **Give Examples** What is an example of a phobia?
3. **List** Name three warning signs of suicide.

Thinking Critically

4. **Analyze** Imagine overhearing someone saying he or she planned to commit suicide. What would you do?

5. **Synthesize** A friend says, "I've been depressed lately." What positive health behaviors could you take to help your friend?

Applying Health Skills

6. **Advocacy** Write an article for the school paper about emotional problems. Identify what students should do if they are feeling very stressed or unhappy. Tell how they can help a friend with those feelings.



Building Health Skills

- Accessing Information
- Practicing Healthful Behaviors
- Stress Management**
- Analyzing Influences
- Communication Skills
- Refusal Skills
- Conflict Resolution
- Decision Making
- Goal Setting
- Advocacy

What Is Stress Management?

Stress management includes activities and behaviors that help you deal with stress in a healthy way. When you experience stress, do one or more of the following:

- Get plenty of sleep.
- Think positive thoughts.
- Make time to relax.
- Be physically active.
- Talk to someone you trust.
- Manage your time wisely.

Stress and Teens

Follow the Model, Practice, and Apply steps to help you master this important health skill.

1 Model

Read about how Victor uses the skill of stress management to deal with problems after moving to a new town.

When Victor's family moved to a new town, he was excited about going to a larger school. But after the first few weeks, Victor started feeling a lot of stress about school and he missed his old friends.

Victor knew that he had to deal with his stress. First, he identified the cause. He realized that his problems began with the move. **(Identify the source.)** He talked to his brother about how he felt and he went to see the school counselor. **(Talk to someone.)** The counselor helped Victor focus on things he liked about moving instead of concentrating on the things he didn't like. **(Put things in perspective.)** Victor decided to join the chess club where he could meet some new friends. **(Redirect your energy.)**



2 Practice

Make a plan to help Tyra manage the stress in her life.

Life improved for Tyra once she adjusted to her new school. Now she feels that she is stressed out about trying to do too many things. She works in a diner to earn money. She also spends a lot of time studying. Tyra wants to do well in school, earn some extra money, and have time to hang out with her friends. It seems that when she isn't stressed about one part of her life, she's worrying about another.

On a sheet of paper, identify what's causing Tyra's stress. Make a plan to help her by listing at least four things Tyra could do to manage the stress that she feels.



3 Apply

Apply what you have learned about stress management when completing the activity below.

With a small group, think about the causes of stress in your own life. Develop an eye-catching brochure that includes an interesting title and the following topics:

1. A definition of stress
2. Sources of stress
3. Healthful and harmful strategies to manage stress
4. Reasons to manage stress

Self-Check

- Is our brochure eye-catching with an interesting title?
- Did we include a definition and sources of stress?
- Did we show healthful and harmful strategies and reasons to manage stress?

HANDS-ON HEALTH



Developing Good Character

Character is formed every day by your thoughts and actions. Developing good character is important to your health. It will help you develop positive relationships and behaviors. A person of good character is trustworthy; treats people with respect; is responsible, fair, caring, and a good citizen. In this activity, you will create a poster with examples of how to develop one of the six traits of character.

What You Will Need

- Poster board
- Markers or crayons



What You Will Do

- 1** Your teacher will divide the class into six small groups and assign each group one of the six traits of character: trustworthiness, respect, responsibility, fairness, caring, or citizenship.
- 2** In your group, brainstorm and list examples of how teens can develop the assigned character trait. For example, if your group was assigned trustworthiness, you might list telling the truth and keeping promises.

- 3** Now, create a colorful poster featuring the examples you listed in Step 2. Use your group's character trait as the title for your poster. As a group, explain to the class how your examples can help a teen develop good character.

Wrapping It Up

After all the groups have presented their posters, discuss these questions as a class: How can teens help other teens develop good character? How can good character affect your physical, mental/emotional, and social health?

Display your posters where your classmates can see them. This will help other students learn about the six traits of good character.

Reading Review



Visit glencoe.com to download quizzes and eFlashcards for Chapter 2.

FOLDABLES® Study Organizer

Foldables® and Other Study Aids Take out the Foldable® that you created for Lesson 1 and any graphic organizers that you created for Lessons 1–5. Find a partner, and quiz each other using these study aids.

Lesson 1 A Healthy Self-Concept

Main Idea Developing a positive self-concept is an important part of emotional health.

- Your self-concept is the view you have of yourself. It is influenced by parents, guardians, and those around you.
- You can build a positive self-concept by thinking positive thoughts, accepting encouragement, and finding friends who support you.

Lesson 2 Your Character Counts

Main Idea Having good character promotes your health and the health of others.

- Traits of good character include trustworthiness, respect, responsibility, fairness, caring, and citizenship.
- You develop character by learning from role models, your environment, and your understanding of right and wrong.

Lesson 3 Expressing Emotions

Main Idea It is important to learn how to handle your emotions.

- Emotions and mood swings are caused by events around you and by your hormones.

- Strategies for dealing with strong or difficult feelings include physical activity, talking with family and friends, creating something, or listening to music.
- Choosing abstinence protects your health and the health of others.

Lesson 4 Coping with Stress

Main Idea Managing stress is an important part of staying healthy.

- Stress can be positive or negative.
- The fight-or-flight response is one way your body responds to stress.
- You can manage stress by identifying the source, setting priorities, budgeting your time, redirecting your energy, talking to someone, keeping perspective, and increasing physical activity.

Lesson 5 Emotional Problems

Main Idea It's important to recognize the signs of emotional problems and seek help for them.

- Emotional problems include anxiety disorders, mood disorders, and depression.
- Warning signs of suicide include avoiding activities that involve family and friends, taking risks, losing interest in hobbies or school, and giving away prized possessions.

Assessment



After You Read

Health eSpotlight



Now that you have read the chapter, look back at your answer to the Health eSpotlight question on the chapter opener. What are some other ways that you can boost self-confidence or help a friend set positive, realistic goals?

Reviewing Vocabulary and Main Ideas

On a sheet of paper, write the numbers 1–8. After each number, write the term from the list that best completes each statement.

- abstinence
- encouragement
- advocacy
- hormones
- character
- role model
- confidence
- self-concept
- emotions

Lesson 1 A Healthy Self-Concept

1. The view you have of yourself is known as your _____.
2. When you have high self-esteem, you have _____ in what you do.
3. Accepting _____ is one way to develop a positive self-concept.

Lesson 2 Your Character Counts

4. The way you think, feel, and act is known as your _____.
5. Taking a stand to make a difference is known as _____.
6. A person whose success or behavior serves as an example for others is a _____.

Lesson 3 Expressing Emotions

7. _____ are powerful chemicals that regulate many body functions.
8. Refusing to participate in high-risk behaviors is called _____.

Lesson 4 Coping with Stress

On a sheet of paper, write the numbers 9–11. Write **True** or **False** for each statement below. If the statement is false, change the underlined word or phrase to make it true.

9. Your body's response to changes around you is known as stress.
10. Anxiety refers to feelings of happiness over what may happen.
11. Adrenaline is a hormone that stops the body from responding to stress.

Lesson 5 Emotional Problems

On a sheet of paper, write the numbers 12 and 13. After each number, write the letter of the answer that best completes each statement.

12. A disorder in which a person has an unreasonable fear of an object or idea is known as
 - a. depression.
 - b. phobia.
 - c. obsessive-compulsive disorder.
13. Signs that a person might be thinking about suicide include
 - a. avoiding activities with friends.
 - b. taking greater risks than usual.
 - c. both of the above.



Applying Technology

Thinking Critically

Using complete sentences, answer the following questions on a sheet of paper.

- 14. **Interpret** How do messages from those around you affect your self-concept?
- 15. **Analyze** What are three events that have caused stress in your life.

Write About It

- 16. **Expository Writing** Imagine you are writing an article on self-esteem for the school newspaper. In your article, explain what factors might affect a teen's self-esteem.

Courageous Character

You and a partner will use Comic Life or Microsoft Word® to create a poster advertising an event that builds teamwork while modeling good character.

- Open a new Comic Life template that has image and text boxes.
- Locate clip art or digital images that show teens with good character.
- Import the images into your template.
- Add titles or captions for the images. Make sure to explain how your images show good character.

Standardized Test Practice

Math

Use the table to answer the questions.

Percentage of Schools Teaching Suicide Prevention, by Topic		
Topic	Middle School	High School
How to handle stress in healthy ways	90.0	96.5
Recognizing types of stress and signs of depression that might be associated with suicide	64.8	86.5
What to do if someone is thinking about suicide	60.3	82.1

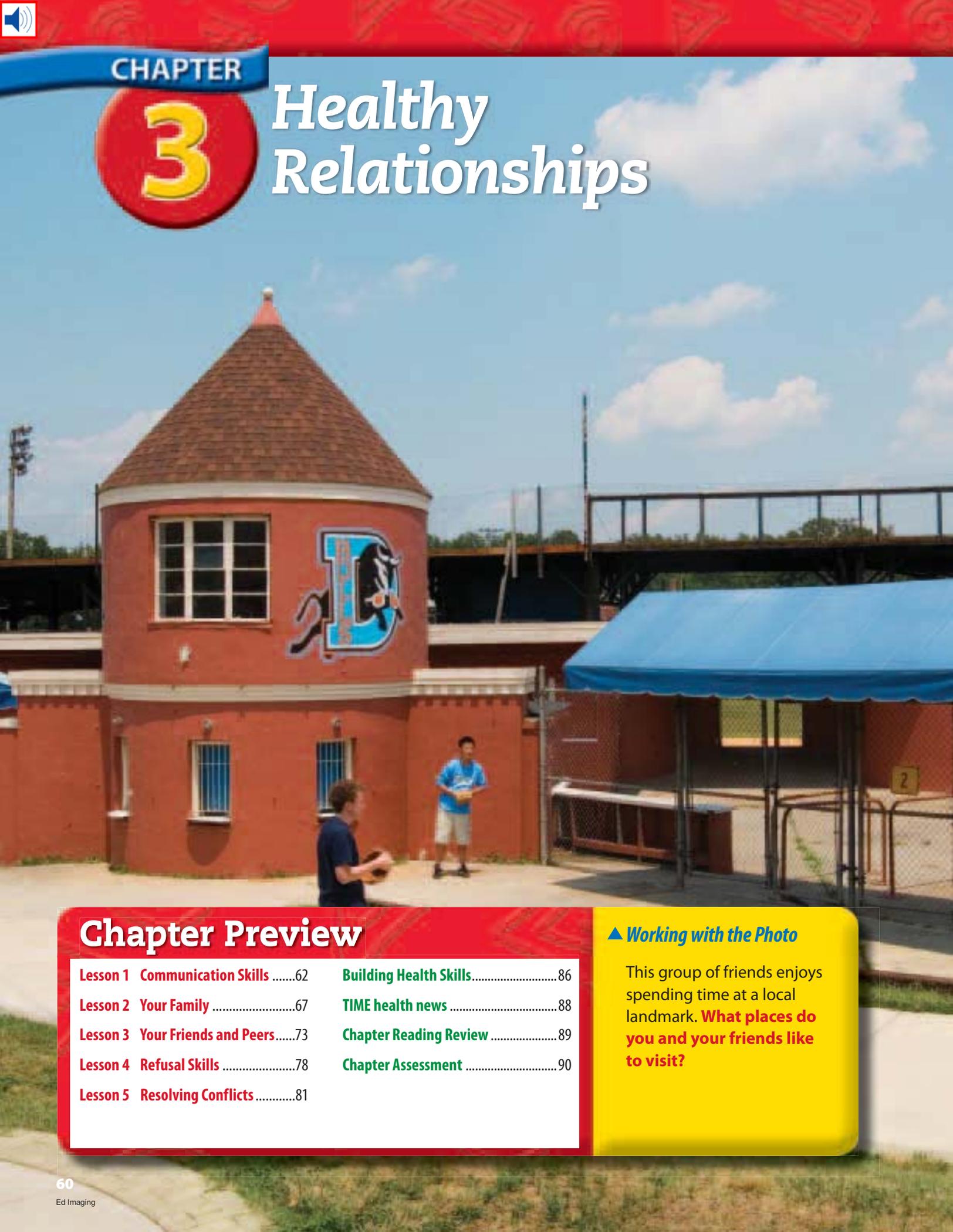
TEST-TAKING TIP

When questions use tables, read the title of the table. This will help you figure out its subject. Read each column heading and the label of each row.

1. What percentage of middle school students learn what to do if someone is thinking about suicide?
 - A. 60.3
 - B. 64.8
 - C. 90.0
 - D. 96.5
2. Which statement is *true*?
 - A. More middle school students learn healthful ways of handling stress than high school students.
 - B. Over 90 percent of high school students learn what to do if someone is thinking about suicide.
 - C. Nearly 65 percent of middle school students learn to recognize the types of stress associated with suicide.
 - D. Less than 60 percent of middle school students learn what to do if someone is thinking about suicide.



Healthy Relationships



Chapter Preview

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▲ Working with the Photo

This group of friends enjoys spending time at a local landmark. **What places do you and your friends like to visit?**

Start-Up Activities



Before You Read

What do you know about healthy relationships?

Take the short quiz below. Keep a record of your answers.

HEALTH QUIZ Answer *True* or *False* to each of the following questions.

1. Communication is important in healthy relationships.
2. Every family has two parents and one or more children.
3. Good friends are honest with each other.
4. Saying no to friends isn't always easy.

ANSWERS: 1. True; 2. False; 3. True; 4. True

FOLDABLES® Study Organizer

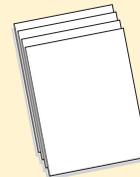


As You Read

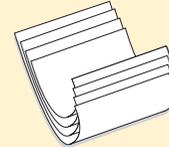
Make this Foldable® to help you organize what you

learn about good communication skills in Lesson 1. Begin with four plain sheets of $8\frac{1}{2}'' \times 11''$ paper.

- 1 Place the sheets of paper $\frac{1}{2}''$ apart.



- 2 Roll up the bottom edges, stopping them $\frac{1}{2}''$ from the top edges. This makes all tabs the same size.



- 3 Crease the paper to hold the tabs in place. Staple along the fold.



- 4 Label the tabs as shown. Use your Foldable® to describe several rules for effective communication listed in Figure 3.1.



Go Online

Visit glencoe.com and complete the Chapter 3 crossword puzzle.

Lesson 1

Communication Skills

Guide to Reading

Building Vocabulary

Copy the terms below into your notebook. Guess the meaning of each. As you read, see how many terms you got right.

- communication (p. 62)
- relationship (p. 62)
- body language (p. 63)

Focusing on the Main Ideas

In this lesson, you will learn to

- **explain** different ways people communicate.
- **describe** how you can be a better speaker and listener.
- **identify** the three styles of communication.
- **develop** skills to communicate safely online.

Reading Strategy

Organizing Information Copy the major and minor headings from the lesson onto a sheet of paper. Leave space beneath each. Write a sentence beneath each heading that summarizes the ideas under that heading.

FOLDABLES Study Organizer Use the Foldable® on p. 61 as you read this lesson.

Quick Write

Think of someone you like talking with. In a short paragraph, explain why you enjoy talking with this person.



What Is Communication?

Each day you communicate with people. **Communication** is the clear exchange of ideas and information. When you communicate, you send or receive a message. Successful communication is at the root of healthy relationships. A **relationship** is a connection you have with another person or group. Good communication helps people understand each other and get along.



◀ Talking is the main way people communicate. **What are some other forms of communication?**



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◀ Body language can be a powerful communication device. **What message is being sent by the teen leaning in?**

Good communication requires special skills. Both the sender of the message and the receiver should have them. In this chapter, you will learn about these skills and how to use them.

Reading Check

Define What is *communication*?



Different Ways to Communicate

The main way people communicate is through language. On one end of the communication, there is a speaker or writer. On the other end, there is a listener or reader.

Communication, however, runs much deeper than just words. One way to demonstrate attentive communication is through body language. **Body language** refers to *facial expressions, eye contact, gestures, and posture*. Shrugging your shoulders at a question you can't answer is an example of body language. So is leaning in toward someone who's speaking about something you find interesting. People are often unaware of their body language. Sometimes, without knowing it, they send *mixed messages*. This means that their words don't match what their body is saying. For example, a friend might say, "That is a good idea," but roll her eyes. Mixed messages are confusing for listeners.



You can communicate with others in several different ways. You can speak face-to-face or by telephone. You can send written messages using e-mail, text messaging, or mail services. You can also give someone a written note or letter in person. For people with hearing loss, sign language is an effective way to communicate face-to-face.



MediaWatch



Commercial Count

How many commercials do you think you see each day? According to one industry source, over 1,500 commercials can be seen on TV daily. Many commercials are repeated again and again. At first, you may not be aware of the messages they're communicating. Eventually, though, they will sink in.

Make a list of health products or services advertised on TV within one hour. Notice if any of the ads are repeated and what messages they contain.



Health Skills Acti

Practicing Healthful Behaviors

Safety Online

Instant messaging (IM) is a great example of how technology improves communication in our lives. So is e-mail. When using these technologies, it is important to play it safe. Here are some tips:

- Make sure that a parent or guardian gives you permission to communicate with others online.
- Never give out any information about yourself or your family. That includes your address, phone number, age, passwords, or family members' names.
- Stay out of unsupervised chat rooms.
- Never agree to meet anyone in person you have met online, without asking a parent or guardian.
- If an online conversation makes you feel uncomfortable, exit and tell a parent or other adult right away.

On Your Own

These are good rules for all members of the family. Make a copy and post it near your home computer.

There are advantages and disadvantages to different kinds of communication. Talking on the phone, for example, allows you to communicate your feelings, exchange ideas and information, and get an immediate response. However, when you speak on the telephone, visual clues such as facial expressions are absent. Communicating by e-mail gives you a chance to think and make corrections before you hit the send button. E-mail also gives you the ability to communicate information that needs to be remembered. You might e-mail directions to a birthday party or a list of supplies you should bring to school. Sometimes it is easier to express feelings or difficult emotions in writing than face-to-face or on the phone. In written messages, your reader can't see your facial expressions or hear the tone of your voice. All forms of communication allow you to communicate successfully.



Reading Check

Give Examples Give two examples of body language.

Using Good Communication Skills

Figure 3.1 summarizes effective verbal and nonverbal communication skills for both sending and receiving messages. Whether you are speaking or listening, it is important to use good communication skills.

Communication Styles

In addition to the variety of ways we can communicate, there are also different *communication styles*. Tom is *aggressive* in his communication. When he wants something, he will say, “Give me that!” in a threatening tone. His sister Abby is the opposite. If she wants something, she’ll ask for it in a low, timid voice. Her meek and shy style of communication is *passive*.

▼ FIGURE 3.1 COMMUNICATION SKILLS

Giving and getting messages each have their own “skill set.” **How do these skills relate to each other? What rules could you add for communication that is not face-to-face?**



Family Counselor



When a family has a problem that they cannot solve on their own, they might seek the help of a family counselor. A family counselor is a trained professional who teaches members of a family to listen to and speak to each other with respect. Family counselors are in demand because families can’t always solve problems on their own. If you would like to become a family counselor, you should practice your communication skills.

What skills does a family counselor need? Go to Career Corner at glencoe.com to find out.

Outbound (“Sending”) 	Inbound (“Receiving”) 
<ul style="list-style-type: none">■ Think, then speak. Don’t just blurt out the first words that come into your mind. Plan what you’re going to say. Think it through.	<ul style="list-style-type: none">■ Listen actively. Recognize the difference between hearing and listening. Hearing is just being aware of sound. Listening is paying attention to it. Use your mind as well as your ears.
<ul style="list-style-type: none">■ Use “I” messages. Express your concerns in terms of yourself. You’ll be less likely to make others angry or feel defensive.	<ul style="list-style-type: none">■ Ask questions. This is another way to show you are listening. It also helps clear up anything you don’t understand. It prevents misunderstandings, which are a roadblock to successful communication.
<ul style="list-style-type: none">■ Make clear, simple statements. Be specific and accurate. Stick to the subject. Give the other person a chance to do the same.	<ul style="list-style-type: none">■ Mirror thoughts and feelings. Pay attention to what is being said. Repeat what someone says to show that you understand.
<ul style="list-style-type: none">■ Be honest with thoughts and feelings. Say what you really think and feel, but be polite. Respect the feelings of your listener.	<ul style="list-style-type: none">■ Use appropriate body language. Even if you disagree, listen to what the other person has to say. Make eye contact, and don’t turn away.
<ul style="list-style-type: none">■ Use appropriate body language. Make eye contact. Show that you are involved as a speaker. Avoid mixed messages. Beware of gestures, especially when speaking with people of different cultural backgrounds. Some gestures, such as pointing, are considered rude in certain cultures.	<ul style="list-style-type: none">■ Wait your turn. Don’t interrupt. Let the person finish speaking. You’ll expect the same courtesy when it’s your turn.



Neither Tom’s nor Abby’s approach to communication is very effective. Speaking aggressively can cause arguments or hurt feelings. People who communicate in a passive tone may not clearly express their needs to others. They risk not being heard or taken seriously. To communicate effectively, you must learn to use an *assertive* style. Assertive communication means you aren’t shy or hesitant about expressing yourself. It is making your wants or needs known in a positive, active manner. A positive approach means the tone and feeling of your words are calm and pleasant. Suppose someone sitting near you at the movies is talking. An aggressive person might say something rude. A shy person might say nothing at all. But an assertive communicator would politely but firmly ask the person to stop talking.

Go Online
 Visit glencoe.com and complete the Interactive Study Guide for Lesson 1.



Identify What are three styles of communication?



Lesson 1 Review



After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** Define *body language*.
2. **Identify** List four speaking skills a good communicator uses.
3. **Recall** What is assertive communication?

Thinking Critically

4. **Evaluate** Max was wrapped up in a TV show. His mother said something to him but got no response. When she scolded him for not listening, he replied, “I heard every word you said.” What communication skills could Max have used to show his mother he was listening?

5. **Apply** “I’d love to come,” Karen said when her friend called to invite her to a party. Karen’s voice sounded uncomfortable. Did Karen’s words match her voice? What kind of message was she giving her friend?

Applying Health Skills

6. **Communication Skills** You and two classmates are having a conversation. Demonstrate attentive communication skills. Make eye contact and use appropriate hand and body gestures.



Lesson 2

Your Family

Guide to Reading

Building Vocabulary

As you read this lesson, write each new highlighted term and its definition in your notebook.

- family (p. 67)
- nurture (p. 69)
- abuse (p. 71)
- physical abuse (p. 71)
- sexual abuse (p. 71)
- neglect (p. 71)

Focusing on the Main Ideas

In this lesson, you will learn to

- **recognize** different types of family units.
- **identify** your role within your family.
- **explain** how family members care for each other.
- **develop** effective communication skills for family meetings.

Reading Strategy

Organizing Information Make two lists. One list should contain types of family units. The other should list roles people play within a family.



Family Relationships

Think of the different relationships you have in your life. You have relationships with family, friends, classmates, teachers, and others in the community. Relationships are an important part of your social health. Good relationships make you feel loved, wanted, safe, and secure.

Family relationships are some of the most important. The **family** is *the basic unit of society*. A family includes two or more people brought together by blood, marriage, adoption, or a desire for mutual support.

There are many different kinds of families. Some families have two parents, others one. Trevor lives with his father, step-mother, and half-sister. Trevor's is a *blended family*. Can you guess what an *extended* family might be? Extend means "to reach out or make bigger." What kinds of people might be in an extended family? **Figure 3.2** shows several different family types. Which type is your family?

- ▶ Extended families include members from more than one generation. This family, for example, is made up of a mother, child, and grandfather. **What are some other types of family units?**

Quick Write

List some activities you do regularly with your family. Choose one activity and explain how it brings your family closer together.





▶ **FIGURE 3.2**

FAMILY TYPES

There are many different types of family units. **Are there examples of each type of family in your community?**

Academic Vocabulary

role (ROHL) (*noun*) a person's job or responsibility. *One of Adam's roles in his family is helping his brother and sister with their homework.*

Family Type	Makeup
Couple	A husband and a wife who do not have children
Nuclear family	Two parents and one or more children
Extended family	A nuclear family plus other relatives such as grandparents
Single-parent family	One parent and one or more children
Blended family	Two people, one or both with children from previous marriages
Foster family	Adults caring for one or more children born to different parents
Adoptive family	A couple plus one or more adopted children
Joint-custody family	Two parents living apart, sharing custody of their children
Single-custody family	Two parents living apart and one or more children living with only one parent

Roles and Responsibilities in the Family

Every family member has a **role** to play. Parents and other adults are responsible for making sure the basic needs of the family are met. Their jobs also include teaching and practicing good health habits. They have a responsibility to model good communication and other health skills.

Not all responsibilities in the family fall on parents and other adults. Children have special jobs, too. In many families, for example, children share the household chores. Helping around the house is one way to demonstrate that you are responsible. Another way to contribute to the health and happiness of your family is by showing appreciation. To appreciate means to value someone or something. Saying “thank you” to the person who cooked dinner, for example, is a good way to show appreciation. You could also help with the dishes, volunteer to carry groceries, or do other tasks. Practicing positive behaviors such as showing appreciation for other family members helps maintain a healthy family relationship. As a teen, your role may also include helping other family members. You may be asked to spend time with a grandparent who has trouble getting around, or help a brother or sister with homework. However you choose to help, it's important to realize that your support helps make your family healthier.



DEVELOPING

Good Character

Teaching Character

One of the biggest responsibilities parents have is to help their children develop good character. They do this through both their words and actions. For example, Nikki's father talks to her about the importance of honesty. He also demonstrates honesty in his own life, giving her a good example to follow.

Which character trait do you think would be hardest to teach? Try teaching it to a younger sibling or friend.



Reading Check

List Name and describe three types of families.



Building Strong Families

The main job of any family is to meet the needs of its members. A strong family nurtures its members. To **nurture** is to *fulfill physical, mental/emotional, and social needs*. Nurturing families meet each other's needs on all three sides of the health triangle.

Some of the physical needs your family should provide include a place to live, food, and clothing. Healthy families go beyond these basics. They show concern for one another's safety and well-being.

Emotional support from the family includes love, but it's more than that. Strong families provide an atmosphere of warmth and security. Members make each other feel welcome and accepted. Members also help shape the values and beliefs of each other. They celebrate one another's successes and help each other deal with disappointments and challenges.

Socially, strong families understand the importance of sharing. Members willingly pitch in with tasks or chores. Strong families spend time together. They may watch television, attend school functions, or participate in physical activities together.

Reading Check

List What are three kinds of support that strong families provide?



Coping with Family Changes

Just as individuals go through changes, so do families. Some changes, such as a job promotion or graduation, are positive. Other changes can be difficult, for example, when a family member becomes ill or loses a job. These events can be stressful for the whole family.

Two especially difficult changes are separation and divorce. A split in the family can bring on feelings of anger, sadness, or guilt. It can make you feel uncertain about the future. Children are never the cause of divorce or separation. It is an adult problem. If your family is going through a separation or divorce, share your feelings with your parents or another trusted adult. They can help you understand how these changes will affect you and other



Go Online

Showing Appreciation

Visit glencoe.com for Student Web Activities that will give you more information on how to show appreciation.

Activity: Using the information from the link above, make plans to show three people in your life how much you appreciate them.

▼ Spending time together helps build strong family relationships. **What are some qualities of a strong, healthy family?**



Health Skills Acti

Communication Skills

Family Meetings

The behavior of family members and peers affects interpersonal communication. One way of improving communication among family members is through *family meetings*. In family meetings, all members meet to discuss problems and find solutions. Each family member should be encouraged to share opinions and offer suggestions.

It is important during family meetings to speak respectfully to one another. Each family member should have a chance to speak. It is also important for each member to listen carefully while others are speaking.

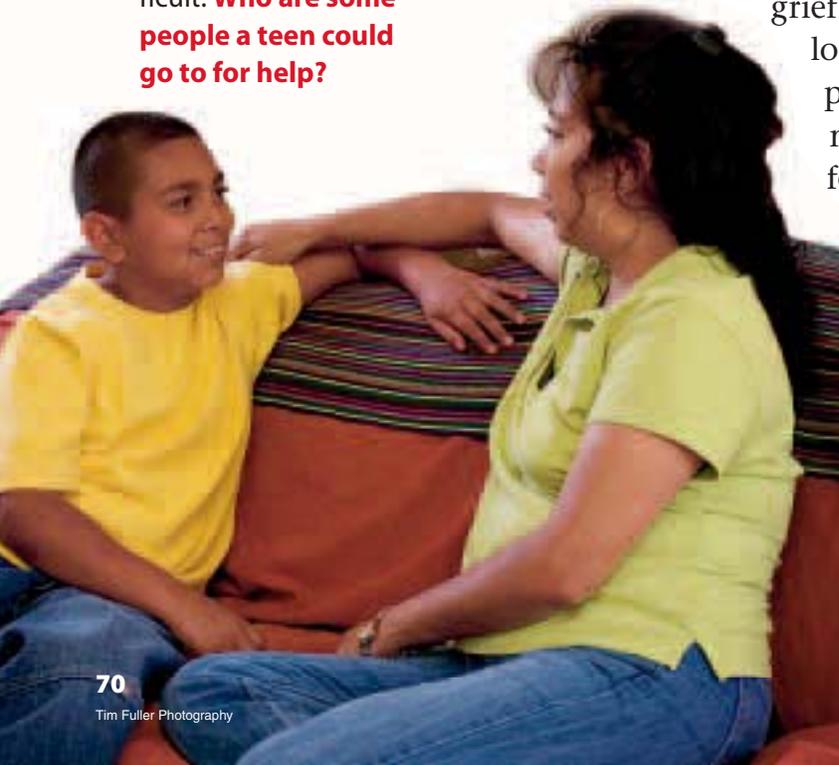
With a Group

Discuss how you think a family meeting should be run. Make a list of rules and guidelines to follow during a family meeting. Discuss behaviors that are helpful and unhelpful. When should people speak? Should all members vote on decisions to be made?

family members. Remember that parents, whether together or apart, love and care about their children.

Among the hardest changes to cope with is the death of a family member. Strong emotions are common and include sadness, grief, fear, and even anger. Expressing these feelings is an effective communication strategy for managing grief caused by disappointment, separation, or loss. Share your thoughts and feelings with people you can trust. Comforting others may also help you deal with your own feelings. It takes a long time to manage all the feelings caused by loss. Don't hesitate to ask for help. You might want to talk to a counselor who specializes in helping people manage grief.

▼ Dealing with family changes can be difficult. **Who are some people a teen could go to for help?**



Reading Check

Give Examples

What are some changes that can affect the health of a family?

Serious Family Problems

We all have our ups and downs, good days and bad. The same is true of families. A healthy family manages to get over the bumps. Sometimes, however, the situation is more serious. It is beyond the family's ability to handle. One such problem is abuse (uh·BYOOS). **Abuse** is a pattern of mistreatment of another person. An adult or a child can be the target of abuse. Abuse is a serious problem that can have long-lasting effects on all family members. A family with an abuse problem needs to get help immediately.

Abuse can take several different forms. **Physical abuse** involves the use of physical force. A physically abused person often shows signs such as bruises, burns, or broken bones.

Emotional abuse is harder to spot. It often involves yelling and putting a family member down. Although there may be no physical harm, emotional abuse is just as serious. An emotionally abused person often feels worthless and angry.

Sexual abuse is any mistreatment of a child or adult involving sexual activity. Sexual abuse includes any type of unwanted or forced sexual activity. This can include touching one's private body parts or being forced to touch someone else's. Showing sexual material to a child is another act of sexual abuse. It is often difficult to see that a person is being sexually abused.

Parents are responsible for taking care of their children. When parents fail to do so, they are neglecting their children. **Neglect** is the failure of parents to provide their children with basic physical and emotional care and protection. Physical neglect involves not providing enough food, clothing, shelter, or medical care. Emotional neglect involves not giving love, respect, and other forms of emotional support.

Another serious problem for a family is when a family member is addicted to alcohol or drugs. You will learn strategies for coping with addiction in Chapter 10.



Tim Fuller Photography

- ▲ Some victims of abuse are afraid to talk to someone. Talking to a trusted adult, however, is the first step in getting help. **What are some sources of help for families with problems of abuse or neglect?**



Help for Troubled Families

If you ever feel you are in danger from a family member, you must be brave enough to get help right away. Families where there is abuse need help. Start by speaking with an adult you feel you can trust. This might be a teacher or school counselor. The abuser needs help, too. He or she must understand the reasons behind his or her behavior and why it must change. If the danger is immediate, the police should be called. Abusing others is never acceptable.

Situations involving abuse or neglect often require professional health services. Social workers are professionals trained to help families with problems. Religious leaders and crisis centers can also help. You can call hot lines listed under “crisis intervention” in your telephone book. Still other resources to turn to are school counselors and doctors. They can suggest support and self-help groups. Some support groups are for those who are abused. Others are for the abusers. Both types try to help all the people involved.

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 2.



Reading Check

List Name two forms of abuse, and tell what steps you would take to get help in an abusive situation.



Lesson 2 Review



After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Give Examples** Name two roles a person can have in a family.
2. **Vocabulary** Define *nurture*, and use it in a sentence.
3. **List** What are two forms of neglect?

Thinking Critically

4. **Apply** Al lives in an extended family that includes a grandparent and a younger cousin. What are some ways in which Al could show he cares about the members of his family?

5. **Synthesize** Kelly just found out her parents are getting divorced. How would you suggest that Kelly get help dealing with her concerns and fears?

Applying Health Skills

6. **Accessing Information** Use the phone book to access the names of community agencies that advocate healthy individuals, families, and communities. Make a list of these agencies.



Lesson 3

Your Friends and Peers

Guide to Reading

Building Vocabulary

How are the terms below related? Are there words that have similar or related meanings? Define each term as best you can.

- friendship (p. 73)
- reliable (p. 74)
- loyal (p. 74)
- empathy (p. 74)
- cooperation (p. 75)
- peers (p. 76)
- peer pressure (p. 76)

Focusing on the Main Ideas

In this lesson, you will learn to

- **identify** the qualities of a good friend.
- **recognize** character traits found in friends.
- **understand** the two kinds of peer pressure.

Reading Strategy

Organizing Information As you read the lesson, make two lists. One should contain a list of the positive character traits of good friends. The second should list the ways peers can be negative influences.

Quick Write

What changes and challenges have you noticed in your relationships with your friends? Write a paragraph explaining your answers.

Who Are Your Friends?

Friendships are important relationships. A **friendship** is a special type of relationship between people who enjoy being together. There are many reasons people become friends. When you are young, location is a factor. Most of your current friends are probably from the same neighborhood or school. Another reason for choosing friends is shared interests, such as hobbies or activities. Personality traits, such as a sense of humor, may also lead people to each other so that they become friends.

Sometimes making new friends can be tough, especially when you move to a new school or city. Here are some tips to help you build friendships.

- ▶ Participating in activities helps you make friends with similar interests. **What are some activities and hobbies you enjoy?**





- *Get to know yourself.* Make a list of your own interests and talents. What are your positive qualities? What would make you a good friend to others?
- *Break the ice.* Start a conversation with a classmate you think you'd like to know better. Ask a question, or give a compliment. Talk about sports, movies, or whatever else interests you. If the other person shares the same interests, a friendship may develop.
- *Join a club, sports team, or community group that interests you.* You will be able to meet people with shared interests.
- *Offer a helping hand.* Help a classmate or neighbor with homework or other projects. When you reach out, you let others know you're a good friend to have.



Character Traits of Good Friends

It is important to choose friends who have positive values and attitudes. Good friends often have the same views of what is right and wrong. They may share common character traits such as trustworthiness and caring.

Do you have friends you can share your thoughts and feelings with? People who fit this description are trustworthy. Good friends should also be **reliable**, or *dependable*. They keep their promises. If they say they'll meet you at 4:00, they show up at 4:00. They don't arrive 30 minutes late. Good friends are also **loyal**, or *faithful*. A loyal friend will not allow others to say untrue or mean things about you.

Good friends care about each other and support each other, through good and difficult times. Good friends look out for each other when faced with hard times or harassment. They display **empathy**, *the ability to identify and share another person's feelings*. When you're feeling sad or disappointed, a good friend shares your pain.

- ▶ Friendships are relationships that you actively seek out. **What are some qualities you and your friends share?**





Tim Fuller Photography



◀ Friends often help each other improve their skills. **How does this benefit both of you?**

Does being friends with someone mean the two of you will always agree? Of course not. It is only natural for the two of you to have occasional disagreements. Accepting views and opinions that are different from your own is a sign of respect and a healthy relationship. It is also a measure of maturity, a sign that you're growing up.



Give Examples Give one example each of reliability and empathy.



Building Strong Friendships

Building and maintaining positive friendships is important. You can build stronger friendships through cooperation. **Cooperation** means *working together for the common good*. Eduardo and Ben help each other prepare when one of them has a test. Ben will ask Eduardo questions, and vice versa. As members of the same Little League team, the two also practice fielding together. When Ben and Eduardo play sports together, they play fairly and follow the rules.

Another way of making friendships stronger is through mutual respect and support. This means that friends listen and respect each other's opinions. Talking together about problems or concerns is a form of support. Supporting each other will help you and your friend make more healthful decisions. This includes saying no to negative peer pressure.



- ▶ When your peers see you doing good work, they may feel motivated themselves.
What are some other examples of positive peer pressure?



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Peer Pressure

Peers, as noted in Chapter 1, are *friends and other people in your age group*. During the teen years, your expanding abilities, independence, and responsibilities can influence personal behavior. Peers can give you support and confidence during this *transition*, or move, toward adulthood.

During this time, peer pressure can influence healthful choices.

Peer pressure is *the influence that people your age may have on you*. Peer pressure can be something you feel indirectly. You see classmates wearing a certain type of clothing. Without a word from anyone else, you go out and buy the same item or something similar. At other times, peer pressure is direct. A peer may tell you what you should do to blend in or be accepted. Sometimes, this may come in the form of a demand or threat. Because it influences your decisions, peer pressure can affect your health in many ways.



Academic Vocabulary

positive (PAH zi tiv)
(adjective) helpful. *My sister gave me positive reinforcement after listening to my speech.*

Positive Peer Pressure

Peer pressure can be either **positive** or negative. Positive peer pressure can inspire you to improve yourself or do something worthwhile. For example, you may be encouraged to study for a test by studying together with friends or other peers. They are having a positive influence on you.

Inspiring you to improve your health and appearance, or to perform well on a team, are other ways to be positive influences. Maggie joined the yearbook staff partly because of encouragement from her friends. In what ways do your friends positively influence your behavior?



Negative Peer Pressure

“I dare you!” When Shauna heard these words, she knew it was time to walk away. Daring someone to behave in dangerous or illegal ways is an example of negative peer pressure. The same is true of challenges that go against your beliefs and values. Here are some examples:

- Urging a peer to use tobacco, alcohol, or other drugs
- Talking a peer into being unkind to someone who is different
- Persuading a peer to do something illegal such as shoplifting
- Encouraging a peer to be disrespectful to parents or other adults
- Urging a peer to fight or get involved in gangs

Standing up to negative peer pressure can be difficult. It is, nevertheless, an important skill to learn. In the next lesson, you’ll learn ways to say no to negative peer pressure.

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 3.

Reading Check

Explain What is the difference between negative and positive peer pressure?



Lesson 3 Review

After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** Define *friendship*.
2. **Identify** What are two characteristics of a good friend?
3. **List** Give two examples of negative peer pressure.

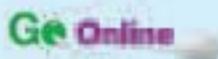
Thinking Critically

4. **Apply** How do you show empathy to a friend who has just lost a pet?

5. **Analyze** What are some positive and negative effects of peer pressure?

Applying Health Skills

6. **Decision Making** Write a story in which a teen chooses to volunteer time because of positive peer pressure. In your story, show how the teen uses the six decision-making steps.



Lesson 4

Refusal Skills

Guide to Reading

Building Vocabulary

Write the terms below in your notebook. Define each term as you read about it in the lesson.

- refusal skills (p. 78)
- abstinence (p. 80)

Focusing on the Main Ideas

In this lesson, you will learn to

- **identify** how to use refusal skills to resist peer pressure.
- **demonstrate** refusal skills to resist negative peer pressure.
- **explain** the importance of abstinence during the teen years.

Reading Strategy

Identifying Problems and Solutions After reading this lesson, give examples of peer pressure. Tell how you might say no in each situation.

Quick Write

List as many ways as you can of saying no when someone pressures you to do something dangerous or unhealthy.

**What Are Refusal Skills?**

Lance worked in the school store. Stan, another student, asked Lance to let him have a notebook without paying. “Come on, no one will notice,” Stan said. Lance knew he was being asked to do something wrong. He could get into trouble. Even if he didn’t get into trouble, his conscience would bother him.

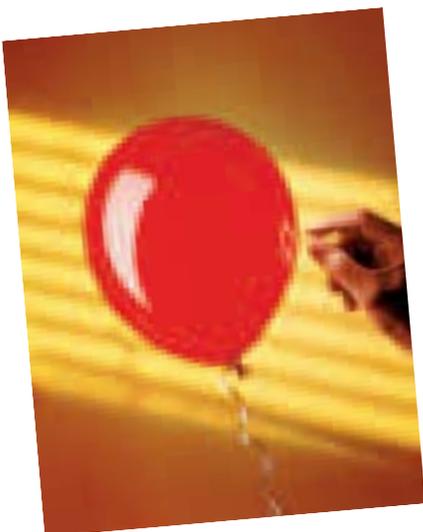
When you are pressured to do something wrong, tension can build. You may worry what will happen if you don’t go along with the group. Will your friends still like you? Will you still be a part of the group? It is at these times that refusal skills can help.

Refusal skills are ways of saying no. They are communication strategies for avoiding potentially harmful situations.

Using Refusal Skills

You may find yourself in a situation in which you feel pressure to participate in unsafe behaviors. One way of refusing effectively is to use the S.T.O.P. strategy. Each of the letters stands for a different step:

- ◀ When pressure builds, something has to give.
What is a method for resisting pressure without having a situation get out of control?





Health Skills Acti

Refusal Skills

Saying No

Apply the S.T.O.P. strategy to Lance's problem in the lesson opener. Role-play the story with a classmate. One of you is to take the role of Lance. The other will play the classmate pressuring Lance. Prepare a script for your story. Show how Lance uses the four steps to say no to his classmate.

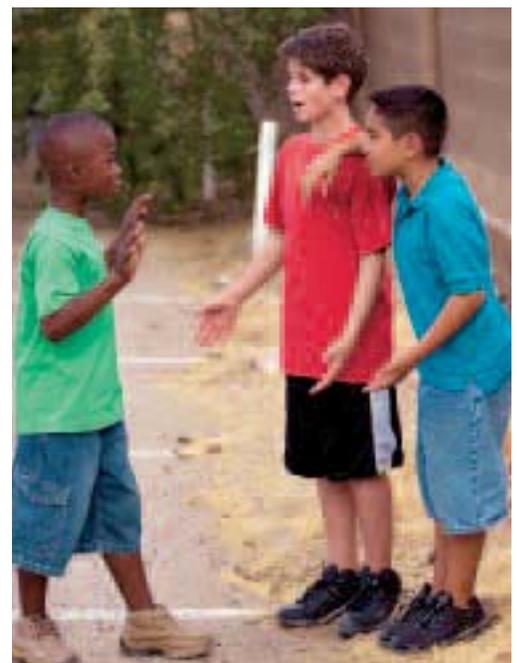
With a Group

Be prepared to perform your role-play for classmates. What is another situation in which you could use the S.T.O.P. strategy to avoid negative peer pressure?

- **Say no in a firm voice.** Sometimes, saying no is enough. Friends who respect you will take no for an answer. People are more likely to believe you if you speak firmly. Show self-confidence without being insulting to others.
- **Tell why not.** Explain your reasons for saying no. Let your peers know that you value your health and safety. It's also a chance to show your good character traits.
- **Offer other ideas.** Change the subject by coming up with something else to do instead.
- **Promptly leave.** If people continue to put pressure on you, walk away. If certain people always put pressure on you whenever you see them, avoid them.

Remember that you are not alone when you face a difficult situation. You can always get help from a trusted adult. A parent, older brother or sister, or counselor will listen to your problem. They can help you decide the best course of action to take. They might even suggest some options you hadn't thought about.

▼ Saying no to risky behaviors can be tough. **What are some ways to say no to risky behaviors?**



Reading Check

Explain How do refusal skills protect your health and safety?



What Is Abstinence?

Some of the negative pressures you face as a teen are relatively minor. Others can be major. Among these are pressures to take part in high-risk behaviors such as using tobacco, alcohol, or illegal drugs. Becoming sexually active is another high-risk behavior. When you say no to high-risk behaviors, you are practicing abstinence (AB·stuh·nuhns). **Abstinence** is *not participating in high-risk behaviors*. Abstinence protects your health and that of others. It shows you have self-control.



Choosing Abstinence

When you choose abstinence, you protect the three sides of your health triangle. Abstaining from tobacco, for example, protects your lungs and heart. Abstaining from alcohol and illegal drugs protects your body and mind. Abstaining from sexual activity protects you against pregnancy and sexually transmitted diseases. Teens who abstain from high-risk behaviors understand the importance of practicing positive health behaviors.



Reading Check

List Name three benefits of choosing abstinence.

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 4.



Lesson 4 Review



After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** What are *refusal skills*?
2. **Identify** Describe the relationship between peer pressure and refusal skills.
3. **Recall** Why is abstinence important during the teen years?

Thinking Critically

4. **Explain** Tell how positive peer pressure can make a friendship stronger.

5. **Analyze** Hannah told her friend that smoking harms a person's lungs and heart. Her friend continues to urge Hannah to smoke a cigarette. What must Hannah do next? Explain.

Applying Health Skills

6. **Advocacy** Create a poster that colorfully explains the S.T.O.P. strategy. With permission from school administrators, place your poster on a hallway wall.

Lesson 5

Resolving Conflicts

Guide to Reading

Building Vocabulary

Arrange the terms below in two columns: problems and solutions. Match each problem with a solution.

- conflicts (p. 81)
- prejudice (p. 82)
- tolerance (p. 82)
- compromise (p. 83)
- negotiation (p. 83)
- peer mediation (p. 83)
- violence (p. 84)
- gang (p. 84)

Focusing on the Main Ideas

In this lesson, you will learn to

- **explain** why conflicts occur.
- **describe** ways of protecting yourself from violence.
- **identify** a strategy to resolve conflicts through negotiation.

Reading Strategy

Sequencing Create a flow chart to show the steps that lead up to violence. Then add steps that show how to prevent conflicts from turning violent.

What Are Conflicts?

“Give that back to me! It’s mine.” The twins Jenny was babysitting were at it again. It seemed they couldn’t go more than a few minutes without arguing. Luckily, Jenny had learned about conflicts in health class. **Conflicts** are *disagreements in ideas, beliefs, or interests*. The first step in preventing conflicts is understanding what causes them.

Quick Write

Do you think schools with violence problems should install video cameras? Why or why not? Explain in a brief paragraph.



◀ When conflict arises, it is no game. **What are some healthy ways to resolve conflicts?**



DEVELOPING

Good Character

The Myth of Positive Prejudice

Some kinds of prejudice can seem positive. For example, saying all French people are good cooks may sound like a compliment. However, it is really a form of prejudice. Prejudices assume things about people based on their race, their culture, or the groups they belong to. Don't assume anything about a person until you get to know him or her.

Imagine hearing a prejudiced remark at school. What would you say to correct the prejudice without creating conflict?



Causes of Conflict

When you understand the possible causes of conflict, you can develop positive communication strategies for preventing conflict. Most conflicts can be traced back to an act or event. A difference of opinion, or jealousy, can create a conflict. For example, a group of students working on a school project might disagree over the jobs each person should do.

Sometimes conflicts are started *because of* prejudice (PREH·juh·dis). **Prejudice** is an opinion or fear formed without having facts or firsthand knowledge. Disliking a person because of his or her skin color or culture is an example of prejudice. Prejudice can cause both emotional and social health risks within a community.



Reading Check

Identify Name some common causes of conflict.



Preventing Conflicts

The first step in preventing conflict is using good communication skills. When you disagree with someone, state your case clearly and calmly. Use “I” statements that do not accuse or blame. An example of an “I” statement is “I feel like I am being left out of the group.” Compare this with the more aggressive “You are ignoring me!”

Another valuable tool in preventing conflicts is tolerance. **Tolerance** is the ability to accept other people as they are. Accepting people who are different from you can help you build and maintain positive interpersonal relationships.

Resolving Conflicts

When a conflict occurs, conflict-resolution skills can help you resolve it in a positive way. One skill is knowing when to walk away. Sometimes the right response to a possible conflict is no response. Often, the disagreement will end quickly if you walk away.

No matter what the disagreement, refuse to fight. If a conflict appears to be turning physical, just walk away. This does not make you a coward or chicken. It makes you wiser and more mature than the other person.

If a conflict is brewing between two other people, don't get in the middle or take sides. If a fight breaks out, don't get between the fighters. Instead, go get help from an adult right away.

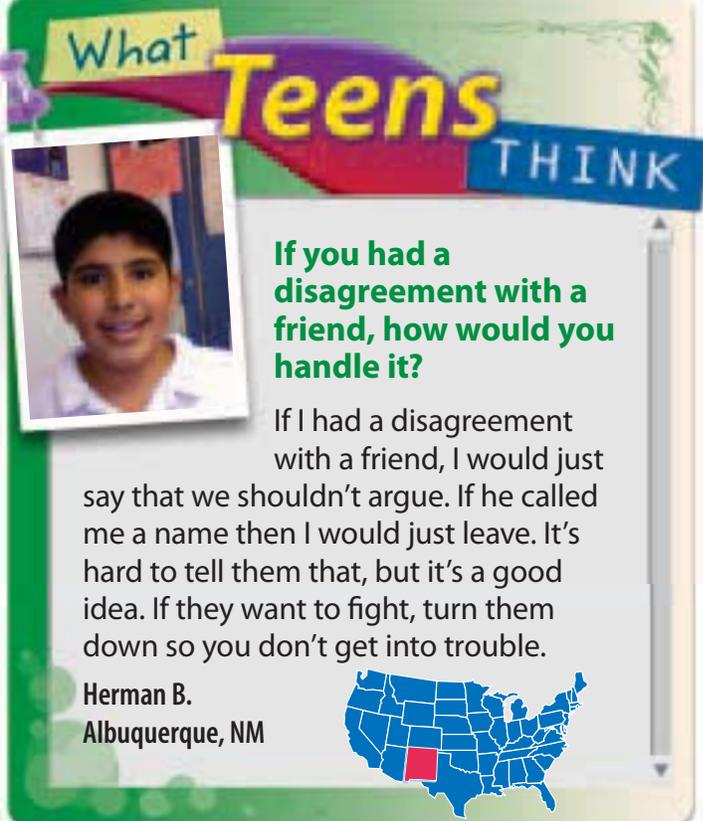
Reaching a Compromise

One important conflict-resolution skill is compromise. **Compromise** is a skill in which each side gives up something in order to reach an agreeable solution. Suppose that you and your friends go to the schoolyard to play soccer. Unfortunately, you arrive at the exact same time as a girl from your class and you both try to grab the only ball left. Instead of fighting over the ball however, you reach a compromise. You all join in a game together. Compromise is a great way to resolve conflicts, as long as it does not go against your values.

Reaching a compromise sometimes requires negotiation (neh·GOH·shee·AY·shuhn). **Negotiation** is the process of talking about a conflict and deciding how to reach a compromise. The T.A.L.K. strategy is an effective way of resolving conflict through negotiation. The steps are as follows:

- **Take a time-out.** Wait at least 30 minutes before you talk over the situation. This will give both of you a chance to calm down and think more clearly.
- **Allow each person to tell his or her side.** Each person should have the chance to explain his or her feelings without interruption. Always listen carefully, and show respect for the other person.
- **Let each person ask questions.** Each person should have the chance to question the other. Stay calm and respectful. Also, stay focused on one problem. Don't bring up other problems at this time.
- **Keep brainstorming.** Try to see the situation from the other person's point of view. Work to find a solution that will satisfy you both.

When all else fails, get help from a school counselor, parent, or other adult. An option in some schools is peer mediation (mee·dee·AY·shuhn). **Peer mediation** is a process in which a specially trained student listens to both sides of an argument to help the people reach a solution.



What Teens THINK

If you had a disagreement with a friend, how would you handle it?

If I had a disagreement with a friend, I would just say that we shouldn't argue. If he called me a name then I would just leave. It's hard to tell them that, but it's a good idea. If they want to fight, turn them down so you don't get into trouble.

Herman B.
Albuquerque, NM



Reading Check

List Identify two steps in the T.A.L.K. strategy. Tell what happens in each.



Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 5.

When Conflicts Get Out of Hand

When conflicts are not dealt with, they can get out of hand. This in turn can lead to violence. **Violence** is the use of physical force to harm someone or something. Violence is a growing problem in the United States. It can lead to injury and even death.

In some communities, there is gang violence. A **gang** is a group whose members often use violence or take part in criminal activity. Some teens join gangs because of peer pressure. Many teens who join gangs come from troubled families. They seek a sense of belonging that is missing in their lives. Gang membership is never an answer to life's problems. Belonging to a gang only makes problems worse. Teens in gangs have a higher school dropout rate than nonmembers. They are arrested more often, too. Because gangs often use weapons, these teens have a higher risk of getting seriously injured or of dying.

Avoiding Violence

There may be times when conflict or violence finds you. For example, someone may try to bully you or pull you into a fight. Fortunately, there are techniques for avoiding threatening situations.

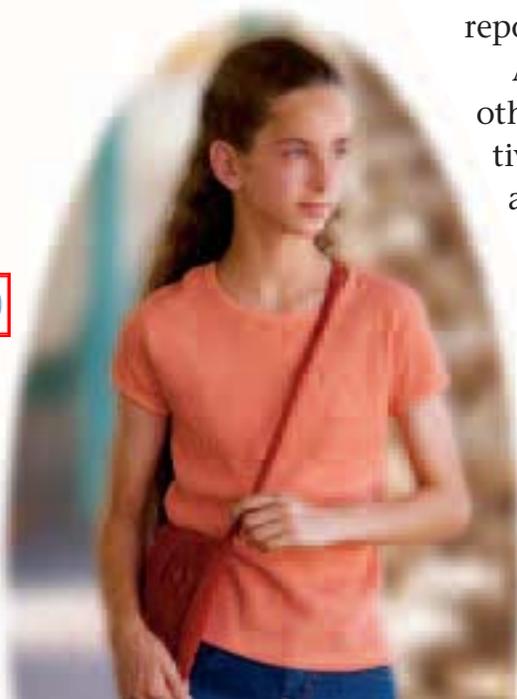
For starters, learn and practice self-control. Do not fight or threaten others. Don't wear any clothing that could be mistaken for gang clothing. If you use a purse, carry it with the strap across your chest. Whenever you can, steer clear of harmful situations. If you know a party might include alcohol or drugs, don't go. If you know or suspect someone has a weapon, report it immediately to a parent or another trusted adult.

Avoid violence by becoming an advocate for peace. Let others know you are a nonviolent person. Serve as a positive example. Use good communication skills. Being polite and showing respect for others are also good ways to avoid violence.

Protecting Yourself from Violence

Observing safety rules is another way of protecting yourself from violence. If you're home alone, do not open the door to anyone you don't know. Keep doors and windows locked. Never tell visitors or callers you are alone. Instead, say your parents are busy or can't come to the phone.

- ▼ This teen is wearing her handbag in a way that lessens her risk of becoming a victim of violence. **What are some other injury-prevention strategies for personal and family health?**





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If you are going out, tell your family where you are going and how you will get there. Make sure they also know when you expect to return. When walking home, try to walk in pairs or with a group. Stay in familiar neighborhoods; avoid deserted streets and dangerous shortcuts.

Avoid strangers. Never get into or go near a stranger’s car or hitchhike. Do not enter a building with a stranger. Don’t agree to run errands or do other tasks for strangers. Finally, if someone tries to grab you, scream and run away. Go to the nearest place with people. Ask them to call 911 or your parents.



▲ Remember that there is safety in numbers. Bullies are less likely to pick on a group. **What are some other ways of protecting yourself against violence?**

Reading Check

Identify What are some ways of avoiding violence?



Lesson 5 Review

After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** Use *prejudice* and *tolerance* in a sentence.
2. **List** Name two ways in which you can help prevent conflicts from occurring.
3. **Recall** When should you not be willing to compromise?

Thinking Critically

4. **Evaluate** When Seth walks away from a fight, he hears his bully call him “chicken.” What should Seth do? Explain.

5. In a conflict, why is it important to understand how the other person feels? How can conflicts be settled with respect to the feelings of others?

Applying Health Skills

6. **Communication Skills** With a partner, practice changing “you” sentences into “I” sentences. How does the use of “I” sentences help prevent conflict?

Building Health Skills

Accessing Information
Practicing Healthful Behaviors
Stress Management
Analyzing Influences
Communication Skills
Refusal Skills

Conflict Resolution

Decision Making
Goal Setting
Advocacy

What Is Conflict Resolution?

Conflict resolution involves finding a positive solution to a disagreement or preventing it from becoming a larger conflict. The T.A.L.K. strategy can help you resolve conflicts in a positive way.

- T** Take a time-out, at least 30 minutes.
- L** Let each person ask questions.
- A** Allow each person to tell his or her side uninterrupted.
- K** Keep brainstorming to find a good solution.

Working Things Out

Follow the Model, Practice, and Apply steps to help you master this important health skill.

1 Model

Read about how Kari and Samantha use the T.A.L.K. strategy to resolve a conflict.

Kari's friend Samantha borrowed her new sweater without asking. Kari took 30 minutes to calm down and think about what she should say to Samantha (**Take a time out.**). Kari told Samantha why she was mad. Samantha said she thought that because they were friends, they shared their clothes (**Allow each person to tell her side.**). Samantha asked Kari if she wanted her sweater back right away. Kari said that she didn't need it. She asked Samantha if they could make a rule about borrowing each other's clothes in the future (**Let each person ask questions.**). Kari said that the next time either friend wanted to borrow something from the other, they should ask first. Samantha liked this idea, but wondered what they would do if the other friend wasn't home when they wanted to borrow something. Kari and Samantha continued to talk about their problem (**Keep brainstorming.**).



2 Practice

Read how Kelly and Anne use the skill of conflict resolution.

Kelly: Anne, I need the CD you borrowed last month.

Anne: I think that I left it at Sara's.

Kelly: That's my favorite CD! I need to go for a walk and think about this. I will meet up with you later.

Kelly: Anne, can you please find the CD or pay for a new one?

Anne: I didn't mean to lose it, so I don't think I should have to pay for it.

Kelly: I know you didn't lose it on purpose, but you promised to return the CD.

Anne: Will you wait until I ask Sara if she has the CD?

Kelly: When would you ask her?

Anne: I'll send her a text message. I'll get the CD from Sara or bring the money on Friday.

1. Identify the T.A.L.K. steps in this conversation.



3 Apply

Apply what you have learned about conflict resolution to complete the activity below.

Conflict-resolution skills promote social health through positive communication. On a piece of paper, write a paragraph that discusses causes of conflict and ways to prevent it. Then list several situations that lead to conflict for teens. Choose one of these situations, and write a script showing your conflict-resolution skills.

Self-Check

- Did my paragraph discuss causes of conflict and ways to prevent it?
- Did my script show how to use the T.A.L.K. steps for conflict resolution?

Schoolroom TORMENT

Do you have the wrong idea about bullies?

Many people think that bullies don't have any friends and are lonely. If you know a bully, you probably know that isn't always true. According to psychologist Dorothy Espelage, the typical bully is not a loner at all. Instead, bullies are popular and athletic. Bullies know how to get their way with adults while bullying their schoolmates at the same time.

Here's how Dr. Espelage answered some of our questions about bullies.

Q: How do you define "bully"?

A: A bully is a kid who teases and intimidates other students. Bullies spread rumors about other kids. Bullies form social groups that keep many kids out.

Q: What's behind bullying behavior?

A: First of all, with some teens, you can fit in and be cool if you bully others. Second, bullies don't feel that great about themselves, and bullying can block some of those feelings. Lastly, some teens don't always have the skills to tolerate differences in other kids. So when bullies see people who are different, they lash out and make fun of them.

Q: Are bullies usually from single-parent homes?

A: We find bullying just as often where there is a mom and a dad at home. It's all about parental supervision. If kids are unsupervised, they're more likely to become bullies.



Q: What can young people do about bullies and bullying?

A: Kids shouldn't be easy targets for bullies. Look the bully in the eye and walk away confidently. Bullies want to hurt your feelings. Even if they're being really mean, act as if they're not succeeding and don't get into a fight.

Also, tell a parent or a teacher. They want to know what is happening and how you feel about it. If the bullying happened at school, have a parent talk it over with your teacher. Parents shouldn't call the parents of the bully.



Reading Review



Visit glencoe.com to download quizzes and eFlashcards for Chapter 3.

FOLDABLES® Study Organizer

Foldables® and Other Study Aids Take out the Foldable® that you created for Lesson 1 and any graphic organizers that you created for Lessons 1-5. Find a partner, and quiz each other using these study aids.

Lesson 1 Communication Skills

Main Idea Communication is necessary for good, healthy relationships.

- People communicate with each other in many ways, including body language, face-to-face conversation, the telephone, and e-mail.
- A good communicator thinks before he or she speaks, listens actively, and makes statements that are easy to understand.
- The three styles of communication are assertive, passive, and aggressive.

Lesson 2 Your Family

Main Idea The family is a small-scale version of society.

- Different types of families include nuclear, blended, extended, and single-parent families.
- Every member of a family has a role.
- Families care for each other by showing love, appreciation, and support.
- Good communication is crucial to help families grow and change together.

Lesson 3 Your Friends and Peers

Main Idea Friendship is an important kind of relationship between two people who enjoy being together.

- Good friends often share similar interests.
- Character traits found in good friends include reliability, loyalty, and willingness to show empathy.
- Cooperation means working together for the common good.
- Peer pressure is either positive or negative.

Lesson 4 Refusal Skills

Main Idea You can use refusal skills to help avoid harmful situations.

- You can resist negative peer pressure by using the S.T.O.P. strategy.
- Abstinence is the refusal to participate in high-risk behaviors.

Lesson 5 Resolving Conflicts

Main Idea Conflicts happen when people disagree about an idea, belief, or interest.

- Conflicts occur for a number of reasons, including jealousy and competition.
- Prejudice is an opinion or fear formed without having facts or firsthand knowledge.
- Conflict-resolution skills include compromise and negotiation.
- You can protect yourself from violence by avoiding dangerous situations.

After You Read

HEALTH QUIZ

Now that you have read the chapter, look back at your answers to the Health Quiz in the chapter opener. Would you change any of them? What would your answers be now?

Reviewing Vocabulary and Main Ideas

On a sheet of paper, write the numbers 1–5. After each number, write the term from the list that best completes each statement.

- abuse
- body language
- communication
- empathy
- loyal
- neglect
- nurture
- relationship

Lesson 1 Communication Skills

1. _____ includes facial expressions, eye contact, gestures, and posture.
2. _____ is the sharing of thoughts and feelings between two or more people.

Lesson 2 Your Family

3. Healthy families _____ their members, or fulfill physical, mental/emotional, and social needs.
4. A pattern of mistreatment of another person is known as _____.
5. _____ is the failure of parents to provide their children with basic physical and emotional care and protection.



On a sheet of paper, write the numbers 6–11. Write **True** or **False** for each statement. If the statement is false, change the underlined word to make it true.

Lesson 3 Your Friends and Peers

6. When you can depend on a person to keep promises, that person is reliable.
7. Cooperation is the influence to take on behaviors and/or beliefs of your peers.

Lesson 4 Refusal Skills

8. The T.A.L.K. strategy can help you say no when you face a high-pressure situation.
9. The active choice not to participate in high-risk behaviors is abstinence.

Lesson 5 Resolving Conflicts

10. An opinion or fear formed without having facts or firsthand knowledge is known as tolerance.
11. The process of talking about a conflict and deciding how to reach a compromise is called peer mediation.

Thinking Critically

Using complete sentences, answer the following questions on a sheet of paper.

12. **Recognize** Mike and his sister Meg are having a dispute. Mike waits patiently for Meg to finish speaking before he speaks. What type of skill is Mike demonstrating?



Applying Technology

Teaching T.A.L.K.

Work in small groups to create an iMovie® clip that models how to deal with high-pressure situations using T.A.L.K.

- Create a script that shows ways to avoid harmful situations.
- Rehearse, videotape, and import the script to a new iMovie® file.
- Add titles that highlight conflict prevention and resolution.
- Edit the clip for accuracy of information and clarity.
- Save your clip.

- 13. Give Examples** What is an example of peer pressure that can positively affect your health?

Write About It

- 14. Personal or Descriptive Writing** Write a letter of appreciation to someone in your family. In your letter, identify what he or she did, and tell how it made you feel.
- 15. Descriptive Writing** Write a paragraph describing the positive character traits of a good friend. How can a good friend influence you in positive ways? Use specific examples in your paragraph.

Standardized Test Practice

Reading

Read the passage and then answer the questions.

Every culture of the world uses body language. In many cultures, people are not aware of their body's "messages." In some, however, people go to great lengths to "speak" through their bodies. In one culture, for example, people at work never smile. To outsiders, they may look angry. Actually, smiling on the job means you are not serious about your work.

Sometimes, misunderstandings arise over gestures and posture. Americans, for example, like to put space between themselves and those they're speaking with. In the Middle East, this posture is interpreted differently. It means you are not interested in what the speaker is saying.

Facial expressions can also have different interpretations. In the United States, it is rude to stare. In Greece, people feel ignored if they are not stared at in public. Europeans usually change their facial expression to show happiness, anger, boredom, and sadness. In Asia, facial expressions change less frequently.

TEST-TAKING TIP

Read the passage carefully once to find out what information it contains. After you read each question, look back at the passage to find the answer.

1. Which best sums up the author's purpose?
 - A. To show that body language differs among cultures
 - B. To show that Americans are viewed as rude worldwide
 - C. To show that body language is meaningless
 - D. To show that facial expression is less important than posture
2. If you stare at someone in Greece, he or she is likely to
 - A. become angry.
 - B. feel ignored.
 - C. feel as though you are paying attention to him or her.
 - D. feel as though you are being rude.

Chapter Preview

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▲ Working with the Photo

Learning how to analyze the nutrition information on food labels can help you make healthy food choices. **What important nutrition information is provided on a packaged food label?**

Start-Up Activities

Before You Read

Do you make healthy food choices? To find out, take the health inventory below. Keep a record of your answers.

HEALTH INVENTORY

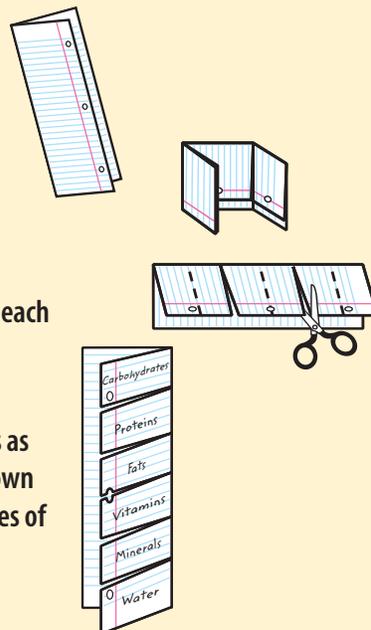
- I drink water every day.
(a) always (b) sometimes (c) never
- I make sure to eat breakfast.
(a) always (b) sometimes (c) never
- I try to limit the amount of fat I eat.
(a) always (b) sometimes (c) never
- I try to maintain a weight that is healthy for me.
(a) always (b) sometimes (c) never

FOLDABLES® Study Organizer

As You Read

Make this Foldable® to help you organize the material in Lesson 1 on nutrients. Begin with a plain sheet of $8\frac{1}{2}'' \times 11''$ paper or one sheet of notebook paper.

- Fold the sheet of paper along the long axis, leaving a $\frac{1}{2}''$ tab along the side.
- Turn the paper, and fold into thirds.
- Cut the top layer along both folds. Then cut each tab in half to make six tabs.
- Turn the paper vertically, and label the tabs as shown. Under the appropriate tab, write down major concepts, definitions, and food sources of each type of nutrient.



Go Online

Visit glencoe.com and use the eFlashcards to preview Chapter 4 vocabulary terms.

Lesson 1

Your Body's Nutrient Needs

Guide to Reading

Building Vocabulary

You may already know the meaning of some words in the list below. Write each word and what you think it means.

- nutrients (p. 94)
- nutrition (p. 94)
- carbohydrates (p. 95)
- fiber (p. 95)
- proteins (p. 95)
- fats (p. 95)
- vitamins (p. 96)
- minerals (p. 96)

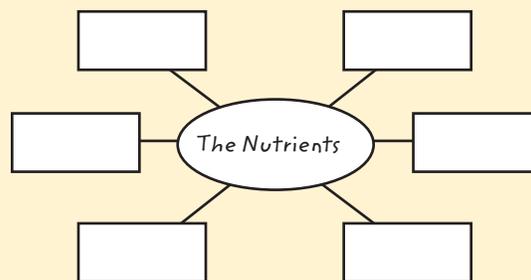
Focusing on the Main Ideas

In this lesson, you will learn to

- **identify** the six main classes of nutrients.
- **determine** what foods you can eat to obtain the nutrients you need.
- **recognize** foods high in fiber.

Reading Strategy

Classifying Using the diagram to the right as a guide, create a concept map that identifies the main nutrient classes.



FOLDABLES Study Organizer Use the Foldable® on p. 93 as you read this lesson.

Quick Write

Make a list of the foods you eat often. What do you think influences your food choices?



Nutrients and Nutrition

How is your body like a car? It needs fuel in order to run. The fuel your body uses comes from food, or more specifically from nutrients (NOO·tree·ents). **Nutrients** are *substances in food that your body needs to carry out its normal functions*.

Which nutrients does your body need? The answer to that question is the subject of nutrition (noo·TRIH·shun). **Nutrition** is *the process of taking in food and using it for energy, growth, and good health*. There are more than 40 kinds



- ▶ The nutrients in the foods you choose give you energy. **What is another important role of these nutrients?**

of nutrients. A balanced nutrition program includes a variety of foods containing different nutrients, which help you maintain appropriate weight and energy levels, and contribute to your overall wellness.

All nutrients are grouped into one of six categories: *carbohydrates, proteins, fats, vitamins, minerals, and water.*

Carbohydrates

The fuel your body gets the best mileage from is carbohydrates (kar-boh-HY·drayts). **Carbohydrates** are *sugars and starches contained in foods.* Carbohydrates are your body's primary energy source.

There are two main types of carbohydrate. *Simple carbohydrates*, or sugars, are found in fruits, milk, and table sugar. *Complex carbohydrates*, or starches, are found in bread, rice, pasta, beans, and other vegetables. Your body cannot use these nutrients directly. First, it must break them down through the process of *digestion*. You'll learn more about digestion in Chapter 7.

Another type of complex carbohydrate, fiber, cannot be digested. **Fiber** is *the tough, stringy part of raw fruits, raw vegetables, whole wheat, and other whole grains.* Fiber helps carry wastes out of your body.

Proteins

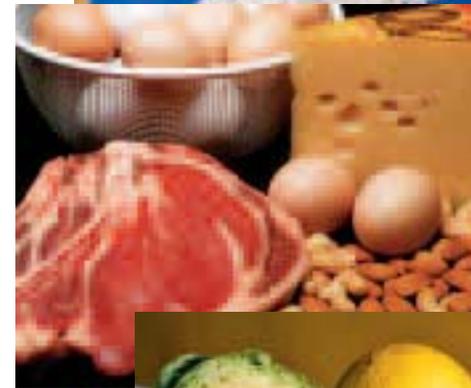
Proteins (PROH·teenz) are *nutrients that provide the building blocks your body needs for growth.* Proteins promote healing and aid in the repair of tissues. Protein sources include fish, chicken, beef, eggs, milk, and most other dairy products. You can also get protein from beans, nuts, and most soy-based products.

Fats

This may surprise you, but did you know your body needs some fat? **Fats** are *nutrients found in fatty animal tissue and plant oils.* Fats carry certain vitamins in your bloodstream and help keep your skin healthy. Fats are a source of energy for your body. They also help you feel full after a meal.

Although fats are important, you only need small amounts in your diet. Eating too many foods that are high in fat can contribute to health problems, such as heart disease and some kinds of cancer. These conditions usually appear later in life. Yet, they can often be traced to unhealthy habits developed earlier in life. Salad dressings, cookies, and fried foods are often high in fat. Eat only small amounts of these foods.

▼ Eating a variety of different nutrients is important to good health. **Which of these foods do you enjoy eating?**





Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 1.

Vitamins

Vitamins (VY·tuh·muhnz) are *nutrients that help regulate body functions*. Your body needs only tiny amounts of these nutrients. Vitamins help your body use other nutrients and some help fight disease.

Many foods are naturally rich in vitamins. This includes many fruits and vegetables, such as oranges, carrots, and broccoli. Whole-grain breads and meats are also excellent sources of some vitamins.

Some vitamins, such as vitamin C and the B-complex vitamins, need to be replaced daily. Other vitamins—including Vitamins A, D, E, and K—are stored in your body. Vitamin A is important for good vision. Vitamin D promotes strong bones and teeth.



Minerals

Minerals (MIN·uh·ruhlyz) are *elements in foods that help your body work properly*. Like vitamins, minerals are needed only in small amounts. Calcium is a mineral that helps build strong bones and teeth. Calcium is important during the teen years but also throughout your life. So is the iron found in red meats, beans, and other foods. Iron carries oxygen to your cells, which produces energy for your body.

Some people take supplements to get extra vitamins and minerals. However, food sources are best. Eating a variety of foods will help you get the nutrients you need. Always check with a parent or guardian before taking any vitamin or mineral supplements. **Figure 4.1** provides additional information on vitamins and minerals important to teens.

FIGURE 4.1

Most teens don't get enough of the nutrients shown. **Which foods in the chart are part of your regular eating plan?**

	Vitamins	Minerals	Food Sources
✓	Vitamin A		Dark green leafy vegetables (such as spinach), milk and other dairy products, carrots, apricots, eggs, liver
✓	Vitamin B ₁₂		Eggs, meat, poultry, fish, dairy products, some soy products
✓	Vitamin C		Oranges, grapefruits, cantaloupe, strawberries, mangoes, cabbage, broccoli
✓	Vitamin E		Fortified ready-to-eat cereals, peanut butter, almonds
✓		Calcium	Milk, fortified ready-to-eat cereals, oatmeal, canned salmon
✓		Potassium	Baked potato, peaches, bananas
✓		Magnesium	Pumpkin seeds, cashews, almonds

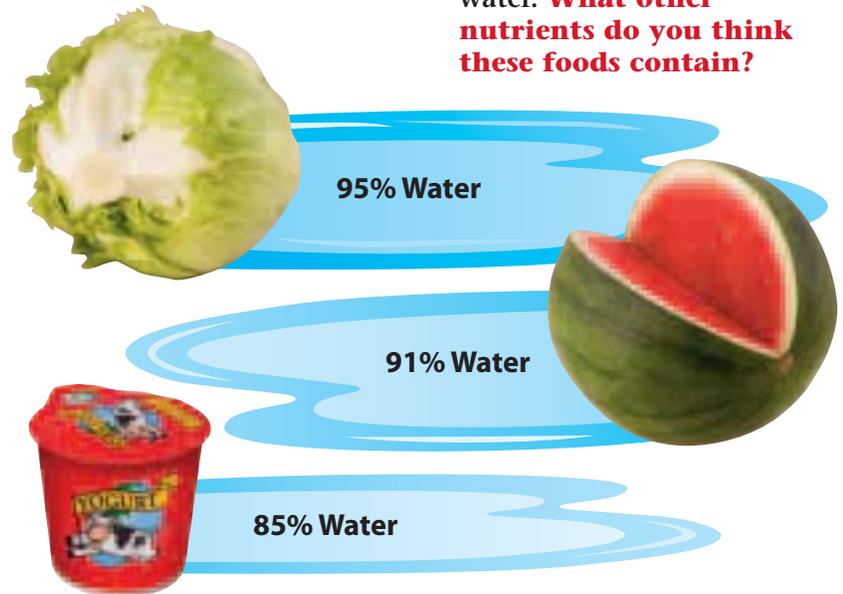
Water

Did you know that about 45 to 75 percent of the body is water? Water is essential to life. It carries other nutrients around your body. It helps with digestion, removes waste, and cools you off. The amount of water you need to drink depends on how much water you are getting from food, and other liquids, and how much you sweat from physical activity. Drink when you are thirsty and with meals to help your body get enough water. You can also get water from many foods and from beverages such as milk. See **Figure 4.2** for some examples of foods with a high water content.

FIGURE 4.2

WATER, WATER EVERYWHERE

Most of the weight of the foods shown is from water. **What other nutrients do you think these foods contain?**



Reading Check

Explain Why is water important for your body?



Lesson 1 Review



After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

- Vocabulary** Define the term *nutrition*. Use it in an original sentence.
- Identify** Name the six categories of nutrients.
- Recall** Why is calcium important to your body?

Thinking Critically

- Hypothesize** How might your knowledge of nutrients influence your snack food choices?

- Analyze** Record what you eat for one day. Remember to count the cups of water you drink. What nutrients have you eaten? What improvements, if any, can you make?

Applying Health Skills

- Accessing Information** Use the Internet to research foods that are high in fiber. Identify three examples of whole grains, fruits, and vegetables that are high in fiber. Then, find all of the high-fiber foods in your house. How many foods did you find? Is your family eating enough high-fiber foods?

Lesson 2

Following a Healthful Eating Plan

Guide to Reading

Building Vocabulary

As you read this lesson, write the following terms and their definitions in your notebook.

- MyPyramid food guidance system (p. 98)
- calorie (p. 100)

Focusing on the Main Ideas

In this lesson, you will learn to

- **discuss** how to use the MyPyramid food guidance system.
- **list** the names of the five food groups.
- **demonstrate** how to plan a nutrient-rich meal using MyPyramid.

Reading Strategy

Identifying Problems and Solutions Many teens and other people make unhealthy food choices. What solutions to this problem can you suggest?

Quick Write

In a paragraph, explain why you think it is important to eat a variety of foods.



The MyPyramid Food Guidance System

Have you ever been inside a mega-supermarket? These giant food warehouses have thousands of foods and food products to choose from. How do you know which foods give your body the nutrients it needs?



The United States Department of Agriculture (USDA) publishes information to help you make the best food choices for your health. One source of information appears in **Figure 4.3**. This is the **MyPyramid food guidance system**, a system designed to help Americans make healthful food choices. Where do the foods you eat fit on the MyPyramid system?

- ◀ Food supermarkets offer many choices. **How can product labels help you tell which foods will help your body meet its nutrient needs?**



MyPyramid is a colorful graphic, meant to provide healthful reminders. One is that you should eat a variety of foods. Each color band stands for a different food group. The bands are different widths, meaning that you need more of some types of food than others. Another reminder appears in the form of the figure going up the stairs. This is to remind you to make regular physical activity part of your lifestyle.



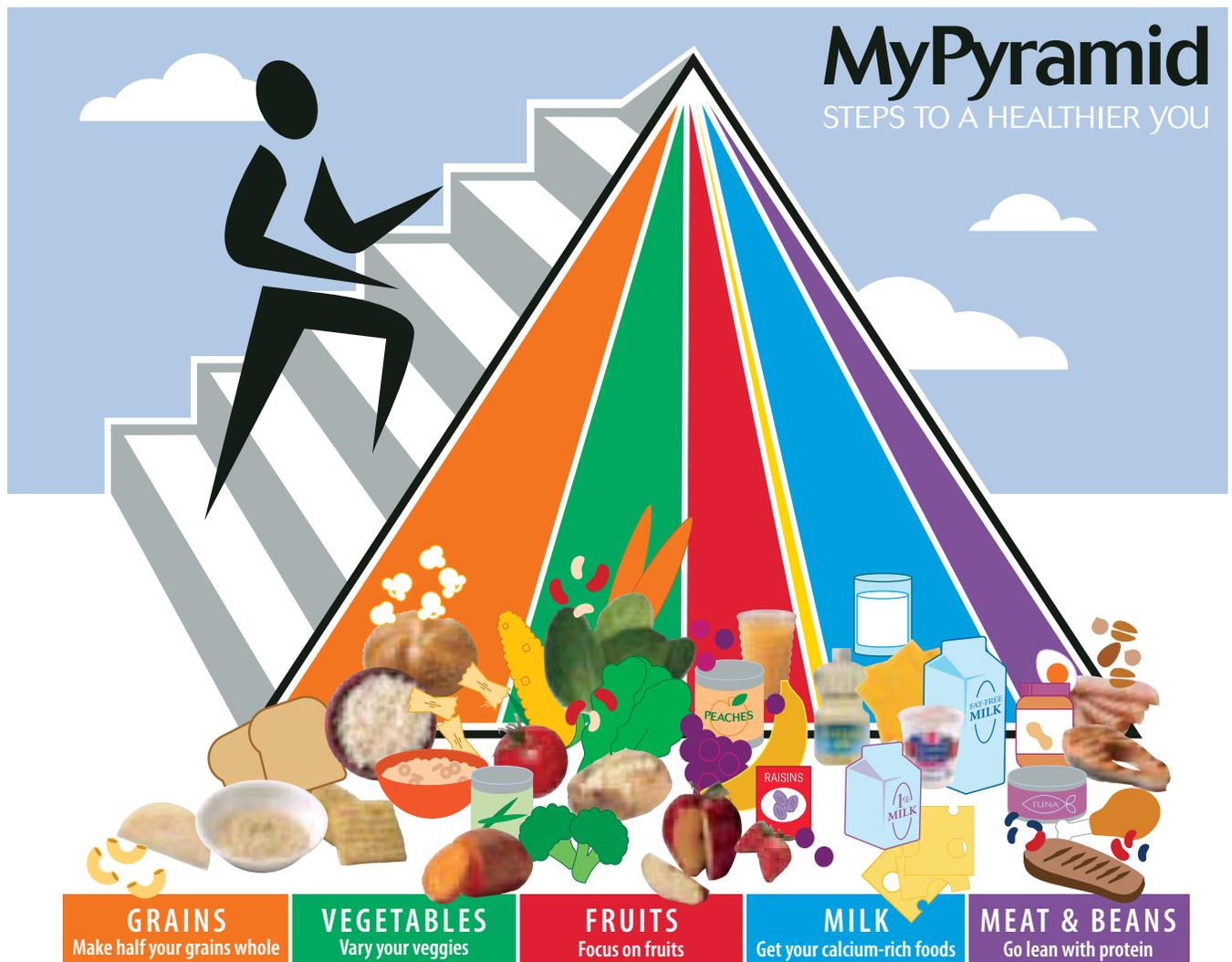
Reading Check

Identify What does the MyPyramid graphic remind people to do?

FIGURE 4.3

MyPYRAMID FOOD GUIDANCE SYSTEM

The MyPyramid food guidance system can help you make healthful food choices. **Why are some color bands wider than others?**





Academic Vocabulary

gender (JEN der) (noun) the condition of being male or female. *Gender, weight, and age are three components to consider when determining your daily caloric intake.*



Go Online

Topic: MyPyramid

Visit glencoe.com for Student Web Activities that will help you develop a personal eating plan using MyPyramid.

Activity: Using the information from the link above, create a personal eating plan based on your age, gender, and activity level.



A Closer Look at MyPyramid

The idea behind MyPyramid is not to avoid certain foods. Rather, it is a tool designed to help each person develop a personal eating plan based on calorie needs. A **calorie** is a unit of heat that measures the energy available in foods. Your body converts the calories it receives from the foods you eat into energy. The amount of calories your body needs is based on your age, **gender**, and how physically active you are.

If you are physically active on most days, your body needs more calories than it would if you were not physically active. MyPyramid estimates that females between the ages of 9 and 13 need 1,600 to 2,200 calories per day, based on activity level. Males in the same age group need 1,800 to 2,600 calories per day.

Your main source of calories should come from nutrient-rich foods. MyPyramid lets you know how much of which foods to eat in order to stay healthy. The diagonal color bands on the pyramid represent the different food groups that you should be eating. These foods are shown by the broad color bands: orange, green, red, blue, and purple. Figure 4.3 shows examples of foods for each color group. These represent just a few of the many foods that can help you meet your daily food group recommendations.

The following is an example of what a moderately active teen should eat. If you are very active most days, you may need to eat a little more. Likewise, if you are less active or not at all active, you may need to eat less.

- **Grains—the Orange Group:** Girls should have five to seven 1-ounce equivalents of grain products each day. Foods in the grain group are high in fiber, an important nutrient. Boys should have six to nine 1-ounce equivalents. In general, 1 slice of bread, 1 cup cold cereal, or $\frac{1}{2}$ cup cooked rice, pasta, or cooked cereal is equal to 1 ounce from the grains group. Half of these choices should come from whole-grain foods such as whole wheat bread.
- **Vegetables—the Green Group:** Most boys need $2\frac{1}{2}$ to $3\frac{1}{2}$ cups of vegetables a day, girls 2 to 3 cups. When eating leafy greens such as lettuce, 2 cups is equal to 1 cup of vegetables.
- **Fruits—the Red Group:** Most girls and boys should have $1\frac{1}{2}$ to 2 cups from this group daily. When eating dried fruit such as raisins, $\frac{1}{2}$ cup is equal to 1 cup from the fruit group.



- **Milk—the Blue Group:** Boys and girls should have 3 cups of milk or other foods made from milk. In general, 1 cup of yogurt, 1½ ounces of natural cheese, or 2 ounces of processed cheese is equal to 1 cup from the milk group.
- **Meats and Beans—the Purple Group:** Most girls should have 5 to 6 ounces from the meat or beans group every day. Most boys should have 5 to 6½ ounces. In general, 1 egg, 1 tablespoon of peanut butter, ¼ cup of cooked beans, or ½ ounce of nuts is equal to 1 ounce from the meat and beans group.

Notice the narrow yellow color band in MyPyramid. This group represents oils and other fats you should eat in only very small amounts. Examples include vegetable oil, salad dressing, and mayonnaise. In the next lesson, you will learn how to include high-fat foods in a healthy eating plan.



Reading Check

Explain How can MyPyramid help you develop a healthy eating plan?

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 2.



Lesson 2 Review



After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** What is the *MyPyramid food guidance system*?
2. **Explain** Why does your level of activity affect how many calories your body needs?
3. **Recall** How many cups of fruit should a moderately active 12-year-old eat per day? How many cups of vegetables?

Thinking Critically

4. **Synthesize** Use MyPyramid to compare and contrast different food options. Consider ethnic, vegetarian, and holiday foods.

5. **Analyze** Stacy had a cup of milk at breakfast and a cup of yogurt after school. How many more cups from the milk group does she need to meet her daily recommendation?

Applying Health Skills

6. **Analyzing Influences** As you watch television, describe an advertisement you see about food. What does the advertisement tell you about the food? Does it make you want to try the food? Use your findings to discuss how television influences eating habits.



Lesson 3

Making Healthful Food Choices

Guide to Reading

● Building Vocabulary

How are the terms below related? As you read the lesson, write the definitions in your notebook.

- saturated fats (p. 106)
- cholesterol (p. 106)
- trans fats (p. 106)
- sodium (p. 107)

● Focusing on the Main Ideas

In this lesson, you will learn to

- **recognize** influences on your food choices.
- **identify** guidelines to make healthy food choices.
- **analyze** key nutrients in a food product.

● Reading Strategy

Identifying Cause-and-Effect Identify three factors that you think cause people to be overweight. As you read, notice which of these factors is or is not mentioned.

Quick Write

Write about your current eating habits. What kind of foods do you eat most often? What kind of snacks do you usually eat?



Your Food Choices and You

What does the statement “You are what you eat” mean to you? The foods you choose to eat affect your health. Eating too much of certain foods can lead to health problems. As a teen, you need a variety of foods that give your body nutrients to grow and be healthy. Eating a variety of foods helps your body work better and gives you energy for school and other activities.



Your Eating Habits and Influences

As a teen, your body is growing rapidly. Your nutrient needs right now are great. To make sure you’re meeting those needs, look closely at your eating habits. This includes being aware of what you eat and when. When you are hungry, do you reach for a piece of fruit or a bag of potato chips? Do you snack, for example, while watching TV?

Have you ever thought about why you eat the foods you do? There are several factors that influence your food choices, including the taste, texture, and appearance of food. Your appetite also influences the foods you choose. *Appetite* is an emotional desire for certain foods or flavors.

Other influences include friends, family, **culture**, and the need for convenience. One big influence on many people's food choices is the media. Advertisers often use health claims on food labels to get you to buy a product. However, these claims may not accurately represent the nutritional value of the product. A product that claims to be "made with whole grains" may have only a small amount of whole-grains. You can evaluate a health claim on a food label by reading the ingredient list and the Nutrition Facts panel. Complete the Health Skills Activity on page 104 to learn more about the Nutrition Facts panel.

Academic Vocabulary

culture (KUHL chur) (*noun*)
the beliefs and traditions of a group of people. *Sinaz and Karmel talked about Persian culture during their history presentation.*

Reading Check

List Name four factors that influence a person's eating habits.

Guidelines for Healthy Teens

How can you make sure you're getting the nutrients you need? One way that you've already read about is the MyPyramid food guidance system. MyPyramid reflects the scientific advice in the *Dietary Guidelines for Americans*. These guidelines encourage people ages two and up to develop a healthy lifestyle. The *Dietary Guidelines* give the following advice on choosing healthy foods and staying active.

Eat a Variety of Foods

Adding variety to your eating plan is one way to make eating more fun. It can also help you get the nutrients your body needs. Use your imagination or try ethnic foods and vegetarian dishes. Ask a parent or guardian for help.

Control the Amount You Eat

Pay attention to the portion sizes and calories that you are eating. Remember that one slice of bread is equal to 1 ounce. If you eat a sandwich with two slices of bread, you are eating 2 ounces and double the calories. Only consume as many calories as your body needs. Healthy teens will normally gain weight as they grow and develop. However, if you take in more calories than your body needs, you could gain more weight than is healthy for your body.

What Teens THINK

Does your school lunch program offer enough healthy choices?

I don't think that it's healthy enough because it has a lot of grease in it, such as the pizza and fries that we have almost every day. I think we need more nutritious foods like vegetables. We need to stop giving people extra fries. People should start bringing their own lunches that are healthy.

Michael G.
Prince George County, VA



Health Skills Activity

Accessing Information

Mastering Nutrition Facts

How can you tell how many calories a packaged food has? The answer is to look at the Nutrition Facts label on the product's package. This will tell you how many calories are in a label serving, which nutrients, and how much of those nutrients the product contains. Some common terms used on food labels are:

- **Serving Size** is the amount of food in one label serving. How many cups are in one serving of this product?
- **Servings per Container** is the number of servings the package contains. How many servings are in this product?
- **Calories** shown on the label reflect the number of calories in one serving. If the product contains two servings and you ate the whole product, you would consume twice the number of calories.
- **Daily Values** is the amount of a nutrient a person needs in one day. The label shows a percentage of the Daily Value for each nutrient in a serving of food. What percent of the Daily Value of Vitamin A does this product contain, based on a 2,000-calorie diet?

Nutrition Facts			
Serving Size 1 cup (226g)			
Servings Per Container 2			
Amount Per Serving			
Calories 250	Calories from Fat 110		
% Daily Value*			
Total Fat 12g	18%		
Saturated Fat 3g	15%		
Trans Fat 3g			
Cholesterol 30mg	10%		
Sodium 470mg	20%		
Potassium 700mg	20%		
Total Carbohydrate 31g	10%		
Dietary Fiber 0g	0%		
Sugar 10g			
Protein 5g			
Vitamin A 4%	Vitamin C 2%		
Calcium 2%	Iron 4%		
*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.			
	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

With a Group

Analyze the Nutrition Facts label shown above. Which nutrients does this product contain? If you ate this entire food product, how many calories would you consume? How much of each nutrient would you consume, based on a 2,000-calorie-per-day diet?

Be Physically Active

To maintain a healthy weight, you should balance the food you eat with physical activity. Teens should be physically active for at least one hour on most days. Physical activity helps you burn off some of the calories you consume. It also builds strength and helps you feel good about yourself. What are some ways you can add physical activity into your day?

Keep Foods Safe to Eat

“Wait, you better use another cutting board!” Gail warned Philip. Her brother was about to cut up vegetables on a board he had just used for cutting raw meat.

Gail was right. Using the same cutting board or even the same knife, without washing them first, can spread germs. This is one rule of food safety. Here are some others:

- Wash your hands before handling food. Wash them again if you are about to handle a different kind of food.
- Separate raw, cooked, and ready-to-eat foods while shopping for, preparing, or storing them.
- Cook meat, chicken, turkey, and fish to safe internal temperatures. Use a meat thermometer to check internal temperatures. Refrigerate leftovers right away after meals. Both these actions will help stop the growth of germs. See **Figure 4.4** for safe food temperatures.
- Make sure reheated foods are at least 140°F.

Choose Foods Wisely

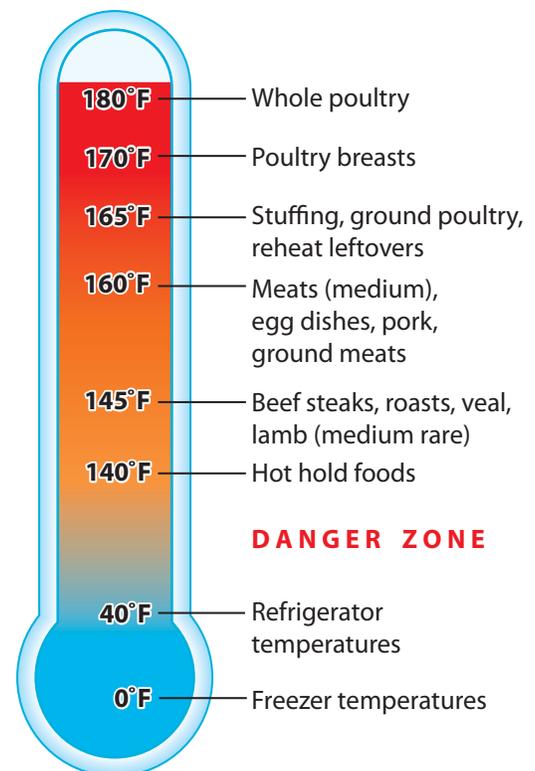
The *Dietary Guidelines for Americans* contains additional tips for making wise food choices. Some of these tips are explored in the following sections.

Eat More Fruits, Vegetables, and Whole Grains. Try “coloring” your plate with green, orange, red, and yellow vegetables and fruit at mealtimes. As for grains, here is a tip to remember: make at least half your grains whole. These include whole wheat breads and crackers, oatmeal, and brown rice.

FIGURE 4.4

FOOD TEMPERATURES

Foods should be cooked and stored at safe temperatures. **How does this help keep foods safe to eat?**





- ▶ Some of the calories you take in are burned off during physical activity. If you take in more calories than you burn, you gain weight.

What happens if you take in fewer calories?



Tim Fuller Photography



Dietetic Technician



Dietetic technicians assist dietitians to educate patients on proper nutrition. They often use computer programs to help them track and assess patients' dietary needs. Many nursing homes employ dietetic technicians to develop nutrition plans for residents. Dietetic technicians will be in greater demand as more is learned about improving health through diet. You can prepare for this career by taking biology, chemistry, and nutrition courses.

What skills does a dietetic technician need? Go to Career Corner at glencoe.com to find out.



Limit Added Sugars. You already know that foods like soda, cookies, and cake have added sugar. But, did you know that sugar is also added to salad dressing and bread? Foods with added sugar often have little nutritional value. So, it's better to reach for a piece of fruit when you want something sweet to snack on, because fruit is high in nutrients. If you are thirsty, it's better to reach for a glass of water or some fruit juice than a sugary soda. However, if you are going to drink fruit juice, remember to choose 100 percent fruit juice. Fruit-flavored drinks that are not 100 percent juice can be high in added sugars.



Reading Check

Compare What is the difference between a nutritious and nonnutritious beverage? Give an example of each.

Limit Salt. Watch your intake of salt. Salt contains **sodium**, a mineral that helps control the amount of fluid in your body. Too much sodium can promote high blood pressure in some people. You can find out how much sodium is in a given amount of food by reading the label.



Reading Check

Identify Give two pieces of advice from the *Dietary Guidelines for Americans*.

Tips on Snacks

Snacks are an important part of eating for teens on the go. Just try to keep them healthy. Peanuts or other nuts provide protein. They can give you more nutrients than a candy bar. Tuck a small box of dried fruits, such as raisins, into your backpack. Fresh fruit or frozen juice bars made from 100 percent juice also make great snacks. Healthy snacks will provide some of the nutrients your body needs.



Visit glencoe.com and complete the Interactive Study Guide for Lesson 3.



Reading Check

Give Examples What is one example of a healthy snack?

Lesson 3 Review



After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **List** Name two foods that contain saturated fats.
2. **Recall** Why is limiting salt and fat important?
3. **Identify** Briefly explain the advice given by the Dietary Guidelines for Americans. How do these guidelines affect eating behaviors?

Thinking Critically

4. **Analyze** Using advertisements found in newspapers, magazines, or on television, create a list of terms used in food advertisements and write a definition for each term. How do you think these terms affect a shopper's decision to buy a food item?

5. **Hypothesize** Todd, who is active in sports, burns 2,500 calories a day. He eats about 2,500 calories a day. His diet is nutritionally balanced. How will Todd benefit now and in the future if he keeps up this routine?

Applying Health Skills

6. **Analyzing Influences** Research common health claims found on food labels. Look at the food items you have at home and try to find one that contains at least one of the health claims you have identified. Evaluate the health claim as accurate and valid, or true, by reading the ingredient list and the Nutrition Facts label. Write a paragraph on your evaluation.



Lesson 4

Managing Your Weight

Guide to Reading

Building Vocabulary

List each term below in your notebook. As you come across it in your reading, write the definition.

- body image (p. 109)
- eating disorder (p. 110)

Focusing on the Main Ideas

In this lesson, you will learn to

- **explain** how to maintain a healthy weight.
- **identify** problem eating behaviors.
- **demonstrate** decision-making skills to help a friend.

Reading Strategy

Predicting Look over the headings in this lesson. Write a question that you think the lesson will answer. After reading, check to see if your question was answered.

Quick Write

In a few sentences, tell what you think the benefits are of maintaining a healthful weight.



Achieving a Healthful Weight

Knowing the weight that is right for you is tricky during the teen years. That's because your body is growing so fast. The only way to tell for sure is to see a health professional. This person can help you determine if your weight and body composition are within a healthy range. Your *body composition* is the fat, bone, muscle, and fluid that make up your body weight. Generally, a healthy body has more bone, muscle, and fluid than fat.

To keep your weight and body composition within a healthy range, choose healthy foods, control the amount of food you eat, and stay physically active to help you burn off some of the calories you take in. If you are concerned about your weight, talk to your doctor. He or she can help you create a healthful eating and physical activity plan.



Reading Check

Explain How can you maintain a healthy weight?



Weight Problems and Teens

The number of overweight young people has risen dramatically in the past 20 years. Being overweight can make physical activity more difficult and tiring. Your self-esteem can be negatively affected, too. Some children and teens are



becoming *obese* (oh·BEES), which means they are significantly overweight. People who are obese have a very high amount of body fat. This puts them at risk for developing other diseases such as diabetes and heart disease. You will learn more about these diseases in Chapter 11.

Treatment for Obese Teens

Obesity is a serious disease. Teens who are obese should be under a doctor's care, because the extra weight they carry around puts them at risk for developing other health problems. These teens should reach a healthy weight slowly. Sometimes, the best approach is to keep from gaining more weight as your body grows.



Reading Check

Explain How is obesity a risk factor for other diseases?



Body Image and the Teen Years

Do you see yourself as overweight? Underweight? Just right? Maybe you feel some parts of you are too wide or too narrow. Feelings like these are tied to your body image. **Body image** is *how you view your body*. Like your self-concept, your body image may differ from how others see you. You may feel you are too thin or not thin enough. You might compare yourself to people in the media. Making this comparison leads some teens to develop a negative body image. It is important to know that most people do not look like the people you see on television or in magazines. Instead of comparing yourself to others, try to be realistic about your body. No two people have the exact same body composition. Remember that bodies come in all shapes and sizes. Take care of your body by following a balanced nutrition program and staying active. Following a balanced nutrition program will ensure you receive the nutrients that are essential to staying healthy. These habits will help you look and feel better.



Reading Check

Define What is body image?

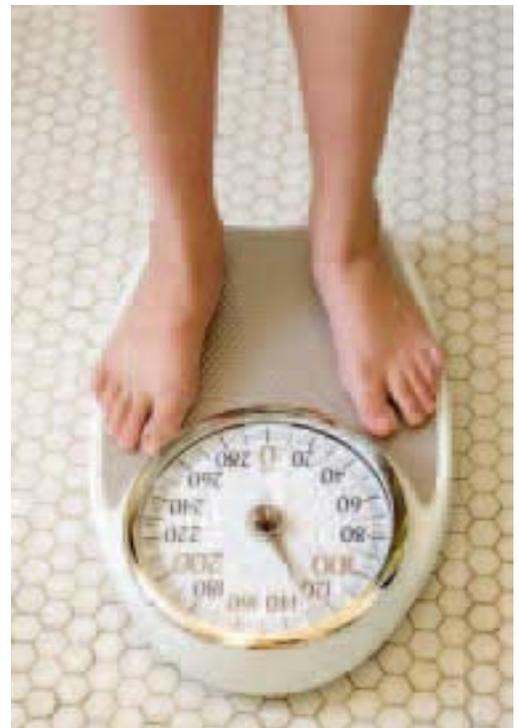
- ▶ Weight problems in teens can lead to other health problems. **What are some health problems that can develop from being overweight?**

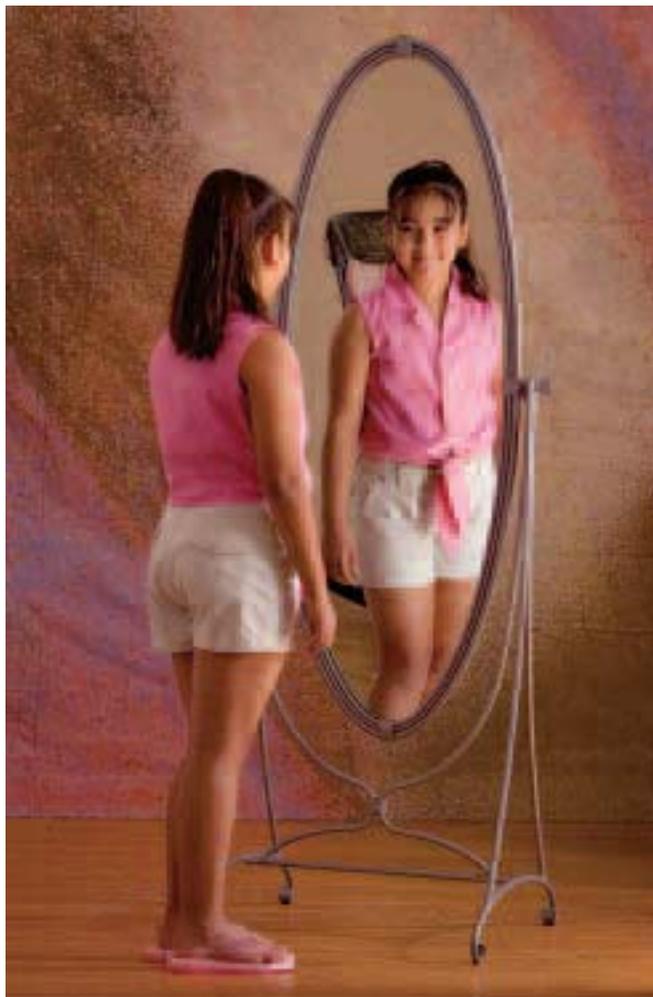


Respect for Others' Bodies and Feelings

Some teens tease peers who are overweight or underweight. They may make hurtful comments or use impolite nicknames. This type of behavior shows a lack of respect. It is a form of bullying or bias, or acting cruelly to those who look different. A person who does this is not demonstrating good character.

What advice would you give a person who was behaving this way?





Eating Disorders

Tim Fuller Photography

Some teens, and even some adults, become overly concerned with their body weight. They may have a negative body image. They may feel they need to lose weight, even when they don't. These people are at risk for developing an eating disorder. An **eating disorder** is an *extreme eating behavior that can seriously damage the body*. Eating disorders are most common among teen girls and young women. However, males can develop them as well. Two of the most common eating disorders are *anorexia nervosa* (an·uh·REK·see·uh ner·VOH·suh) and *bulimia* (boo·LEE·mee·uh) *nervosa*.

People with anorexia are overly concerned with weight gain. They may starve themselves. They eat far fewer calories than they need to stay healthy. They may exercise excessively. Even after they have become dangerously thin, they still see themselves as overweight.

People with bulimia eat large amounts of food, then “purge” themselves, which means they rid their bodies of food by vomiting or taking *laxatives*. These are medicines meant for people who have trouble moving their bowels. Victims of bulimia also may exercise excessively to burn off the calories from the foods they eat. They often stay the same weight, so it can be difficult to tell if someone has bulimia

▲ Having a healthy body image is important to good mental/emotional health. **What are some ways you can develop a healthy body image?**

Treatment for Eating Disorders

Eating disorders are mental health problems. They are often associated with a negative body image. Eating disorders can affect normal growth and development. They can lead to serious health problems, such as nervousness, hair loss, heart and kidney failure, and even death. If you are concerned that you or someone you know may have an eating disorder, talk to a trusted adult. A person with an eating disorder should get help right away. The sooner a person gets treatment, the better his or her chances are of recovering.

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 4.

Reading Check

Compare How are anorexia nervosa and bulimia nervosa similar? How are they different?



Health Skills Activity

Decision Making

Help for a Friend with an Eating Disorder

Kara and Rachel have been friends since kindergarten. Lately, Rachel has begun to notice some changes in Kara. During lunch, Kara hardly eats anything. She claims she is not hungry. She also seems to be getting very thin. Rachel is beginning to worry that Kara may have an eating disorder. Rachel isn't sure whether she should talk to Kara about her concerns or tell someone else.

What Would You Do?

Apply the six steps of decision making to Rachel's problem. Tell what decision you would make if you were Rachel, and why.

1. State the situation.
2. List the options.
3. Weigh the possible outcomes.
4. Consider your values.
5. Make a decision and act on it.
6. Evaluate the decision.



Lesson 4 Review



After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** What is the difference between being obese and just being overweight?
2. **Recall** Name two eating disorders.
3. **Explain** Why is it important to develop a realistic body image?

Thinking Critically

4. **Analyze** What are the physical and mental consequences of a poorly balanced diet?

5. **Apply** Ryan has created an exercise plan to help him achieve a healthy weight. Why is it important for Ryan to start exercising slowly?

Applying Health Skills

6. **Analyzing Influences** Explain how images in the media might play a role in a teen's body image.



Building Health Skills

- Accessing Information
- Practicing Healthful Behaviors
- Stress Management
- Analyzing Influences
- Communication Skills
- Refusal Skills
- Conflict Resolution
- Decision Making**
- Goal Setting
- Advocacy

What Steps Can You Take To Make Healthy Decisions?

The decision-making process can help you make healthy and responsible choices. The six steps of the decision-making process are:

- State the situation.
- List the options.
- Weigh the possible outcomes.
- Consider your values.
- Make a decision and act on it.
- Evaluate the decision.

Choosing Health-Promoting Foods

Follow the **Model, Practice, and Apply** steps to help you master this important health skill.

1 Model

Read about how Teri uses decision making when deciding whether to buy a salad or a burger.

Teri was having lunch at the mall with friends. She wanted a salad, but the line was long. "You need to hurry so we can get to our movie on time, Corey said." Teri decided to use the decision-making process to help her choose.

Step 1. State the Situation.

I want a salad, but the line is long. My friends are bugging me to get something quickly.

Step 2. List the Options.

I could wait and meet my friends at the movie theater. I could have a burger and do something more healthful tomorrow.

Step 3. Weigh the Possible Outcomes.

I'm having pizza for dinner with my family. I want something for lunch that has less fat.

Step 4. Consider Your Values.

Eating right is important to me.

Step 5. Make a Decision and Act on It.

I will wait in the salad line and ask my friends to save me a seat at the movie theater.

Step 6. Evaluate the Decision.

I feel good about my choice.



2 Practice

Read about the problem Dana faced when she wanted a quick snack before soccer practice.

Dana had to be at soccer practice by 4:00 p.m. It was now 3:45 p.m. Dana wanted something that would give her a quick energy boost. She studied the choices in the school vending machine. She knew the snack cake was a source of energy but had added sugar and could also be high in fat. The other choices included peanut butter crackers, potato chips, and candy bars. Write out the decision-making steps to help Dana choose a snack.



3 Apply

Apply what you have learned about decision making to complete the activity below.

Think of a situation in which you need to decide what to eat. One possibility might be choosing what to eat for breakfast. Think about the type of food you generally choose in this situation. Is your usual choice healthy? Are there healthier foods you could choose? Show your decision by using the six-step decision-making process. Explain how your choice enhances your health.

Self-Check

- Did I list several food choices?
- Did I use each step in the decision-making process?
- Did I explain how my choice enhances my health?

Jars of Sugar

Do you know how much sugar you consume when you grab a quick drink or snack? The following table lists the amount of sugar, in grams, that you might find in several popular foods.

Food	Grams of Sugar
Cola (12 oz.)	42
Fat-free, fruit yogurt (8 oz.)	35
Light popcorn (1 c.)	0
Fruit punch drink (8 oz.)	27
Sweetened breakfast cereal ($\frac{3}{4}$ c.)	15
Three reduced-fat chocolate sandwich cookies	14
Chocolate candy bar (1.55 oz.)	40

What You Will Need

- Seven empty baby food jars
- Container of sugar
- Set of measuring spoons



What You Will Do

- 1** Note that 5 grams of sugar is equivalent to 1 level teaspoon of sugar; 1 gram is just under $\frac{1}{4}$ teaspoon; 2 grams is a little under $\frac{1}{2}$ teaspoon.
- 2** Calculate how many teaspoons of sugar each listed product contains.
- 3** Using the spoons, measure the amount of sugar in each product. Place that amount in a jar and label the jar.

Wrapping It Up

Evaluate your findings.

Take time out to determine the nutrient content of the foods in each list. Which foods offer the best nutritional value?

Reading Review



Visit glencoe.com to download quizzes and eFlashcards for Chapter 4.

FOLDABLES® Study Organizer

Foldables® and Other Study Aids Take out the Foldable® that you created for Lesson 1 and any graphic organizers that you created for Lessons 1–4. Find a partner, and quiz each other using these study aids.

Lesson 1 Your Body's Nutrient Needs

Main Idea Nutrients are a vital part of maintaining good health.

- Nutrition is the process of taking in food and using it for energy, growth, and good health.
- The six categories of nutrients are carbohydrates, proteins, fats, vitamins, minerals, and water.
- Eating a variety of nutrients is important to a balanced diet.

Lesson 2 Following a Healthful Eating Plan

Main Idea The MyPyramid food guidance system is a helpful reminder for making healthy food choices.

- Each of us should develop personal eating plans based on how many calories we need.
- Grains, vegetables, fruits, milk, and meat and beans are the food groups that make up MyPyramid.

Lesson 3 Making Healthful Food Choices

Main Idea Making healthful food choices helps you feel better and gives you more energy.

- Eating a variety of foods is fun and ensures your body gets the nutrients it needs.
- Pay attention to the amount you eat. Eating more calories than your body needs could cause weight gain that may be unhealthy for your body.
- Physical activity is another healthful choice. It burns off extra calories and builds strength and confidence.

Lesson 4 Managing Your Weight

Main Idea Managing your weight in your teen years can be tricky, but having a balanced eating plan and staying active can help.

- Your body image may differ from how others see you, but remember to be realistic. Bodies come in all shapes and sizes, and a healthy body is always best.
- Obesity can lead to many other health problems.
- An eating disorder is a distortion of body image. The most common eating disorders are anorexia nervosa and bulimia nervosa.

After You Read

HEALTH INVENTORY

Now that you have read the chapter, look back at your answers to the Health Inventory on the chapter opener. Is there anything you should do differently?

Reviewing Vocabulary and Main Ideas

On a sheet of paper, write the numbers 1–5. After each number, write the term from the list that best completes each sentence.

- body image
- calorie
- eating disorder
- minerals
- MyPyramid
- nutrients
- proteins
- saturated fats

Lesson 1 Your Body's Nutrient Needs

1. Nutrients that provide the building blocks your body needs for growth are called _____.
2. _____ are elements in foods that help your body work properly.
3. Substances in food that your body needs to carry out its normal functions are called _____.

Lesson 2 Following a Healthful Eating Plan

4. A _____ is a unit of heat that measures the energy available in foods.
5. _____ is a system designed to help Americans make healthful food choices.



On a sheet of paper, write the numbers 6–9. After each number, write the letter of the answer that best completes each statement.

Lesson 3 Making Healthful Food Choices

6. According to MyPyramid, nutrients provided by the grain group include the following:
 - a. complex carbohydrates
 - b. vitamins
 - c. fiber
 - d. all of the above
7. How many cups per day from the milk group is recommended for most teens?
 - a. 2 cups
 - b. 2½ cups
 - c. 3 cups
 - d. 4½ cups

Lesson 4 Managing Your Weight

8. Which of the following is true about obesity?
 - a. It can make physical activity more difficult and tiring.
 - b. It is a health problem that can be corrected quickly.
 - c. The number of obese teens has been dropping steadily.
9. Which of the following is true both of people with anorexia and people with bulimia?
 - a. They “purge” after eating large amounts of food.
 - b. They are overly concerned with weight gain.
 - c. They eat far fewer calories than their body needs.



Applying Technology

Thinking Critically

Using complete sentences, answer the following questions on a sheet of paper.

- 10. Identify** Why is it important to use a product's Nutrition Facts label to guide your eating habits?
- 11. Predict** What are some short- and long-term benefits of healthy eating?

Write About It

- 12. Descriptive Writing** Write a paragraph describing how influences can affect your food choices.
- 13. Narrative Writing** Write a story about a teen who is concerned about his or her body image. What advice might you give this teen?

Healthful Eating

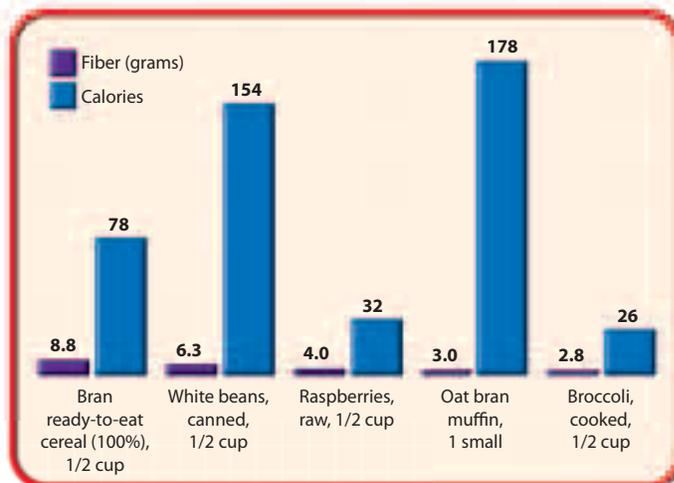
You and a partner will use GarageBand™ or Audacity® to create a podcast on nutrition and healthful eating habits. Follow the steps below to complete your project.

- Write a three-minute script in dialogue format explaining the building blocks of nutrition. Include tips on how to make healthful eating habits part of your daily life.
- Open a new podcast project with two audio tracks.
- Record your script. Include lead-in music.
- Edit the track for clarity and content. Make sure your message is clear and effective.
- Save your work.

Standardized Test Practice

Math

The graph below helps you determine which foods give you the most fiber without adding excess calories. Use the graph to answer the questions.



TEST-TAKING TIP

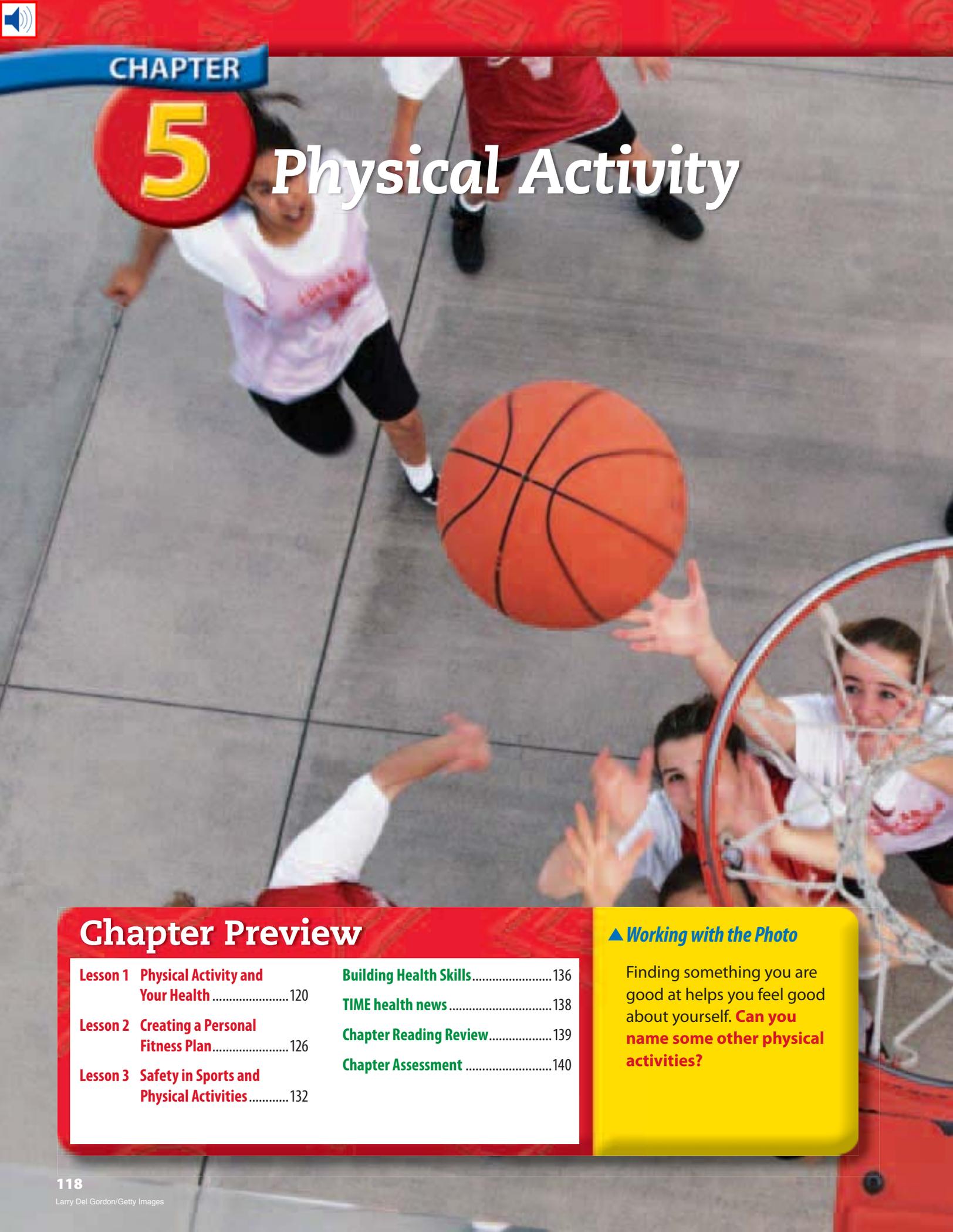
Questions about graphs sometimes rely on outside knowledge. If an answer is not stated directly, try eliminating choices that are clearly wrong.

- How many calories are there in the food with the second highest amount of fiber?
 - A. 32
 - B. 154
 - C. 178
 - D. None of the above
- To get the ratio of fiber to calories, you would divide the number of calories by grams of fiber. For example, $\frac{1}{2}$ cup of cooked broccoli has 26 calories and 2.8 grams of fiber. $26 \div 2.8 = 9.3$, or a ratio of 1 to 9.3. What is the ratio of fiber to calories for $\frac{1}{2}$ cup of raspberries?
 - A. 1 to 17
 - B. 1 to 25
 - C. 1 to 60
 - D. 1 to 8



5

Physical Activity



Chapter Preview

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▲ Working with the Photo

Finding something you are good at helps you feel good about yourself. **Can you name some other physical activities?**

Start-Up Activities

Before You Read

Is exercise part of your daily routine? Answer the Health eSpotlight questions below and then watch the online video. Keep a record of your answers.

VIDEO

Health eSpotlight

Daily Fitness



Most teens know that working out is good for the body and the mind. How often do you make time to exercise? Is it part of your daily routine? What could you do to make sure that you get at least 60 minutes of physical activity each day?

Go to glencoe.com and watch the health video for Chapter 5. Then complete the activity provided with the online video.

FOLDABLES® Study Organizer

As You Read

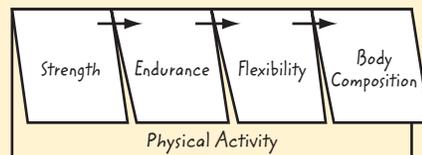
Make this Foldable® to help you organize information about the importance of physical activity. Begin with a sheet of plain $8\frac{1}{2}'' \times 11''$ paper.

1 Fold the sheet of paper along the long axis, leaving a $\frac{1}{2}''$ tab along the side.



3 Unfold and cut along the three fold lines on the front flap. Label as shown.

2 Fold in half, then fold again into fourths.



Record information about strength, endurance, flexibility, and body composition under the appropriate tabs. Give examples of ways to build each element of physical fitness.

Go Online

Visit glencoe.com and complete the Chapter 5 crossword puzzle.

Lesson 1

Physical Activity and Your Health

Guide to Reading

Building Vocabulary

Some terms below are related or have similar meanings. Can you tell which ones?

- physical activity (p. 120)
- lifestyle activities (p. 121)
- physical fitness (p. 121)
- strength (p. 123)
- endurance (p. 123)
- stamina (p. 123)
- flexibility (p. 124)
- exercise (p. 125)

Focusing on the Main Ideas

In this lesson, you will learn to

- **explain** the benefits of regular physical activity.
- **identify** the elements of physical fitness.
- **recognize** the two main types of exercise.
- **practice** healthful behaviors with your family.

Reading Strategy

Organizing Information Create a concept map that captures the main ideas in the lesson. Use the diagram below as a guide.

<i>Physical Activity</i>	
<i>Type of Activity</i>	<i>Builds Endurance, Stamina, Strength, or Flexibility</i>
1. <i>running</i>	1. <i>endurance</i>
2.	2.
3.	3.
4.	4.

FOLDABLES Study Organizer Use the Foldable® on p. 119 as you read this lesson.

Quick Write

Write a paragraph about ways you can participate in physical activity at school and in the community.



What Is Physical Activity?

Shannon swims at the community pool every chance she gets. Matt is really into rock climbing. Kate and her friends have started an inline skating club. What do all these teens have in common? They all make physical activity a part of their lives.

Physical activity is *any kind of movement that causes your body to use energy.*

How about you? Do you participate in regular physical activity? If not, it is never too late to start. Health experts recommend that teens get 60 minutes of physical activity daily. This hour can be done all at once or in moderate to vigorous 10- to 15-minute bursts. What are some ways you could fit 60 minutes of physical activity into your daily routine?



Lifestyle Activities

Do you have daily chores you do at home, such as raking leaves or shoveling snow? Do you enjoy outdoor activities, such as hiking or skateboarding? These are examples of lifestyle activities. **Lifestyle activities** are *physical activities that are part of your day-to-day routine or recreation*. They can become part of a lifelong **commitment** to fitness.

The Benefits of Physical Activity

Physical activity helps you use, or burn, calories from the foods you eat. See **Figure 5.1** for examples of how many calories are burned during a variety of activities. Burning calories means your body won't store extra calories as fat. This will help you maintain a healthy weight. Physical activity also contributes to physical fitness. **Physical fitness** is *the ability to handle everyday physical work and play without becoming tired*. Being physically fit can reduce your risk of developing certain diseases like diabetes, obesity, and heart disease.

Academic Vocabulary

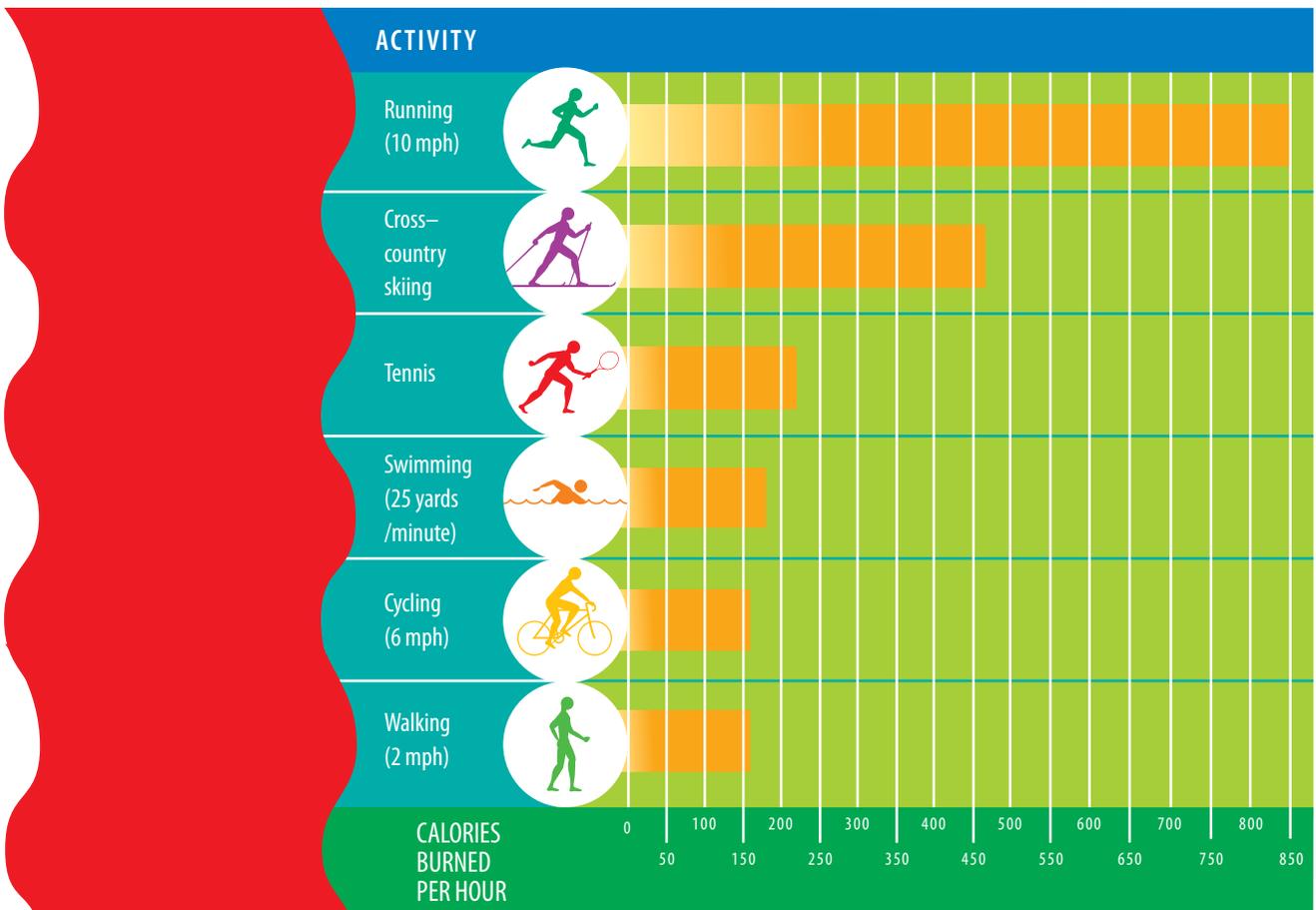
commitment (kuh MIT muhnt) (*noun*) a promise. *You should make a lifelong commitment to good health.*

FIGURE 5.1

CALORIES BURNED DURING VARIOUS ACTIVITIES

The graph shows how many calories a 100-pound person burns during 60 minutes of different activities.

Which activity burns the most calories?
Which activity burns the fewest?





Health Skills Activity

Practicing Healthful Behaviors

Fun for the Family

Kiara's family skis every winter. Louis and his family go camping whenever they can. These kinds of outings give family members a chance to spend time together and be physically active. Take camping, for example. Carrying a backpack, finding and carrying wood, and setting up tents all work the body's muscles.

Of course, not all family activities need to take place away from home. Tossing a Frisbee in the backyard, weeding the garden, or taking a walk are all excellent ways to combine physical activity with family time.

On Your Own

Think of an activity you could get your family involved in.

Your physical, mental/emotional, and social health all benefit when you are physically active and fit.

- **Physical benefits.** Physical activity strengthens and tones your muscles. It also strengthens your heart and lungs and builds strong bones. You will have more energy for school and other activities. Physical activity also helps you maintain a healthy weight.
- **Mental/Emotional benefits.** When you are physically fit, you sleep better. You can concentrate longer in school, deal with stress more easily, and get along better with others. In addition, developing new skills and interests can help you build confidence and self-esteem.
- **Social benefits.** Physical activities that involve partners or teams are a great way to make friends. They also help you work together as a group and learn about other cultures. Physical activity brings people from diverse backgrounds together. Max, for example, learned the rules of Canadian football from a classmate from Alberta. Thanks to Jorge, Greg was able to learn about the Latin sport of *pelota*. This sport is played similarly to tennis.



Reading Check

Identify Name two health benefits of physical activity.



Tim Fuller Photography

Ron Chapple/Getty Images



- ▲ Swimming improves heart and lung endurance. Raking leaves contributes to flexibility. **What activities promote other elements of fitness, such as muscle endurance and strength?**

Elements of Fitness

There are five elements of fitness: *muscle endurance*, *heart and lung endurance*, *strength*, *flexibility*, and *body composition*. These elements help you find out how physically fit you are.

Endurance (en·DER·uhns) is *the ability to keep up a physical activity without becoming overly tired*. There are two kinds of endurance. *Muscle endurance* is how long your muscles can perform a task without getting tired. Activities that build muscle endurance are dancing, jumping rope, or biking. *Heart and lung endurance* is how well these organs can provide your body with oxygen. This type of endurance is important in many physical activities, including running, swimming, and playing team sports. Both kinds of endurance help build stamina (STA·mih·nuh).

Stamina is *your ability to stick with a task or activity for a long period of time*. Building stamina will help you be active for longer periods of time without getting tired or out of breath.

Strength is *the ability of your muscles to exert a force*. Muscles help support your bones and make your joints stronger. You build muscle strength by pushing or pulling against a force such as gravity. Pull-ups, for example build muscle strength in your arms. The more strength you have, the more efficiently you can complete physical tasks.



Go Online

Topic: Get Moving

Visit glencoe.com for Student Web Activities that will help you choose an exercise or other physical activity.

Activity: Using the information provided at the link above, choose an exercise to do for 60 minutes most days. Keep a journal, recording how you feel on the days you exercise and the days you don't. For example, do you feel more energetic on the days you exercise?



What **Teens** THINK



How can you make physical activity part of your daily routine?

You can make physical activity a part of your daily routine by making up fun activities to do. You can even let your friends join in and let them be a part of your daily physical activity plan.

Brittany M.
Albertville, AL



Flexibility is the ability to move body joints through a full range of motion. For the joints to be able to move easily, the muscles, tendons, and ligaments around them can't be too tight. Flexibility helps you with everything from stopping and turning to throwing a ball. Being flexible also helps prevent injuries. You build flexibility by stretching your muscles and joints. Activities that promote flexibility include yoga, swimming, karate, and gymnastics.

The last element of fitness is *body composition*. Body composition is the fat, bone, muscle, and fluid that make up body weight. A healthy body generally has more bone, muscle, and fluid than fat. Your body composition is the result of how you eat, how much you exercise, and the genes you inherited from your

parents. You can improve your body composition by eating healthy foods and increasing your physical activity.



Reading Check

List Name and explain two elements of fitness.



Fitness for Life

Fitness is a result of regular, ongoing activity. It is an important goal for a healthy life. If you are currently physically active, stay active. If you are not, make physical activity part of your daily routine. Walk or ride your bike to school if it's not too far. Take a walk with your family or with a friend. Even cleaning your room is a way to get your body moving.

When it comes to activities and sports, think *variety*. In the same way mixing up your diet makes eating more fun, varying activities adds enjoyment. Set fitness goals for yourself, and explore a variety of ways to achieve them so you don't get bored. Try different sports. Sign up for a dance class or karate. Shoot baskets, or skateboard in your neighborhood. You're more likely to stick with something you like doing.

Exercise



In the last section, we talked about the important role physical activity plays in your overall health and well-being. One of the best ways to ensure that you get enough physical activity is

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 1.



Tim Fuller Photography

to exercise. **Exercise** is *planned, structured, repetitive physical activity that improves or maintains physical fitness.*

There are two main types of exercise: *aerobic* (ah-ROH-bik) and *anaerobic*. Aerobic exercise is a nonstop, moderate to vigorous activity. It strengthens the heart and lungs, allowing you to breathe in more oxygen. Strengthening your heart and lungs can lower your risk of heart disease and diabetes. Aerobic exercise should be done at least five times a week at a comfortable pace. Swimming, bike riding, running, and walking are great aerobic exercises. You should do them for at least 20 to 30 minutes at a time to get their full aerobic benefits.

Anaerobic exercises build muscle strength and endurance through intense physical activity that does not use large amounts of oxygen. Examples include push-ups and pull-ups. Weight lifting, gymnastics, and hiking build muscle strength, too. Anaerobic exercises should be done two to three times per week.



▲ Push-ups build muscle strength in the upper arms and shoulders. **Which type of exercise are push-ups: aerobic or anaerobic?**

Reading Check

Compare Explain the difference between aerobic and anaerobic exercise.



Lesson 1 Review

After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** What are *strength, endurance, and flexibility*?
2. **Identify** Name an activity that builds muscle endurance. Name an activity that builds heart and lung endurance.
3. **Recall** What are the benefits of aerobic exercise?

Thinking Critically

4. **Apply** Why should endurance be a goal even for a weight lifter?

5. **Evaluate** What aerobic activities might you recommend for a teen who doesn't have access to a bicycle?

Applying Health Skills

6. **Advocacy** Write and perform a skit for your classmates that explains why it is important to play sports by the rules. After the skit, have your classmates write a short reflection on the skit. Ask what they liked most about the performance.

Lesson 2

Creating a Personal Fitness Plan

Guide to Reading

Building Vocabulary

Find each term below in the lesson. Write its definition in your notebook.

- F.I.T.T. principle (p. 128)
- resting heart rate (p. 129)
- target heart rate (p. 130)
- recovery heart rate (p. 130)
- warm-up (p. 130)
- cooldown (p. 131)

Focusing on the Main Ideas

In this lesson, you will learn to

- **identify** the parts of a fitness plan.
- **develop** fitness goals.
- **describe** the benefits of warm-ups and cooldowns.
- **create** a schedule to achieve fitness goals.

Reading Strategy

Organizing Information Copy the major and minor heads from the lesson onto a sheet of paper. As you read, write one sentence or phrase next to each that captures the main point.

Quick Write

Think about an activity in your life that required developing a plan. Write a brief description of how you got started.



Setting Fitness Goals

You wouldn't build a house without a blueprint, or plan. The same goes for starting a physical fitness program. Before you begin, you need a plan. Like any good plan, yours should start with a statement of your goals. What do you eventually hope to accomplish? Would you like to find a new aerobic exercise or improve flexibility? Maybe you want to become stronger or to have more stamina. If you're not sure, talk to your physical education teacher or coach. Students with weight problems should check with their doctors before starting a new fitness plan.

- ▶ Pickup games are a great way to stay active and meet people. **What are some physical activities that are offered by your school or in your community?**





Healthy Fitness Zones for Ages 11 and 12

Test	Sex	Age 11	Age 12
Curl-ups	Boys	15–28	18–36
	Girls	15–29	18–32
1-mile run (in minutes and seconds)	Boys	11:00–8:30	10:30–8:00
	Girls	12:00–9:00	12:00–9:00
Pull-ups	Boys	1–3	1–3
	Girls	1–2	1–3
Sit and Reach (inches)	Boys	8	8
	Girls	10	10

FIGURE 5.2

HEALTHY FITNESS ZONES FOR AGES 11 AND 12

Some fitness assessments, such as the 1-mile run, are formal. Others, such as walking a flight of stairs, are informal. **Can you think of other informal assessments to test your fitness levels?**

Measuring Your Fitness Level

Once you've identified your goals, you will need to test your current fitness level. **Figure 5.2** shows several tests, called fitness assessments, commonly used to determine fitness. The chart shows typical results for teens your age. The assessments shown in the chart are formal assessments, but you can use informal assessments to measure your fitness level, too. For example, can you walk up a flight of stairs without feeling short of breath? If you've already begun a fitness program, you can use the results of these fitness assessments as guides for making changes to your program.



Choose Activities

Now that you know your fitness level and have set some goals, it's time to choose activities that will help you meet those goals. Start by making a list of the activities you like or would consider doing. The list can include anything from team sports and exercise classes to activities you can do at home, such as sit-ups and push-ups. Here are some questions to think about when choosing an activity:

- Will I need a partner or teammates?
- Are there special skills I'll need to learn?
- Will I need special equipment?
- Where will I practice?
- How much will I need to practice?
- If it's a team sport, is there a team nearby that I can join?
- How much, if anything, will it cost?



Careers for the 21st Century

Athletic Trainer



Athletic trainers work with people to help prevent and heal injuries that result from physical activities. There is a growing demand for these health care professionals, and many of them enjoy working with professional athletes. You can prepare for a career as an athletic trainer by studying muscles, bones, and the types of injuries they can have.

What skills does an athletic trainer need? Go to Career Corner at glencoe.com to find out.

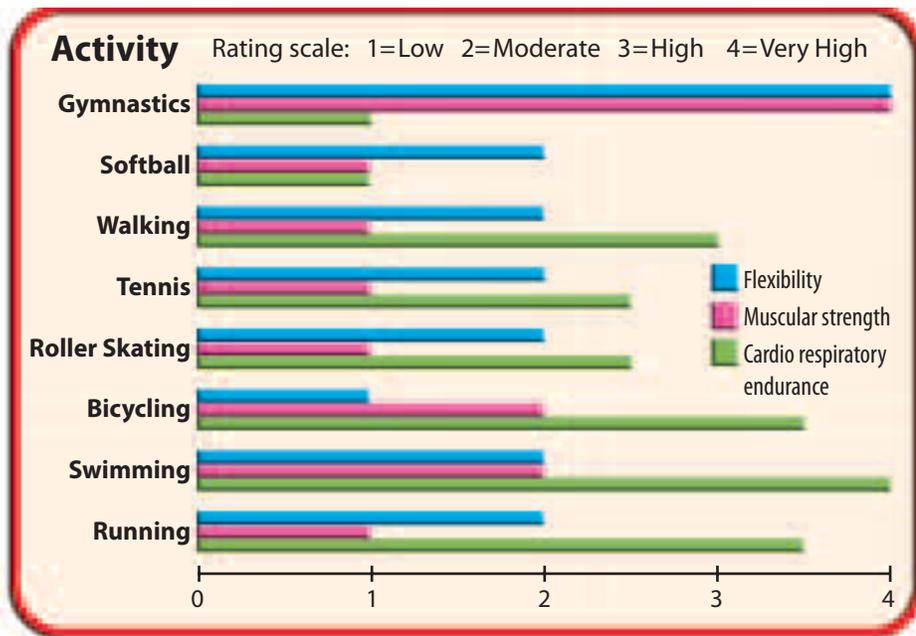


▶ **FIGURE 5.3**

FITNESS RATINGS FOR DIFFERENT ACTIVITIES

Different activities promote different areas of fitness.

What are your fitness goals? Which activities can best help you achieve those goals?



The chart in **Figure 5.3** lists some other common activities. It also shows the fitness rating of each.



Reading Check

Identify What are two questions you should ask when choosing a fitness activity?



DEVELOPING Good Character

Good Sportsmanship

Good sportsmanship means following the rules and playing fairly. If your team wins, don't try to make the other team feel bad about their loss. If your team loses, don't get angry at the winners or your teammates. Know that you all did the best that you could. Accept decisions made by officials, communicate with teammates, and respect the other players so that everyone can have a safe and fun time.

In what other ways can you show good sportsmanship?



Achieving Your Goals

Whatever activity you choose, start small. If you've never run before, you're probably not ready to run a 5-kilometer race. Begin by running short distances. For example, you might run one block and walk two. Increase your distance slowly.

As you increase the amount of activity in your life, keep the F.I.T.T. principle in mind. The **F.I.T.T. principle** is a method for safely increasing aspects of your workout without injuring yourself.

The F in F.I.T.T. stands for "frequency." This is how often you work muscles of the body. Frequency depends on your fitness goals.

I stands for "intensity." This is how hard you work different muscle groups. Begin slowly and increase over time.

The first T stands for "time," meaning the length of time you spend exercising. Gradually increase your workout time.

The last T stands for "type," the type of activity you choose to do. Your type of activity should match your goals.

As a teen just beginning to exercise, pay close attention to the F.I.T.T. aspects of your fitness plan. If you're not sure how to determine the F.I.T.T. level that is best for you, ask a coach or physical education teacher for help. This is especially important before you increase your intensity level. Overdoing it can be harmful.



Fitness Log Week 1		
Aerobic Activity	Day	Minutes
Running	Monday	30
Basketball	Tuesday	60
Strength Training		
Push-ups	Monday	10
Sit-ups	Tuesday	10
Weight Training	Wednesday	20
Flexibility		
Stretching	Monday	15
Karate	Friday	60

FIGURE 5.4

SAMPLE FITNESS LOG

A fitness log will show your progress in the different areas of fitness.

How does a fitness log help you achieve your fitness goals?

Creating a Schedule

Before beginning your program, you will need to make a fitness log. A fitness log is a record of your physical activities that lets you keep track of your progress. **Figure 5.4** shows a sample log. A complete fitness program should include a balance of aerobic, strength training, and flexibility activities. Your goal should be to spend 60 minutes a day, four to five days a week, on physical activity. If you have been inactive, you may need to work up to this goal. For aerobic workouts, it is best to spend at least 20 to 30 minutes at a time. On days in which time is limited, try working in 10- to 15-minute bursts of moderate to vigorous activity.

Checking Your Heart Rate

One way of measuring fitness is to check your *heart rate*. This is the number of times your heart beats per minute. **Figure 5.5** on the next page, gives information on how to measure your heart rate. There are three heart rate readings you need to take. The first is your resting heart rate. **Resting heart rate** is *the number of times*

FIGURE 5.5

MEASURING YOUR HEART RATE

Measure your resting heart rate. **What is another name for heart rate?**



Your heart rate is also known as your pulse. There are several ways to take your pulse. One of the easiest is shown in the picture.

1. Place two fingers on your neck at the point shown in the picture. Find the throb in your neck. This is your pulse. Your heart is pumping blood through an artery in your neck. **NOTE:** Do not use your thumb for this activity.
2. Use a watch or clock with a second hand. Time the number of throbs, or pulses, that take place in 10 seconds.
3. Multiply the number you get by 6. This gives you your pulse.

Measure your resting pulse. What number did you arrive at?



Health Skills Activity

Practicing Healthful Behaviors

Exercise with “Eye Appeal”

There’s a lot more to physical activity than setting goals and working up a sweat. It’s also a lot of fun to develop and test your skills, not to mention express your creativity. Just think of the satisfaction an ice skater gets when she lands a double axel. What about the thrill of sinking a basket during a close game? Many physical activities such as dance, gymnastics, and cheerleading are also a pleasure to watch.

On Your Own

Think of two other activities that are fun to watch as well as play. What are some activities that allow you to express your creativity?

your heart beats per minute when you are relaxing. You should take this measurement before you begin working out.

Once you have worked out for a while, you should take your target heart rate. **Target heart rate** is the level at which your heart and lungs receive the most benefit from a workout. A 12-year-old’s target heart rate is 125 to 167 beats per minute. This is the number you should aim for during your workout. To gain aerobic benefits from an exercise or activity, you need to maintain your target heart rate for 20 to 30 minutes. You should measure your target heart rate twice during a standard workout.

The third heart measurement is your recovery heart rate. **Recovery heart rate** is how quickly your heart rate returns to normal right after exercise is stopped. The higher your fitness level, the faster the drop in heart rate. An aerobic fitness goal should be to achieve a lower recovery heart rate.



Connect To Math



Hitting the Target

To find your target heart rate, you first need to find your *maximum heart rate*. To do this, subtract your age from 220. Then determine 60 to 80 percent of that number to get your *target heart rate*. For example, using a factor of 70 percent, the target rate of a 12-year-old would be figured like this: $220 - 12 = 208$. 70 percent of 208 is 145.6, so you should shoot for a target heart rate of 146.



Reading Check

Compare Explain the differences between your resting heart rate and target heart rate.



Warm Up and Cool Down

Before beginning any workout or exercise session, you need to warm up. A **warm-up** is *gentle activity that prepares your body for exercise or sport*. The warm-up prevents injuries to muscles, joints, and connective tissue. A good warm-up usually includes an easy exercise to get your heart pumping a little faster and



blood flowing into the muscles. Walking or jogging in place for five to ten minutes are good examples of warm-up activities. Warm-ups can also include practicing skills for the activity you will be doing. For example, you might warm up before playing basketball by shooting baskets, passing the ball, or dribbling.

After you have warmed up your body, you can do some basic stretches. Stretching loosens your muscles, tendons, ligaments, and joints. Only stretch muscles that have been warmed up. Stretching muscles that have not been warmed up could cause injury.

At the end of your workout, you need to cool down. A **cooldown** consists of *gentle activity to slow down after exercise*. The cooldown gradually returns your body to its resting state. Stretching is an important part of a cooldown. Stretching builds flexibility and helps ease your muscles back into their resting state. Be sure to drink water before, during, and after your workout.

In addition, many activities and sports have their own *training techniques*. These include exercises you should do off the playing field. They help prepare your body for the next event or competition.



Reading Check

Give Examples Provide a detailed, step-by-step description of a proper stretching exercise.

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 2.



Lesson 2 Review



Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

- Vocabulary** Define *target heart rate*.
- List** What are the parts of a fitness plan?
- Describe** Describe what you need to do in order to warm up before physical activity.

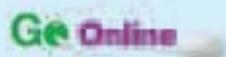
Thinking Critically

- Analyze** Calvin would like to bowl as a fitness activity. How can he determine whether this activity will provide fitness benefits?

- Apply** Dana plans to swim to achieve fitness. She claims that because you stretch during swimming, there is no need to cool down. How would you respond?

Applying Health Skills

- Goal Setting** Choose two activities that you can do to meet a fitness goal. Create a fitness log to track your progress before, during, and after reaching your goal. Measure the frequency, intensity, and length of time you can perform the activities. Be sure to monitor your heart rate.



For more Lesson Review Activities, go to glencoe.com.

Lesson 3

Safety in Sports and Physical Activities

Guide to Reading

Building Vocabulary

Some of the terms below may seem familiar. Write down what you think they mean. Check your answers as you come across them in the text.

- sports gear (p. 132)
- P.R.I.C.E. (p. 134)
- dehydration (p. 134)
- heat exhaustion (p. 134)
- frostbite (p. 135)

Focusing on the Main Ideas

In this lesson, you will learn to

- **identify** types of proper sports gear.
- **describe** treatment for sports-related injuries.
- **apply** the skill of advocacy to inform other teens about exercise.

Reading Strategy

Identifying Problems and Solutions As you read the lesson, list health problems or injuries that are described. Next to each, identify a solution.

Quick Write

Write about a time when you became overly hot or tired while playing. Explain what you did to feel better.



Playing It Safe

Physical activity, as you have seen, can be fun. It should also be free of injury. You have already learned two ways to make your workouts safe: warming up and cooling down. In this lesson, you'll learn **techniques** for making them even safer. You'll also learn how to treat some sports injuries if they should occur.

The Right Stuff

A first step to injury-free exercise is proper sports gear. **Sports gear** includes *sports clothing and safety equipment*. Depending on the sport or activity, safety equipment can include helmets, mouth guards, protective pads, and goggles. **Figure 5.6** shows several activities and the types of gear needed.

Note that some activities call for “approved” helmets. Be aware that different activities have different helmet requirements. For example, bicycle helmets should be certified by the Snell Memorial Foundation. Make sure you know which type is right for your activity.

Academic Vocabulary

techniques (TEK needs) (*noun*) how activities are done. *The coach asked Sheila to show her passing and kicking techniques to the rest of her teammates.*



▼ FIGURE 5.6

SAFETY GEAR BY SPORT OR ACTIVITY

The chart below lists some of the safety gear needed for different activities. **What safety gear do you wear when playing your favorite sport?**

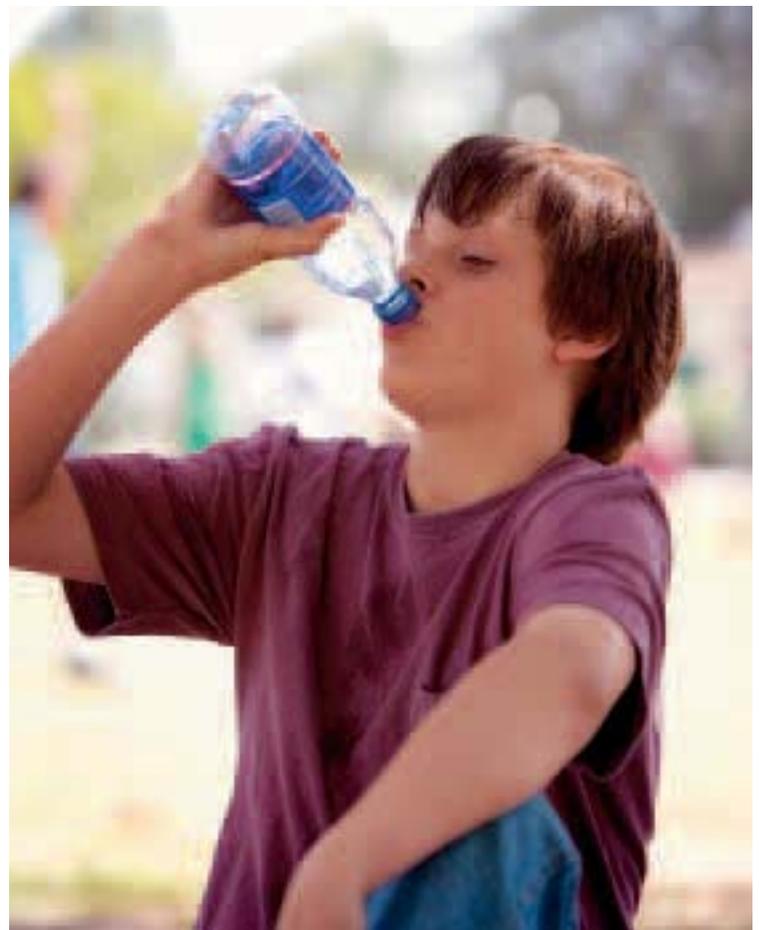
Sport or Activity	Safety Gear
Skating, skateboarding, scooter riding	Helmet, wrist pads, knee pads, elbow pads
Bicycling	Bike helmet, pads
Contact sports, including wrestling and volleyball	Mouth guard, knee pads
Racquetball and snowboarding	Eyeguards for racquetball; goggles and helmet for snowboarding
Hockey, football, and baseball	Pads, helmet, mouth guard, chest guard

Choose athletic clothing that is comfortable. Tight clothing doesn't allow your skin to breathe. However, clothing should not be so loose that it can snag or get caught on objects. It should be loose enough to allow free movement. Also, wear light-colored clothing when you exercise outdoors. Light colors will keep you cool. Dark colors absorb heat from the sun. As you grow older, your body, hands, and feet will grow. It is important to update your sports gear to meet these changes.

Drink Water

During moderate to vigorous activity, your body can lose a lot of water through *perspiration*, or sweat. It is important to replace this lost fluid. The solution is to drink plenty of water. Before beginning your activity, give your body a head start. Drink at least 8 ounces of water. Take small sips from time to time during a workout or game. You should drink about 8 ounces of water for every 30 minutes of heavy exercise. This is true even in cold weather. If there is no source of drinking water at the field or park, bring some from home.

- ▼ Getting plenty of fluid during vigorous activity is important. **Explain why this is so.**





MediaWatch

If the Shoe Fits

Athletic shoes are frequently advertised in the media. Although it's tempting to purchase shoes based on how they look in an ad, remember that fit and performance are more important than anything else. Many sports require special footwear. Make sure the shoe is right for the sport or activity.

What might you say to a friend who bought a workout shoe based just on an advertisement?



Treating Injuries

Sometimes, even when you are careful, injuries happen. Scrapes, cuts, and muscle soreness are common in sports. When a muscle is stiff or aches, remember *P.R.I.C.E.* The letters in **P.R.I.C.E.** stand for *protect, rest, ice, compress, and elevate*. The sooner the treatment is applied, the better. You should:

- **Protect** the injured part from further injury by keeping it still. Moving it may make the pain worse.
- **Rest** the injured part.
- **Ice** the part using an ice pack.
- **Compress**, or put pressure on, the part using an elastic bandage. This will keep the injury from swelling. Just be careful not to wrap the bandage too tightly. This could cut off the flow of blood.
- **Elevate** the injured part above the level of the heart.

Weather-Related Injuries

Some activities are done in very cold or very hot temperatures. Both carry health risks. When you exercise or play during very hot weather, your temperature rises. Sweating increases to try to cool you down. Unless this water is replaced, dehydration can result. **Dehydration** is *a condition caused by too much water loss*. It can lead to other, more serious health problems. One of these is **heat exhaustion**. This is *an overheating of the body that can result from dehydration*. People with heat exhaustion often feel dizzy and have a headache. Their skin feels clammy when touched. If someone you know has these symptoms, find a cool, shady spot. Give the person plenty of fluids. If the person doesn't start to feel better, call for help right away.

Similar precautions need to be taken in cold weather. Winter activities, such as ice-skating, skiing, and snowboarding, require protection against snow and cold. To stay warm, dress



- ◀ When an injury occurs, the P.R.I.C.E. formula can be used to treat them. **What do the letters in P.R.I.C.E. stand for?**

in several layers of clothing. Layered clothing will trap warm air next to your body. A windproof jacket should be the outermost layer. Always wear a hat and gloves.

In the coldest weather, be alert to signs of **frostbite**, or *freezing of the skin*. Frostbite usually affects the nose, ears, fingers, and toes.

The area will be numb, pale, and stiff. Frostbite is a serious injury. Get the person inside right away. Treat the affected area by soaking it in warm, not hot, water. Get medical help as soon as possible.



◀ Wearing proper clothing can protect you during winter activities. **What are some health risks you face when participating in cold-weather sports or activities?**

Reading Check Explain What causes dehydration?

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 3.

Lesson 3 Review

After You Read

Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** What is heat exhaustion?
2. **Recall** Why is replacing lost water important during physical activity?
3. **List** Name two types of protective sports gear.

Thinking Critically

4. **Apply** Rey wants to play hockey, but he doesn't want to wear the face mask that players need to wear. What advice might you give Rey about the importance of sports gear?

5. **Apply** Maintain a three-day activity and exercise diary. How much time did you spend playing sports? How much time did you spend participating in activities? What changes do you need to make to your routine?

Applying Health Skills

6. **Advocacy** Create a pamphlet titled *Five Things Teens Should Know Before Exercising*. Include five pieces of advice from the lesson, and put each in your own words.

Building Health Skills

Accessing Information
Practicing Healthful Behaviors
Stress Management
Analyzing Influences
Communication Skills
Refusal Skills
Conflict Resolution
Decision Making
Goal Setting
Advocacy

What Is Goal Setting?

Goal setting is a five-step plan for improving and maintaining your personal health. Some goals are easy to reach while others may be more challenging.

The Five Steps of the Goal-Setting Plan:

Step 1: Choose a realistic goal and write it down.

Step 2: List the steps that you need to take to reach the goal.

Step 3: Find others, like family, friends, and teachers, who can help and support you.

Step 4: Set checkpoints along the way to evaluate your progress.

Step 5: Reward yourself once you have reached your goal.

Developing a Personal Fitness Plan

Follow the Model, Practice, and Apply steps to help you master this important health skill.

1 Model

Read about how Enrique uses goal setting to create a fitness goal and a plan to reach his goal.

Step 1. Make your goal specific.

Enrique wants to build up his endurance.

Step 2. List the steps to reach your goal.

Enrique decides to play soccer as a way of achieving his goal. He is joining a local soccer team.

The team practices two weekdays for an hour. They have games on weekends.

Step 3. Get help from others.

When Enrique feels discouraged, his father and brother are there to cheer him on.



Step 4. Evaluate your progress.

Enrique is able to play for longer periods of time. He is also improving his soccer skills.

Step 5. Reward yourself.

Enrique bought himself a new soccer jersey.

2 Practice

Read about how Hector uses goal setting to become a better soccer player.

Hector's goal is to become a more limber soccer player. He learned in health class that yoga is an excellent exercise that increases flexibility. Hector decides to give yoga a try. He writes down his new goal. "Take a yoga class three times a week." Now that Hector has set a specific goal, use these questions to help him reach it.

1. What steps can Hector take to reach his goal?
2. Who could help Hector reach his goal?
3. How can Hector evaluate his progress?
4. How could Hector reward himself when he succeeds?



3 Apply

Apply what you learned about goal setting to complete the activity below.

Working in small groups, set a fitness goal in a cooperative or competitive activity. Perhaps you want to perform a team sport better or play a game with another team and win. As a group, write down your goal. Use the goal-setting steps to help you reach it. Share your goal with the class. Explain the physical, mental/emotional, or social benefits you will get from achieving this goal.

Self-Check

- Did I use each of the goal-setting steps?
- Did I explain the benefits of reaching this goal?

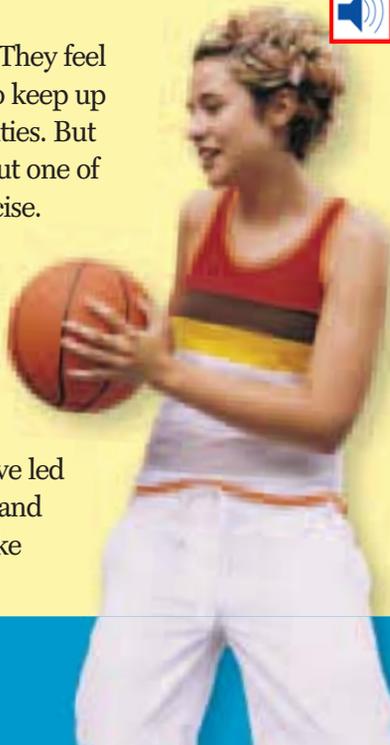
How to Stay **FIT FOR LIFE**



Getting the right amount of exercise is key to staying healthy.

Kids are busier than ever before. They feel pressure to do well in school and to keep up with music lessons and other activities. But most kids' hectic schedules leave out one of the most important activities: exercise.

Nearly half of all young people in the United States are not active on a regular basis. This trend is a big factor in the rising rate of obesity among kids. School budget cuts and more emphasis on preparing for tests have led many schools to cut down on gym and recess time. So it's up to you to make sure you stay fit.



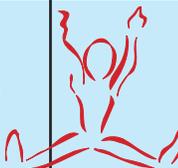
GOOD FOR YOUR MIND AND BODY

Along with building muscle and preventing health problems, staying fit can give you more energy to keep up with your packed daily schedule. Experts suggest that young people get a total of 60 minutes of exercise most days. Exercise can help you relax, respond better to stress, and boost your self-confidence.

You don't need to play competitive sports to stay in shape. Riding a bike or inline skating with your friends will provide results, too. Choose activities that are fun—you'll be more likely to keep doing them in the future!

A FORMULA FOR STAYING FIT

To stay strong and flexible, different parts of our bodies require different types of exercise.

EXAMPLE	BENEFIT	AMOUNT
Aerobic Exercise Running, basketball, jumping rope, dancing	 Aerobic exercise increases your heart rate and makes you breathe harder. This strengthens your heart and lungs.	Thirty minutes of aerobic exercise most days
Strength Training Pull-ups, sit-ups, push-ups	 Muscle strength is the ability of your muscles to exert a force. Muscle endurance is the ability to keep up a physical activity without becoming overly tired. Building both improves overall fitness.	Two or three days a week
Flexibility Training Sit and reach, yoga, gymnastics, Tai Chi	 Jog or warm up for five to 10 minutes before you do light stretching. After exercise, do more stretching. This helps protect you from injury.	Before and after any workout

Reading Review



Visit glencoe.com to download quizzes and eFlashcards for Chapter 5.

FOLDABLES® Study Organizer

Foldables® and Other Study Aids Take out the Foldable® that you created for Lesson 1 and any graphic organizers that you created for Lessons 1–3. Find a partner, and quiz each other using these study aids.

Lesson 1 Physical Activity and Your Health

Main Idea Physical fitness is an important goal for a healthy life.

- Physical activity is any kind of movement that causes your body to use energy.
- Health experts recommend that teens get 60 minutes of physical activity daily. This hour can be done all at once, or in 10-15 minute bursts.
- Lifestyle activities are physical activities that are part of your day-to-day routine or recreation.
- Good physical fitness benefits every side of your health triangle.
- The five elements of fitness are muscle endurance, heart and lung endurance, strength, flexibility, and body composition.
- Set fitness goals for yourself, and explore a variety of ways to achieve those goals. Variety adds enjoyment and will keep you from getting bored.

**Lesson 2** Creating a Personal Fitness Plan

Main Idea A fitness plan includes setting and achieving goals, measuring your fitness

level, choosing activities, creating a schedule, checking your heart rate, warming up, and cooling down.

- Fitness assessments are fitness tests commonly used to determine fitness levels.
- Keep the F.I.T.T. principle in mind: **F**requency, **I**ntensity, **T**ime, and **T**ype of your physical activity.
- Your heart rate is the number of times your heart beats in a minute. When you exercise, measure your heart rate three times: before you workout (resting heart rate), during your workout (target heart rate), and when you just finish your workout (recovery heart rate).
- A complete fitness program should include a balance of aerobic, strength training, and flexibility activities.
- Remember to warm up and cool down to reduce the risk of injury.

Lesson 3 Safety in Sports and Physical Activities

Main Idea Sports and other physical activities should be safe as well as fun.

- When exercising, wear comfortable athletic clothing and proper protective gear.
- Dehydration is often a consequence of exercise. Drink plenty of water before, during, and after your activity.
- When a muscle is stiff or aches, remember P.R.I.C.E.: **P**rotect, **R**est, **I**ce, **C**ompress, and **E**levate the injury.
- Dehydration is a condition caused by too much water loss. It can cause heat exhaustion, or the overheating of the body.



After You Read

Health eSpotlight



Now that you have read the chapter, look back at your answers to the Health eSpotlight questions on the chapter opener. What are some additional ways you could make being active a fun part of your daily schedule?

Reviewing Vocabulary and Main Ideas

On a sheet of paper, write the numbers 1–6. After each number, write the term from the list that best completes each sentence.

- dehydration
- heat exhaustion
- lifestyle activities
- physical activity
- physical fitness
- recovery heart rate
- resting heart rate
- target heart rate

Lesson 1 Physical Activity and Your Health

1. _____ is the ability to handle everyday physical work and play without becoming tired.
2. Forms of physical activity that are part of your day-to-day routine or recreation are known as _____.
3. Any kind of movement that causes your body to use energy is called _____.

Lesson 2 Creating a Personal Fitness Plan

4. Your _____ is the number of times your heart beats per minute when you are relaxing.

5. The level at which your heart and lungs receive the most benefit from a workout is your _____.
6. Your _____ is how quickly your heart rate returns to normal right after exercise is stopped.



On a sheet of paper, write the numbers 7–10. Write True or False for each statement below. If the statement is false, change the underlined word or phrase to make it true.

Lesson 3 Safety in Sports and Physical Activities

7. Depending on the sport or activity, safety equipment can include helmets, protective pads, and goggles.
8. To replace water your body loses through sweat, you should drink about 20 ounces of water every 30 minutes.
9. The F.I.T.T. principle can be used to treat muscle soreness and other sports-related injuries.
10. Symptoms of frostbite include dizziness and clammy skin.

Thinking Critically

Using complete sentences, answer the following questions on a sheet of paper.

11. **Compare and Contrast** In what ways are warming up and cooling down similar? How are they different?
12. **Synthesize** Imagine you are playing softball on a hot day. One of your teammates becomes ill. There is no shade or water nearby. What should you do?



Applying Technology

Write About It

- 13. Persuasive Writing** Write a paragraph explaining the benefits of physical activity. In your paragraph, persuade other teens to be physically active by stating facts, using supporting evidence, and giving examples.
- 14. Expository Writing** Choose a physical activity or sport that you enjoy. Write a safety guide for players to refer to that tells them how to stay safe and prevent injury.

Community Fitness

Work in small groups to create an iMovie® clip that talks about local opportunities for physical fitness.

- Use the Internet to find local sports teams or athletic clubs that you and your peers can join. Choose one organization and write a 2-minute script based on the information that you have collected.
- Rehearse, videotape, and import the script to a new iMovie® file.
- Edit the clip for accuracy and clarity.

Standardized Test Practice

Reading

Read the passage and then answer the questions.

A moderate to high level of flexibility has many health benefits. It helps reduce muscle strains and lower-back problems. It also improves performance in most sports and activities.

Many different stretches can be used to improve flexibility. There are stretching exercises for all major joints of the body. A complete workout should include stretches for each.

While flexibility is important, you should know your limits. It is possible to overdo stretching. A joint that is overly stretched can become injured easily. It can also cause injuries in nearby muscles. An overly stretched shoulder joint, for example, can lead to a dislocated shoulder. This is a painful condition in which the entire shoulder moves out of its normal location.

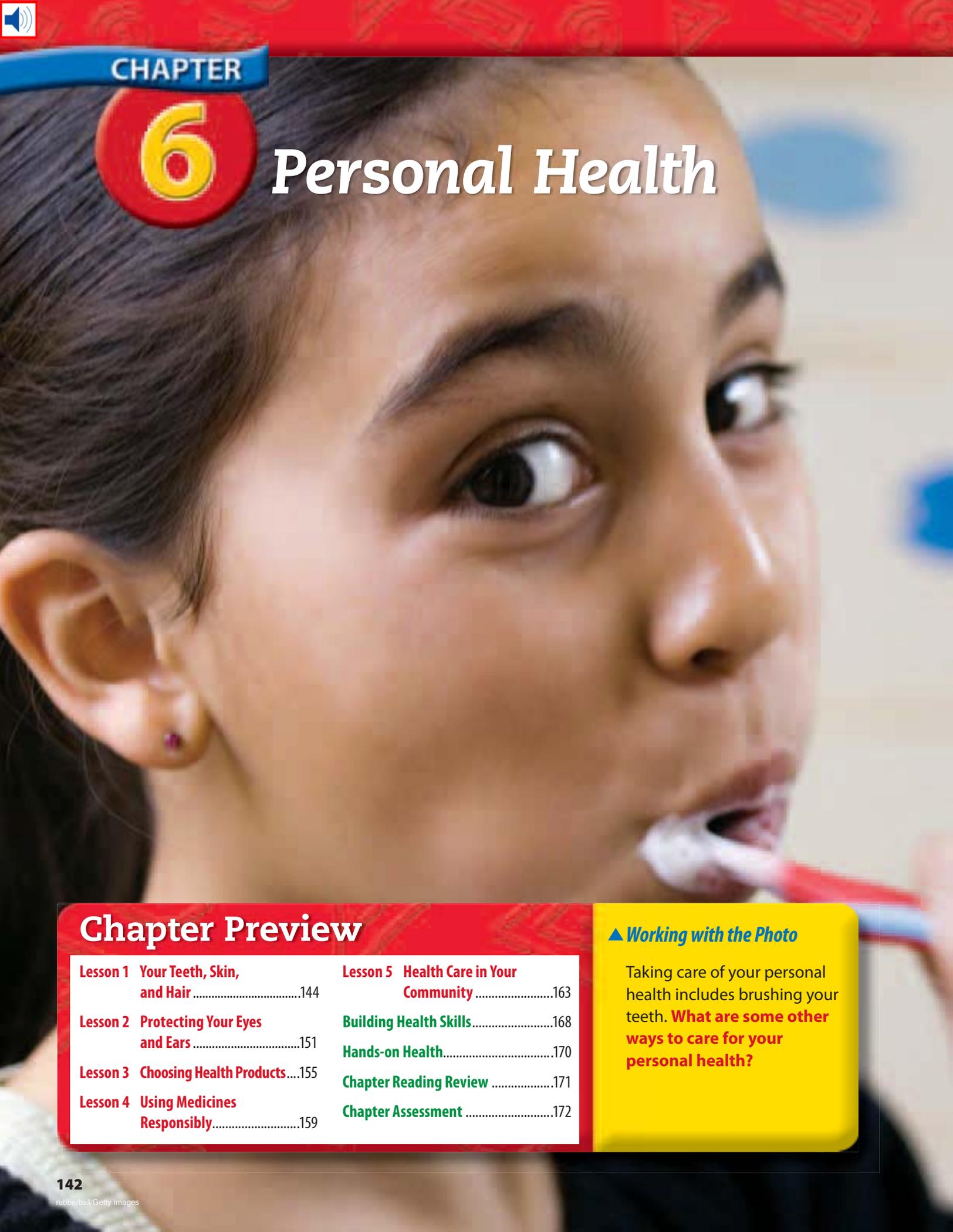
TEST-TAKING TIP

Find the main idea in a reading passage. Then look for details that support this idea.

1. Which statement best sums up the main idea of the passage?
 - A. Flexibility is important but impossible to measure.
 - B. Flexibility helps reduce muscle strains and lower-back problems.
 - C. Maintaining flexibility by stretching is important, but know your limits.
 - D. A dislocated shoulder is a painful condition that can be prevented by stretching.
2. Which of the following is *not* included in the passage?
 - A. An example of an injury that can occur when a joint is made overly flexible
 - B. Examples of stretching activities for all the different joints of the body
 - C. Support for the claim that flexibility has many health benefits
 - D. A warning that you should not overdo it when it comes to stretching



Personal Health



Chapter Preview

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▲ Working with the Photo

Taking care of your personal health includes brushing your teeth. **What are some other ways to care for your personal health?**

Start-Up Activities



Before You Read

What do you know about personal health?

Take the short quiz below. Keep a record of your answers.

HEALTH QUIZ Answer *True* or *False* to each of the following questions.

1. It is important to get annual physical checkups.
2. The media has no influence on what health products I buy as a consumer.
3. I should only use medicines that are prescribed specifically for me.
4. Loud sounds are not harmful to my ears.

ANSWERS: 1. True; 2. True; 3. False; 4. False

FOLDABLES® Study Organizer



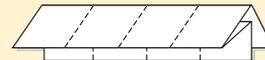
As You Read

Make this Foldable® to help you organize the information in Lesson 1 on teeth, skin, and hair. Begin with a plain sheet of 11" × 17" paper.

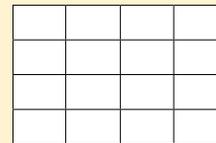
- 1 Fold the sheet of paper into fourths along the short axis. This forms four columns.



- 2 Open the paper and refold it into fourths along the long axis. This forms four rows.



- 3 Unfold and draw lines along the folds.



- 4 Label the chart as shown.

Record information about teeth, skin, and hair in the appropriate sections of the chart. Then use the chart to compare different types of personal care.

Chapter 6	Form	Function	Care
Teeth			
Skin			
Hair			

Go Online

Visit glencoe.com and complete the Health Inventory for Chapter 6.



Lesson 1

Your Teeth, Skin, and Hair

Guide to Reading

Building Vocabulary

In your own words, write definitions for the following terms. Check to make sure your definitions are correct as you read the chapter.

- hygiene (p. 144)
- plaque (p. 145)
- fluoride (p. 146)
- epidermis (p. 147)
- dermis (p. 147)
- sunscreen (p. 147)
- acne (p. 148)
- dandruff (p. 149)
- cuticle (p. 150)

Focusing on the Main Ideas

In this lesson, you will learn to

- **recognize** ways to keep your teeth and gums healthy.
- **identify** ways to take care of your skin.
- **describe** how to care for hair and nails.
- **apply** the skill of advocacy to inform others about proper tooth and gum care.

Reading Strategy

Predicting Read the major and minor headings throughout the lesson. Write a sentence about the kind of advice you think will be given for each heading.

FOLDABLES Study Organizer Use the Foldable® on p. 143 as you read this lesson.

Quick Write

Describe the steps you take in caring for your teeth, skin, and hair.



Looking Your Best

Think about your appearance. Are your clothes neat and clean? Is your hair combed? Did you brush your teeth this morning? Caring for your appearance includes paying attention to your personal hygiene (HY-jeen). **Hygiene** includes *the actions you take to improve or maintain your health*. Keeping your body clean is an example of good hygiene. Your hygiene and resulting appearance affect all three sides of your health triangle. When you look your best, you feel good about yourself. This improves your mental/emotional health. You are more confident around others, strengthening your social health. Good hygiene also keeps your body physically healthy. For example, washing your hands helps prevent illness.



Reading Check

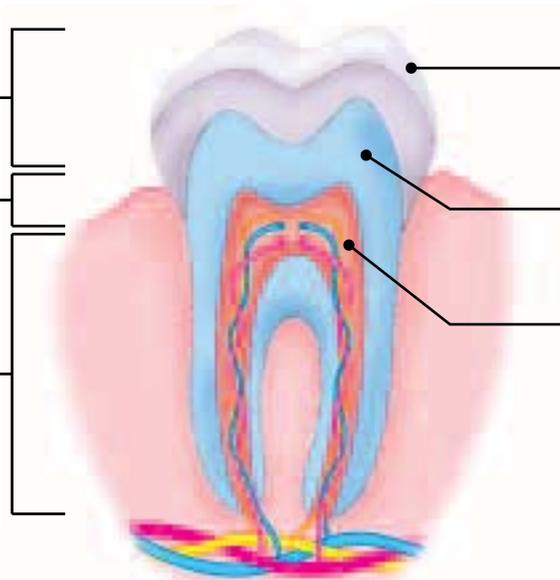
Define What is hygiene?



Crown—the part of the tooth visible to the eye

Neck—the part that connects the crown to the root

Root—the part that holds the tooth in the gum



Enamel—the hard material that covers the crown of the tooth

Dentin—bonelike material surrounding the pulp

Pulp—soft sensitive tissue containing nerves and blood vessels

▲ FIGURE 6.1

THE TOOTH

This figure illustrates the different parts of the tooth. **Which part of the tooth do you see when you look at your smile in the mirror?**

Healthy Teeth and Gums

Your teeth and gums have important jobs. Your teeth make it possible for you to chew and grind food. They aid in forming certain speech sounds. Your teeth help shape and give structure to your mouth.

Your gums anchor your teeth in your mouth and keep them in place. About three-fourths of each tooth is located below the gum line. **Figure 6.1** shows the parts of the tooth.



Tooth and Gum Problems

Proper care of your teeth and gums can prevent tooth decay. If this occurs and goes untreated, your teeth can fall out.

Tooth decay begins with the formation of plaque (PLAK). **Plaque** is a soft, colorless, sticky film containing bacteria that grows on your teeth. The germs in plaque cause bad breath. If left on the teeth, these germs combine with sugars to form an acid that causes tooth decay and gum disease. If plaque is not removed, it eventually hardens and becomes *tartar* (TAR·tuhr). Only a dentist or dental hygienist can remove tartar. **Figure 6.2** shows the stages in tooth decay.

▼ FIGURE 6.2

TOOTH DECAY

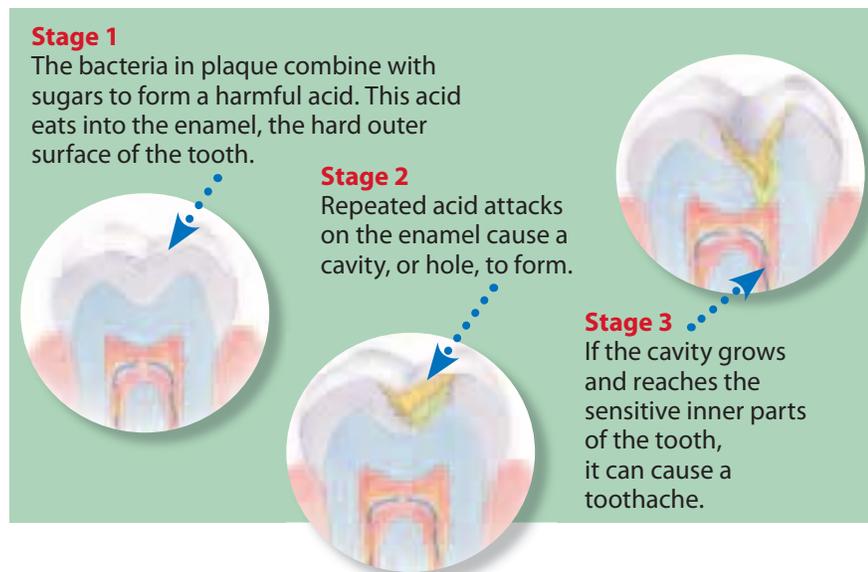
Tooth decay and gum disease can both be prevented. **What are some steps you can take to prevent these problems?**



Reading Check

Explain

How does tooth decay occur?





ACTIVITY

Connect To... Science

Teeth and Talking

Without your teeth, you would have difficulty speaking. To see what that would be like, try making the *th* sound without letting your tongue touch your teeth. What happens? Studying how words are formed is part of a science called linguistics.

See if you can figure out which speech sounds the tongue and lips form.

Keeping Teeth and Gums Healthy

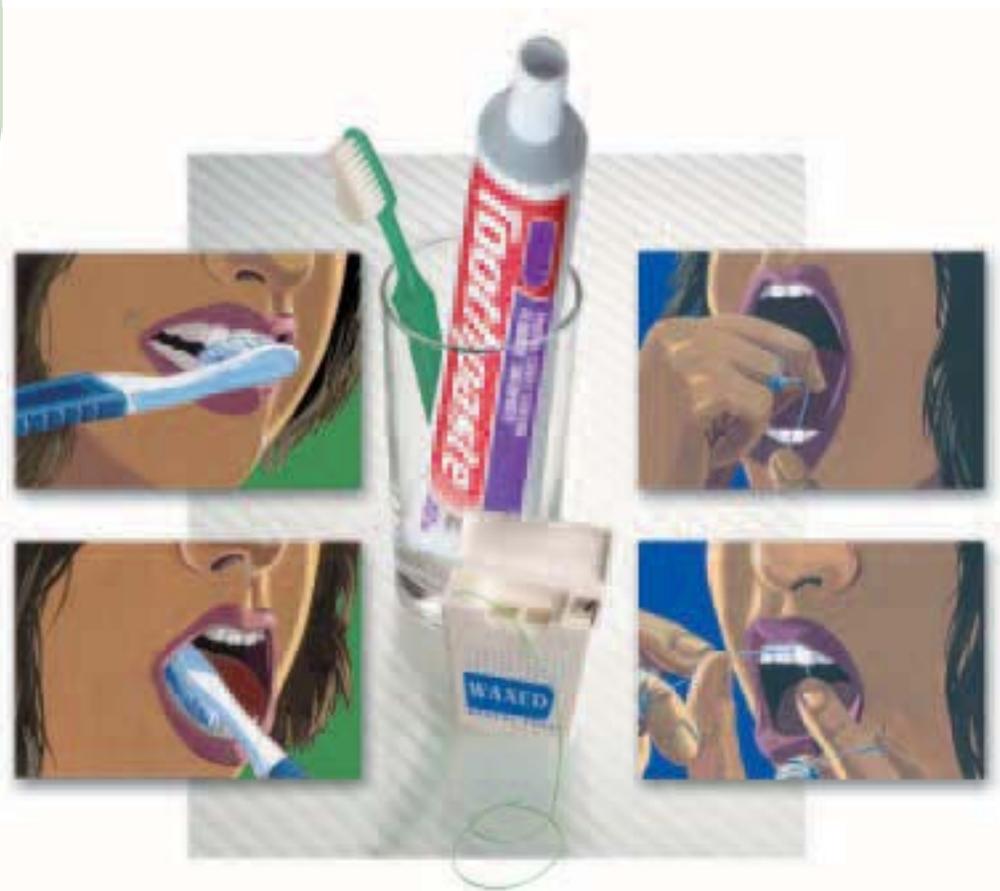
You can help prevent tooth and gum problems by remembering to do three important things. Two of these, brushing and flossing, are illustrated in **Figure 6.3**. Brushing cleans the teeth, removes plaque, and stimulates the gums. Flossing removes food particles and plaque from between the teeth and under the gum line that the toothbrush cannot reach. Flossing also helps to clean underneath braces.

The third way you can maintain your dental health is by eating right. Choose foods that are high in the mineral calcium, such as yogurt and milk. You should also limit foods that are high in sugar, which can cause tooth decay. When you do eat sugary foods, brush your teeth as soon as you can.

► **FIGURE 6.3**

PROPER BRUSHING AND FLOSSING TECHNIQUES

To reduce plaque build-up, brush at least twice a day and floss once a day. **Why is it important to know how to brush and floss properly?**



- You should brush using a soft-bristled brush. Use toothpaste that contains **fluoride** (FLAWR•ahyd), a substance that fights tooth decay. Brush the outer tooth surfaces first. Tilt the top of your toothbrush where your teeth and gums meet. Move your brush back and forth gently, using short strokes across your teeth. Then brush the inner tooth surfaces and your chewing surfaces. Finally, brush your tongue.
- Proper flossing begins with an 18-inch piece of dental floss. Wrap the ends around the middle finger of each hand. Hold the floss tightly between the thumb and forefinger. Now gently slide the floss between your teeth. Move it up or down to the gum line, using a gentle sawing motion. Rub the side of the tooth, and bring the floss back out gently. Repeat the process between all of your teeth.



Regular Dental Checkups

Tim Fuller Photography

Another important way to protect your teeth and gums is to have dental checkups twice a year. The dentist or dental hygienist will clean your teeth to help prevent tooth decay and gum disease. The dentist will also examine your teeth for cavities or other problems.

If your teeth need straightening, your dentist may refer you to an *orthodontist*. This is a dentist who specializes in correcting irregularities of the teeth and jaw. The orthodontist may apply braces to straighten your teeth. This will make your teeth look better and easier to clean.



Reading Check

List Name three habits that promote healthy teeth and gums.



Healthy Skin

What's the biggest organ of your body? Believe it or not, the answer is your skin. The skin acts as a waterproof shield that defends your body against germs. It maintains your body temperature and allows you to feel and sense pressure and temperature.

The two main layers of the skin are shown in **Figure 6.4** on the next page. *The thinner outer layer of the skin is called the **epidermis**. The thicker inner layer of the skin is the **dermis**.*



Skin Care

The most important part of skin care is cleansing. As your body develops, sweat glands become more active. Bacteria can grow in areas where you sweat, such as under your arms. In large enough numbers, these germs give off an unpleasant odor. Washing sweat away keeps your skin clean and smelling fresh. You can also help control sweat and odor by using an antiperspirant or deodorant.

You should also protect your skin from the sun. The sun's ultraviolet (UV) rays can cause sunburn and wrinkles and can increase your risk of skin cancer. Avoid direct sunlight between the hours of 10:00 A.M. and 4:00 P.M. This is when the sun's UV rays are strongest. Whenever you do spend time in the sun, wear protective clothing and use a **sunscreen**. This is a *cream*

▲ Dental braces are made of a variety of materials. **Why would someone need to wear braces?**



Careers for the 21st Century

Dental Hygienist



Dental hygienists examine and clean patients' teeth and gums. Dental hygienists are in demand because everyone needs to have their teeth and gums cared for. You can prepare for a career as a dental hygienist by studying teeth, gums, and the problems they can have.

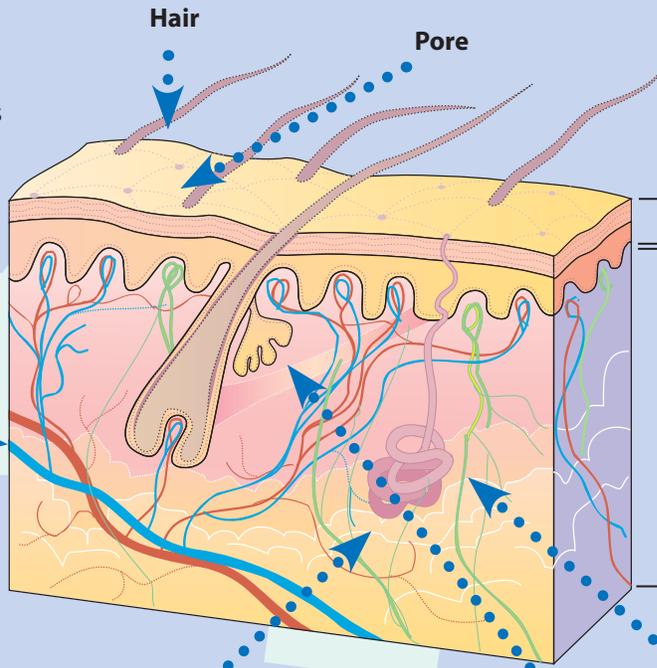
What skills does a dental hygienist need? Go to Career Corner at glencoe.com to find out.



A **Melanin** consists of cells in the epidermis that give the skin its color. Freckles are spots of melanin.

B The **epidermis** continuously makes new skin cells to replace old ones. These new cells are exposed about every four weeks.

Blood vessel



C The **dermis** contains sweat glands, blood vessels, nerve endings, oil glands, and hair roots.

E **Sweat glands** allow perspiration to escape through the pores. Sweat on the skin's surface cools your whole body. Water and salts are eliminated from your body through sweat.

D **Oil glands** keep your skin soft and protect it from cracking and drying.

FIGURE 6.4

THE SKIN

Your skin is a very complex body organ. It has many parts. **What is the outer layer of skin called?**

or lotion that filters out some UV rays. Choose sunscreens with a sun protection factor (SPF) of 15 or higher. Reapply sunscreen about every two hours and after swimming.

Dealing with Acne

No matter how careful you are to keep your skin clean, some skin problems are hard to avoid. One of these problems is acne. **Acne** is a skin condition caused by overly active oil glands. This is due to increased hormone production during the teen years. The excess oil can clog pores, causing bumps on the skin's surface. Mild acne can usually be treated at home. Wash your face with mild soap, but do not scrub too hard. This can irritate skin and cause more acne. Also, avoid squeezing pimples, which can leave acne scars on your skin. For serious cases, you may need to see a *dermatologist* (DER·muh·TAH·luh·jist). This is a doctor who treats skin disorders.



Go Online

Topic: Helping Troubled Skin

Visit glencoe.com for Student Web Activities to learn more about dealing with acne.

Activity: Using the information provided at the link above, create a one-page fact sheet that lists the causes, effects, myths, and treatment of acne.



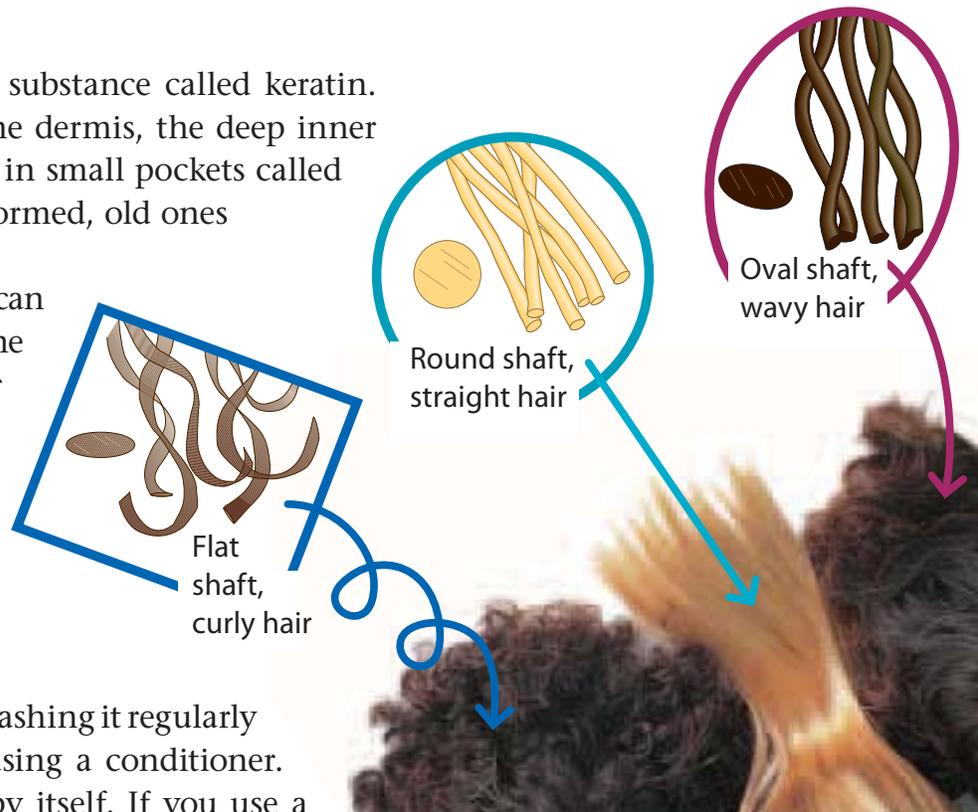
Reading Check

Explain Why is it important to keep your skin clean?

Healthy Hair

Your hair is made up of a substance called keratin. The roots of the hair are in the dermis, the deep inner layer of skin. They are housed in small pockets called *follicles*. As new hair cells are formed, old ones are forced out.

The part of the hair that you can see is the *shaft*. The shape of the hair shafts determines whether your hair is wavy, curly, or straight. Like living skin, hair gets its color from the pigment melanin. The color of your hair is determined by heredity.



Hair Care

Keep your hair healthy by washing it regularly with a gentle shampoo and using a conditioner. If possible, let your hair dry by itself. If you use a blow dryer, use low heat. Styling irons and high heat from hair dryers can make hair dry, brittle, and faded. Brushing or combing daily removes dirt and helps spread natural scalp oils down the hair shaft.

Problem Hair and Hair Problems

Two conditions that can affect the health of your hair are dry or oily scalp. Either problem can be corrected by choosing the right shampoo. Read the label carefully. Different products are made for dry, oily, and normal hair. Chlorine in pool water can be another problem. Special shampoos can remove chlorine.

Another common scalp problem is **dandruff**. This is *flaking of the outer layer of dead skin cells*. Washing your hair regularly controls dandruff. If this does not work, try a dandruff shampoo.

Sometimes, an itchy scalp is caused by head lice. These tiny, wingless insects live in the hair. They are easy to catch from someone else. To prevent lice from spreading, avoid sharing hats, combs, and brushes. If you get lice, you can kill them with a medicated shampoo. You will also need to wash all your bedding, towels, combs, brushes, and clothing. Everyone else in your house will need to take these steps, too.

▲ No matter what kind of hair you have, it deserves proper treatment. **What are three steps you can take to keep your hair healthy?**

Reading Check

List Name two steps that are part of good hair hygiene.



Any EtnaPhoto Edit; Alamy Images; Alamy Images

▲ Proper nail care keeps your nails looking clean and healthy.

What are some steps you can take to improve the appearance of your nails?

Your Nails

Like your hair, your fingernails and toenails are made of a tough substance called keratin. Around the nail is a *nonliving band of outer skin* called the **cuticle** (KYOO-ti-kuhl).

To keep nails healthy, soften your hands with warm water. Use a cuticle stick to push back the cuticle. Trim your nails using a nail clipper or small scissors. Cut your toenails straight across, so the nail is at or just beyond skin level. Use an emery board or nail file to round out the ends of your fingernails slightly and smooth out rough edges. Never bite your nails. Putting your fingers in your mouth can spread germs.



Explain Describe how you should trim your fingernails and toenails.

Go Online

Visit glencoe.com and complete the Interactive Study Guide for Lesson 1.



Lesson 1 Review



Review this lesson for new terms, major headings, and Reading Checks.

What I Learned

1. **Vocabulary** What is *plaque*?
2. **Recall** Between what hours are the sun's UV rays strongest?
3. **Explain** What are two ways to treat acne?

Thinking Critically

4. **Hypothesize** What can happen to your teeth and gums if you do not floss regularly?

5. **Compare** In what ways are hair and nails similar? How are they different?

Applying Health Skills

6. **Advocacy** Create a booklet that explains the importance of proper tooth and gum care. Include original art, if you like, with step-by-step instructions. Distribute copies to students in other classes.