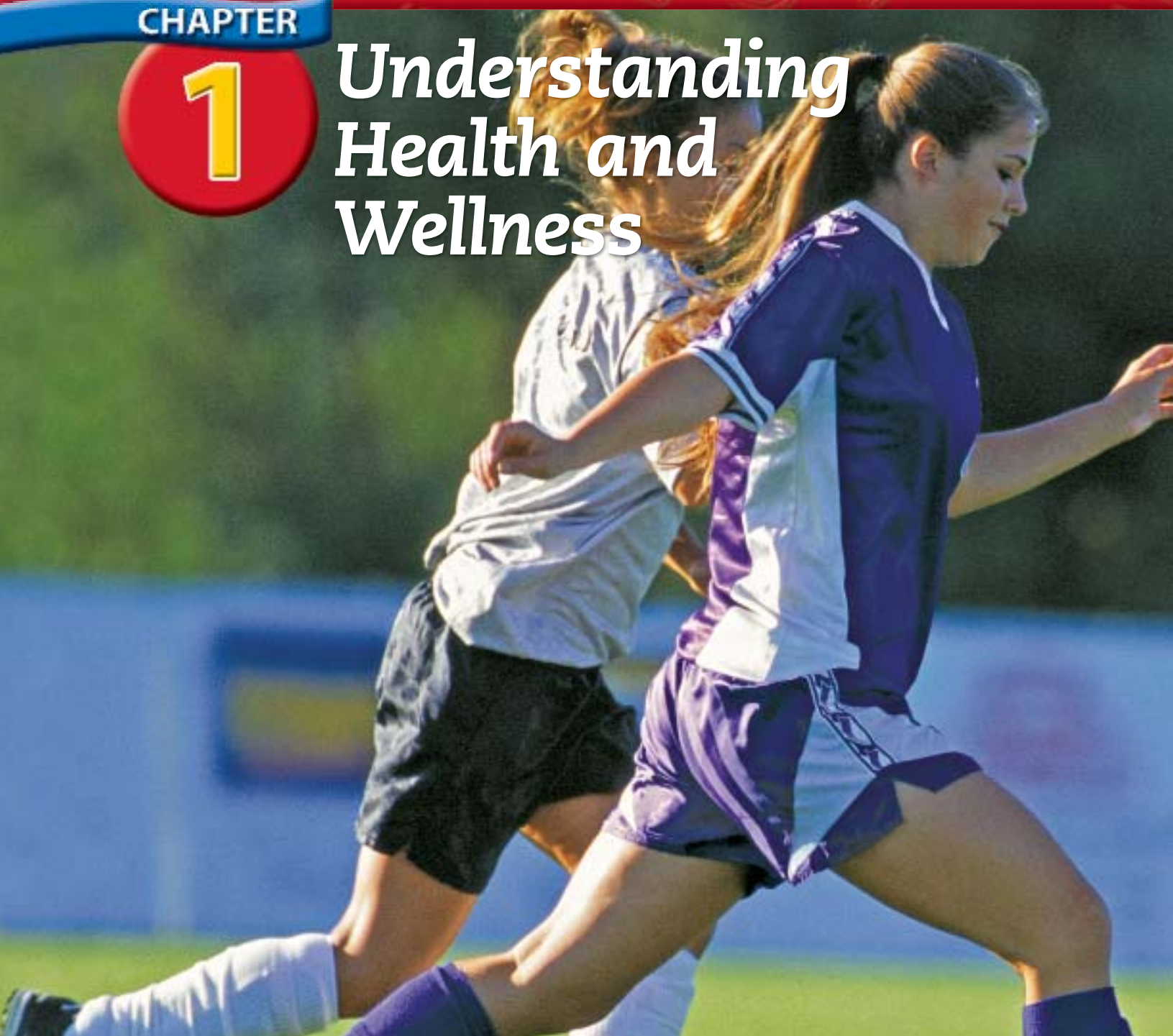




1

Understanding Health and Wellness



Chapter Preview

Lesson 1 Your Total Health	4	Building Health Skills	28
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▲ Working with the Photo

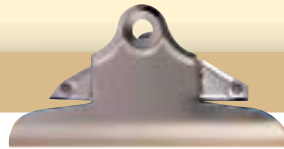
Physical activity is an important part of your overall health. **How can being healthful make your day fun?**

Start-Up Activities

Before You Read

What do you do to keep yourself healthy?

Take the short health inventory below. Keep a record of your answers.



HEALTH INVENTORY

1. I get at least nine hours of sleep every night.
(a) always (b) sometimes (c) never
2. I am a good listener.
(a) always (b) sometimes (c) never
3. I try to fill my life with positive people and activities.
(a) always (b) sometimes (c) never

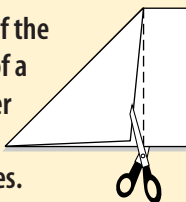
FOLDABLES® Study Organizer

As You Read

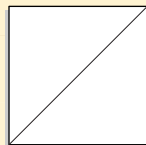
Make this Foldable® to record and organize what you

learn in Lesson 1 about the three parts of health. Begin with two plain sheets of $8\frac{1}{2}'' \times 11''$ paper.

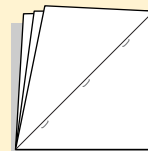
- 1 Line up one of the short edges of a sheet of paper with one of the long edges. Cut off the leftover rectangle.



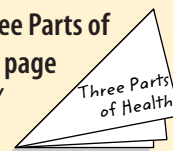
- 2 Repeat Step 1 with the second sheet. You will now have two squares.



- 3 Stack the two squares and staple along the fold.



- 4 Title your Foldable® "Three Parts of Health." Label the inside page spreads *Physical, Mental/Emotional, and Social*.



On the appropriate page of your Foldable® take notes on what you learn about each of the three parts of health, and give examples from your own life.

Go Online

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

Lesson 1

Your Total Health

Guide to Reading

● Building Vocabulary

Two of the words below have similar meanings. Write what you think are good definitions of each word. Make changes to the definitions as you read the lesson.

- health (p. 4)
- wellness (p. 7)
- mind-body connection (p. 8)

● Focusing on the Main Ideas

In this lesson you will be able to

- **identify** the three parts of health.
- **explain** the difference between health and wellness.
- **describe** how the mind and the body are connected.

● Reading Strategy

Finding the Main Idea Read the main headings in this lesson. For each heading, write one sentence that describes the main idea.

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

Quick Write

Write a short paragraph describing how a person with “total health” might look and act. What might this person’s lifestyle be like?

Three Parts of Good Health

Samantha eats plenty of fruits and vegetables each day. Three days a week, she runs two miles after school. However, some mornings she has a hard time getting up because she stayed up too late the night before. On those days, Samantha is cranky and argues with her friends. She is also too tired to pay attention in class. Is Samantha as healthy as she could be?

Like Samantha, your total health involves all the parts of your life. **Health** is a combination of physical, mental/emotional, and social well-being. These different parts affect each other throughout your life. They are like the sides of a triangle. You need all three sides to complete the triangle, and each side supports the other two sides to make up your total health. **Figure 1.1** shows the three sides of the health triangle.

Physical Health

One side of the health triangle is your physical health. Physical health involves the condition of your body. If you feel strong and have lots of energy, you probably have good physical health. Eating a well-balanced diet and doing plenty of physical activity, such as participating in a sport or individual fitness activities, are keys to good physical health. Getting plenty of sleep is also important. Most teens need about nine hours each night.



Richard Anderson

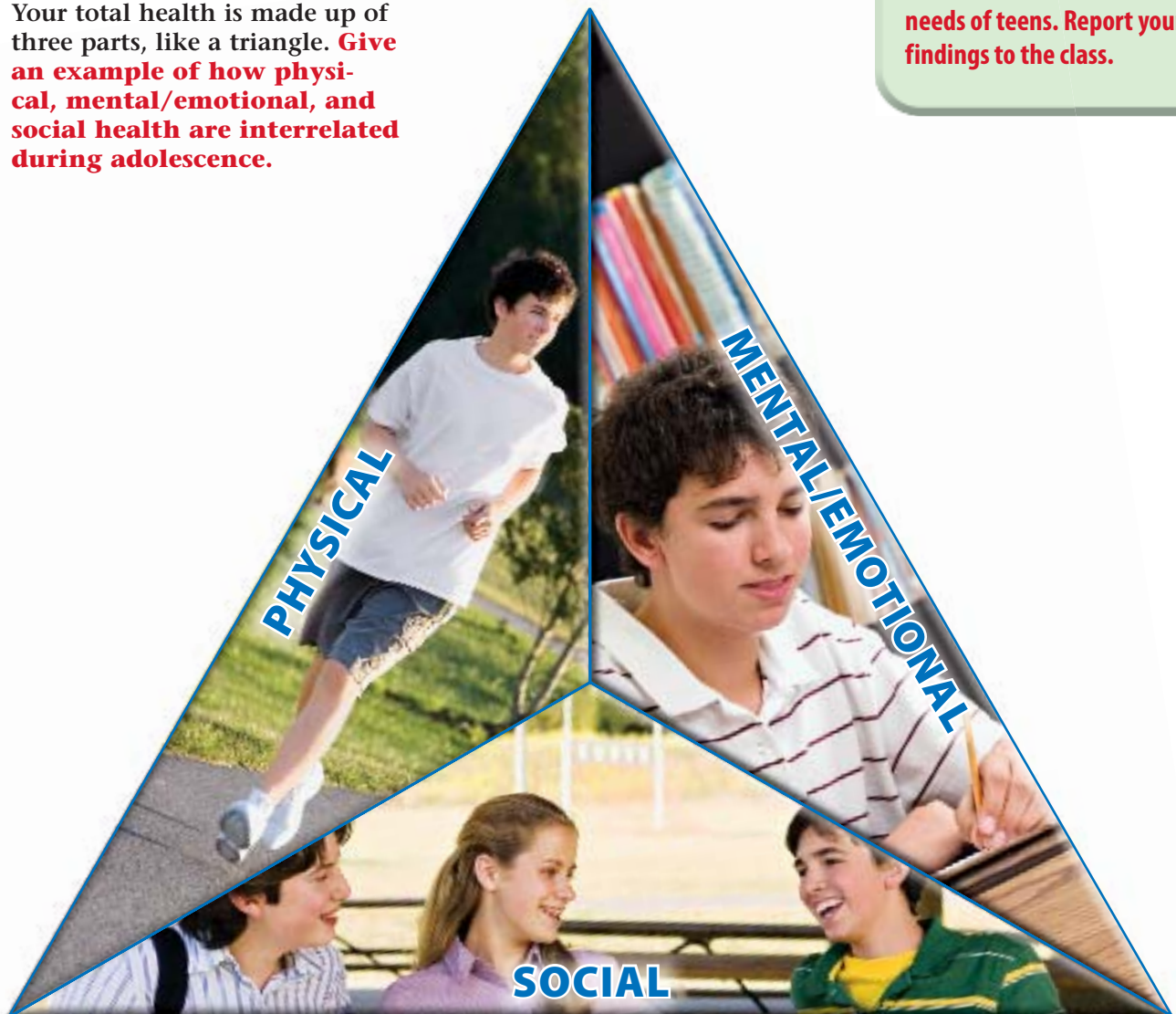
What else can you do to have good physical health? See your doctor and dentist for regular checkups. Brush your teeth every day and practice healthful hygiene habits. Always wear a safety belt when you ride in a vehicle. Wear proper protective gear when you are involved in physical activities. When you are at school, follow the safety rules. All of these actions are strategies for improving and maintaining personal health.

Some activities can harm physical health. You take chances with your health when you smoke cigarettes or use other forms of tobacco. Tobacco products can harm your mouth, heart, and lungs. Using alcohol or other drugs can harm your health, too. They can damage your liver, brain, and other organs. Taking unnecessary risks can also lead to accidents and injuries.

FIGURE 1.1

THE HEALTH TRIANGLE

Your total health is made up of three parts, like a triangle. **Give an example of how physical, mental/emotional, and social health are interrelated during adolescence.**



Connect To... Science

Why Teens Need More Sleep

Scientific research suggests that teens need more sleep than other age groups. To be well rested, set up a regular sleep schedule that includes at least nine hours of sleep each night.

Use reliable resources from your home, school, and community to find out more information about the sleep needs of teens. Report your findings to the class.



What **Teens** THINK



What is one of the greatest challenges for teens today?

One of the greatest challenges for teens today is managing stress. There are so many things that teens worry about that they become stressed and it overwhelms them. If only teens knew how to manage stress, then all the little problems that create stress wouldn't be as difficult to overcome.

Amelia F.
Prince George County, VA



Academic Vocabulary

involves (in VOLVZ) (verb) includes. *Taking charge of your physical health involves eating healthful foods and exercising daily.*



Mental/Emotional Health

Another side of the health triangle is your mental/emotional health. Mental health refers to your ability to solve problems and handle the daily events of your life. When you have good mental health, you are able to see new ways of doing things. Emotional health **involves** feelings, such as happiness, sadness, and anger.

If you are mentally and emotionally healthy, you can face challenges in a positive yet realistic way. You are patient with yourself when you try to learn new subjects or new skills. You understand that everybody makes mistakes—including you! There is usually a “next time” when you can try to do better.

Taking action to reach your goals is another part of mental/emotional health. This can help you focus your energy and give you a sense of accomplishment. Making healthful choices, keeping promises,

and taking responsibility for your actions also contribute to your mental/emotional health, because they help you to feel good about yourself. If you have good mental/emotional health, you feel in control of your life.



Reading Check

Recall What is emotional health?

Social Health

Another part of the health triangle is your social health. Social health describes how you relate to people at home, at school, and everywhere else in your world. Strong friendships and warm family relationships are signs of good social health.

There are skills you can develop for building and maintaining relationships. Be friendly and open toward other people. Be supportive of family members and friends. Encourage them when they are learning new skills. Whenever you can, help them to reach their goals. Show friends and family members that you care about them and that they can count on you to be truthful and reliable. Be considerate and accept who they are. Listen carefully when they need someone to talk to. Follow through when you make promises.



Richard Anderson



◀ Spending time with friends helps strengthen your social health. **Name two skills you can develop to build and maintain relationships.**

Sometimes, your opinions will differ from those of others. When you disagree, choose your words carefully. Pay attention to your tone of voice. You can disagree and express your opinions. However, you do not have to argue or show disrespect.



Reading Check

Name What are the three sides of the health triangle?



Your Overall Wellness

What is the difference between health and wellness? **Wellness** is a state of well-being or balanced health over a longer period of time.

Your health constantly changes. One day you might feel tired. Maybe you slept poorly. Maybe you pushed yourself too hard at sports practice. The very next day, you might feel well rested and full of energy. Your emotions change, too. You might feel sad one day but happy the next. Your overall health at any given time is a kind of snapshot of your physical, mental/emotional, and social health. Your overall wellness takes a longer view. It is the balance between the three sides of your health triangle over weeks and months.

How can you maintain overall wellness? You can practice good health habits and make smart health choices for your mind and body. The smart choices that you make every day can contribute to your wellness over your lifetime. When you practice positive health behaviors, you help to prevent injury, illness, disease, and other health problems.



Reading Check

Recall What is wellness?



Go Online

Topic: Positive Health Behaviors

Visit glencoe.com for Student Web Activities on practicing positive health behaviors.

Activity: Using the information at the link above, list three positive health behaviors you could practice to stay healthy. Briefly explain how each one would benefit your health.



- ▶ Brushing your teeth regularly is a simple but important way to support your total health and wellness. **List three other activities that you can do regularly to maintain your health and wellness.**



Royalty-free/Masterfile

The Mind-Body Connection

Your emotions have a lot to do with your physical health. Think about an event in your own life that made you feel sad. How did you deal with this emotion? Sometimes people have a difficult time dealing with their emotions. This can have a negative effect on their physical health. For example, they might get headaches, backaches, upset stomachs, colds, the flu, or even more serious diseases. Why do you think this happens?

Your mind and body connect through your nervous system. This system includes thousands of miles of nerves. The nerves link your brain to every part of your body. Upsetting thoughts and feelings can affect the signals that go out from your brain to other parts of your body.

The **mind-body connection** is how your emotions affect your physical and overall health and how your overall health affects your emotions. It shows how important it is to keep the three sides of the health triangle in balance. If you become very sad or angry, or if you have other strong emotions, talk to someone. Sometimes just talking to a good friend helps. Sometimes you may be in a situation that requires the professional health services of a counselor or medical provider.

Go Online

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

Reading Check

Explain How are your emotions and your physical and overall health interrelated?

To make sure that your physical, mental/emotional, and social health all work together in a positive way, practice the suggestions on the Healthful To-Do Lists in **Figure 1.2**.

▼ FIGURE 1.2

HEALTHFUL To-Do Lists

Take responsibility for your personal health by keeping all three sides of your health triangle in balance. **Which of the items on these lists do you already do? Which do you need to work on?**

For My Physical Health

1. Eat a well-balanced diet, including eating a healthy breakfast, every day.
2. Sleep at least nine hours each night.
3. Be physically active for at least 60 minutes each day.
4. Bathe and wash my hair regularly.
5. Brush my teeth at least twice a day.
6. Avoid using tobacco, alcohol, and other drugs.
7. Wear a safety belt when riding in a vehicle.
8. Visit the dentist and doctor for regular checkups.
9. Wear protective gear when I bike, skate, or ride a skateboard.

For My Mental/Emotional Health

1. Understand my strengths and weaknesses.
2. Express my feelings clearly and calmly.
3. Be patient with myself.
4. Accept helpful feedback and suggestions.
5. Find activities that I enjoy.
6. Be open to learning new skills and information.
7. Take responsibility for my actions.
8. Manage feelings in healthy ways.

For My Social Health

1. Show that I respect and care for others.
2. Learn to disagree without arguing.
3. Learn to be a good listener.
4. Be open and friendly toward others.
5. Be loyal, dependable, and truthful.
6. Pay attention to the words I use when speaking to or about others.
7. Support my friends and family members.
8. Become close friends with at least one other person.

Lesson 1 Review



After You Read

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

What I Learned

1. **Vocabulary** Define *health*.
2. **Give Examples** List three activities that can contribute to your total health.
3. **Distinguish** What is the difference between health and wellness?

Thinking Critically

4. **Analyze** Reread the story of Samantha on page 4. What parts of her health triangle are out of balance? Suggest ways she could balance her health triangle.

5. **Describe** Name and describe at least three traits that you might find in a person who has good social health.

Applying Health Skills

6. **Goal Setting** Write down three strategies that you could use to improve and maintain your personal health. Choose one strategy from each side of the health triangle. Keep a journal for at least one week. Record what steps you took to carry out your plan.

Lesson 2

Skills for Building Health

Guide to Reading

Building Vocabulary

Each term below relates to a health skill. Write down each term. As you read the lesson, define each of the skills related to the term.

- reliable (p. 11)
- stress (p. 13)
- stress management (p. 13)
- interpersonal communication (p. 15)
- refusal skills (p. 16)
- conflict (p. 16)
- conflict-resolution skills (p. 16)
- advocacy (p. 17)

Focusing on the Main Ideas

In this lesson you will be able to

- **identify** ten basic skills that you need for good overall health.
- **explain** why these skills are important.
- **describe** how to use these skills for total health and wellness.
- **apply** the health skill of advocacy to encourage teens to be physically active.

Reading Strategy

Classifying Create a chart like the one shown here. As you read the lesson, list the health skills in the left column. In the right column, write ways in which each skill will benefit your health.

Health skill	Ways this skill will benefit my health
Accessing information	Will allow me to make informed choices about my health
Practicing Healthful Behaviors	Will allow me to stay well

Quick Write

Write a short paragraph describing a health decision that you made recently.

Learning Health Skills

Just as you learn sports, math, reading, and other kinds of skills, you can learn skills for taking care of your health. **Figure 1.3** lists ten different health skills that will be covered in detail in the following chapters. You will have the opportunity to practice each of these skills, and practicing them will help you master them. Using these skills will improve your health and overall wellness.

Accessing Information

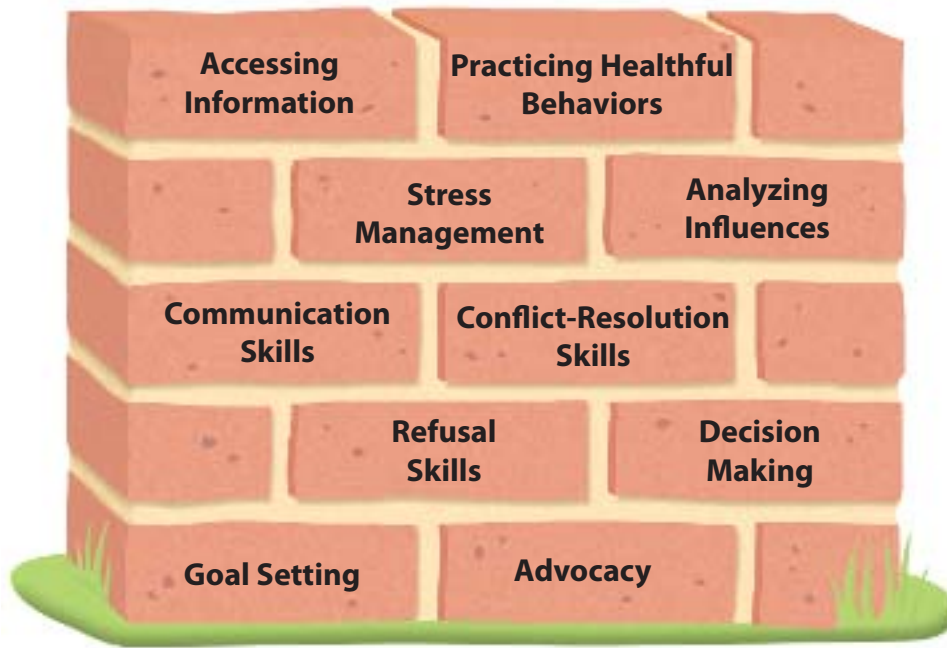
A world of information is at your fingertips. Just pick up a newspaper or magazine. Turn on your television, radio, or computer. You can always learn more about whatever you are interested in. To make good choices for your health, you need good sources of information. You also need strong research skills.



▼ FIGURE 1.3

TEN BUILDING BLOCKS FOR TOTAL HEALTH

These ten skills will help you build lifelong health and wellness. **Which part of the health triangle do you think communication skills benefit the most?**



Sources of Information

Where can you find all this information? You can use resources from the home, school, and community to get valid health information. Your first source should be your parents, guardians, or other adults you trust. You can also use library resources.

You can find more facts about health and health-enhancing products or services through media sources such as television, radio, and the Internet. TV and radio interviews with health professionals can give you information about current scientific studies related to health. The Internet has up-to-the-minute information from government agencies, universities, and health care providers. Web sites that end in .gov and .edu are often the most reliable sites.

Getting health information is important, but so is analyzing whether that health information is valid, or reliable. **Reliable** means that the source is *trustworthy and dependable*. Try to learn something about the person or organization providing the information. For example, is the author of a health article an **expert** on the subject? Does he or she name scientific studies or other sources for the facts? To make sure the information is correct, try to find other books or articles that agree or disagree with the author.

Academic Vocabulary

expert (EK spert) (*noun*) a person who has a lot of knowledge in a specific subject. *Ms. Mendoza asked her neighbor to speak to our class because he is a fitness expert.*



- ▶ Making good decisions about your health begins with finding valid health information. **Name two online sources that you can use to get valid health information.**



Royalty-free/Masterfile

If you are doing research on the Internet, check who owns or operates each Web site that you are using. Is the owner or operator a university, hospital, or government office? Find out who wrote the information for the site. Check out the author just as you would for a print article. If you are not sure whether the source is trustworthy, check with the librarian.



Reading Check

Define What does *reliable* mean?



Self-Management

When you were younger, your parents and other adults decided what was best for your health. Now that you are older, you make many of these decisions for yourself. You take care of your personal health. You have a say in what you eat and when you sleep. You are developing your self-management skills. Two key self-management skills are practicing healthful behaviors and managing stress.

Practicing Healthful Behaviors

When you practice healthful behaviors, you start seeing benefits quickly. These benefits last as you grow and change. Exercise regularly, and your heart and muscles grow stronger. Eat healthful foods and drink plenty of water, and your body works more effectively. Get a good night's sleep, and you wake up with more energy. Practicing healthful behaviors can help you learn new skills, meet challenges, and enjoy life. Practicing positive health behaviors can also prevent injury, illness, disease, and other health problems.



Stress Management

Rashid was a good baseball player. When he played for fun with friends, he could hit, catch, and run the bases well. Before league games, however, Rashid often felt worried. He did not want to make a mistake. His worrying gave him a headache. His stomach got so upset he could hardly eat. These things made him play poorly. Rashid was showing signs of **stress**, *the body's response to real or imagined dangers and other life events.*

You will always have positive and negative stress in your life. Positive stress can be helpful. It can help you focus and take action. For example, you might study hard for a test so you will do well.

At times, however, stress can make you feel unsure of yourself. It can keep you from taking action or trying new things. This kind of stress is not helpful, as Rashid's story shows. This negative stress can hurt your physical health by making it hard to sleep or making your head or stomach hurt.

Stress is part of daily life. Learning strategies for dealing with stress is an important self-management skill. **Stress management** means *identifying sources of stress and learning how to handle them in ways that promote good mental/emotional health.*



Reading Check

Define What does *stress* mean?



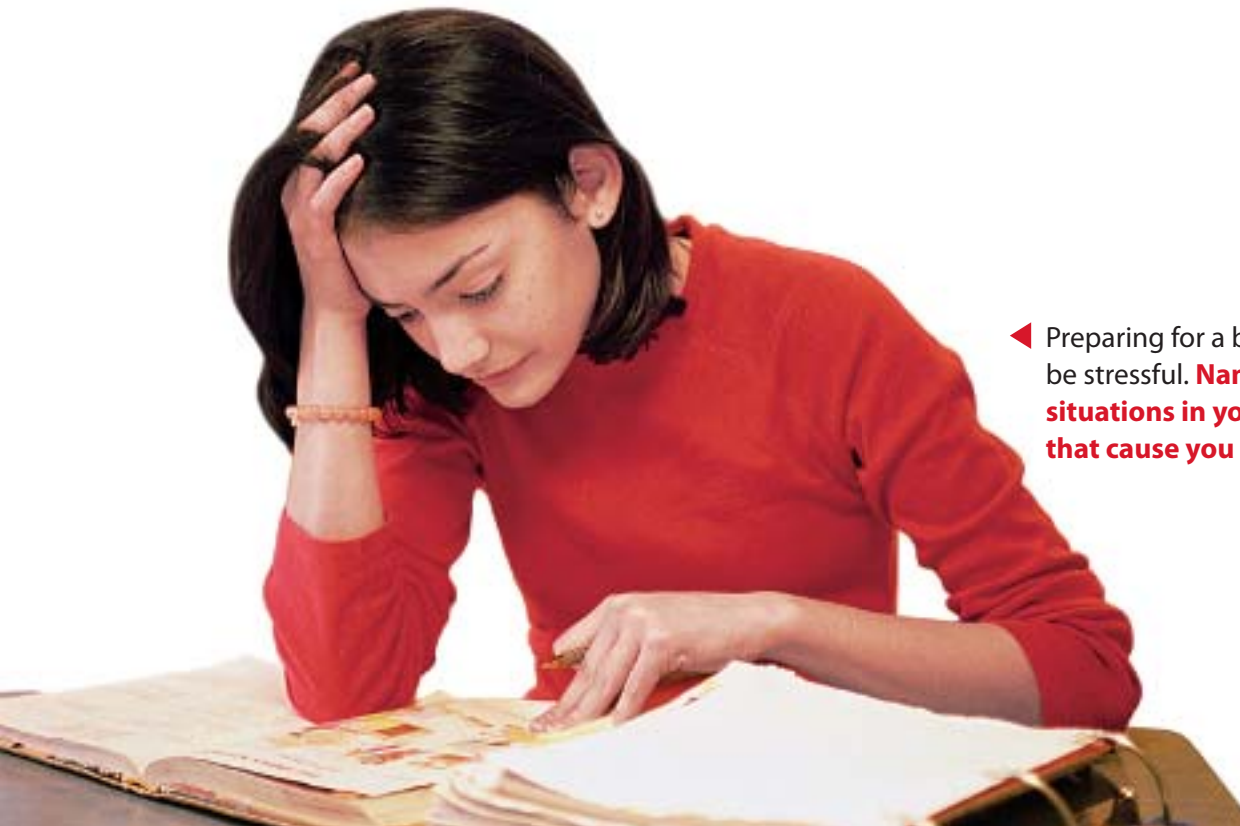
Connect To... Science



Stress Chemicals

When you feel stress, your body releases certain chemicals. One such chemical is adrenaline. Adrenaline makes your heart beat faster to pump more blood. It makes your lungs work harder to take in more oxygen. It also boosts the amount of sugar in your blood. This gives you more energy to deal with danger.

Research how adrenaline and other stress chemicals affect the body. Write a short paragraph about your findings.



◀ Preparing for a big test can be stressful. **Name two situations in your life that cause you stress.**



ACTIVITY

MediaWatch

Smart Shopping

How can you be sure that a product is safe to use? You need to analyze whether the product's claims are valid. Read product labels carefully. Follow the directions and look for warnings. The U.S. Product Safety Commission warns buyers about unsafe products and their risks.

Research one of the latest U.S. Product Safety Commission's warnings. Share your findings with the class.

Analyzing Influences

Brian Peters/Masterfile

Jonathan needed basketball shoes. He had finally saved enough money to buy a new pair. He did not want to waste his money, so he researched different brands. He wanted shoes that would fit well and last a long time. Jonathan found two brands that might work for him. He had seen ads on television for one of the brands featuring a major basketball star. The other brand was of high quality, but no sports star was promoting them. They cost less than the other brand and they were just as good. Even so, Jonathan's friends told him to buy the shoes worn by the star in the commercial.

Jonathan had to decide whether the more expensive shoes were worth buying. What might have affected his decision? First, he saw an ad for shoes that featured a basketball star. He also listened to his friends' opinions. Finally, Jonathan thought about which shoes he liked best.

Your decisions have to do with more than just knowing facts. They also have to do with your own values and beliefs. The opinions of your friends and family members, your culture, and messages from the media also affect your decisions. Understanding what influences you will help you make responsible choices in the future.

Reading Check

Describe What influences affect your decisions?

- ▶ Decisions that affect your health are often connected to personal taste: your likes and dislikes.

What information do you use to decide whether a food is healthful for you?





Health Skills Activity

Advocacy

A Physical Fitness Campaign

You and some friends want to help teens in your community understand that physical activity benefits health. How can you influence your peers to make the positive choice of participating in regular physical activity? You have an idea: Make a comic strip showing that physical activity is healthy and fun.

With a Group

Create a comic strip that encourages teens to be physically active on a regular basis. Follow these steps:

1. Create a story line.
2. Develop characters. The characters can be people, talking objects like baseballs, or anything else that you can imagine.
3. As a group, discuss how to make your comic strip convincing and engaging.
4. Divide jobs, such as drawing and writing dialogue, among group members.
5. Present your completed comic strip to the rest of the class.

Communication Skills

How many people did you communicate with today? Did you tell someone how you were feeling? Did you listen to someone tell you about a new idea? Did you smile at a friend? Did someone smile at you? Your relationships with others depend on good communication skills. You must be able to speak well and listen carefully, too. Speaking skills help you express your ideas and feelings in healthful ways. Listening skills let you understand the messages other people send you. These skills are part of **interpersonal communication**, *the sharing of thoughts and feelings with other people*. Two of the most important communication skills are saying no when others want you to do something unhealthy and settling conflicts peacefully. By using these skills, you can handle difficult situations safely and fairly.

Communication skills involve more than speaking and listening. You send messages through the words you choose and how you say them, through your facial expressions, and even through your posture. When you communicate effectively, you can prevent misunderstandings. You can also support others when they need it.



Refusal Skills

When you stand up for a decision you make, you also need to stand up for the values and beliefs behind that decision. This is especially true when you choose to avoid potentially harmful situations.

Refusal skills, ways to say no effectively, are a great tool to use when you need to avoid behavior that is unhealthy, unsafe, or goes against your values and beliefs. Here are some ways to say no effectively:

▲ Refusal skills can help you avoid potentially harmful situations.

Name a situation in which a teen might need to use refusal skills.

- **Say no.** “No, I can’t go with you today.”
- **Tell why not.** “I would be breaking a promise.”
- **Offer other ideas.** “What about tomorrow?”
- **Promptly leave** if you need to.

To say no effectively to behavior that you don’t want to take part in, use the right body language and tone. For example, direct eye contact, a serious facial expression, and a firm but not angry tone of voice will communicate your message clearly.

Conflict-Resolution Skills

People have different wants, needs, and ways of looking at things. Sometimes this causes a **conflict**, or a *disagreement between people with opposing viewpoints, interests, or needs*. Conflict is a normal part of life. Dealing with conflict is an important part of social health. It takes good **conflict-resolution skills**. This means having *the ability to end a disagreement or keep it from becoming a larger conflict*.

People often disagree over how to spend time, spend money, or share resources. Here are some conflict-resolution tips:

- Take a time-out to let everyone calm down.
- Allow each person to tell his or her side of the story.
- Let each person ask questions of the other.
- Keep thinking of creative ways to resolve the conflict.



Reading Check

Identify What are refusal skills?

Decision Making and Goal Setting

The path to good health begins with good choices. These include the choice to eat nutritious foods and get enough sleep. Chapter 2 explains how to use the steps of the decision-making

process to take responsibility for your physical, mental/emotional, and social health.

Learning how to set realistic goals is another step towards health and well-being. Maybe you want to run in a big race. Maybe you want to sharpen your skills in a sport so you can try out for the school team. In Chapter 2, you will find information that will help you develop your goal-setting skills.

Advocacy

You might know of unsafe or unhealthy conditions in your school or neighborhood. For example, each day you might pass a busy street corner without a stop sign. You might think that it's dangerous. When you care about an issue that could harm people's health, you work to improve it. Working to bring about a change involves the skill of advocacy. **Advocacy** is *taking action in support of a cause*. Advocates may write letters to newspaper editors to call for change. They may also collect signatures from people who support a cause and send the signatures to local government leaders.

 **Reading Check** **Explain** What is advocacy?

 **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** Define *interpersonal communication*.
2. **Identify** Give two examples of self-management skills.
3. **Distinguish** What is the difference between stress and conflict?
4. **Give Examples** Name two activities that would allow you to be an advocate.

Thinking Critically

5. **Analyze** Why is it important to develop skills for finding reliable information?
6. **Describe** Name two refusal skills that can help you say no to activities that could harm your health.

Applying Health Skills

7. **Accessing Information** List three sources you could use to find valid information about nutrition. Explain why you think each source is or is not valid.

Lesson 3

What Affects Your Health?

Guide to Reading

Building Vocabulary

Three of the four terms below refer to types of influences on your health. Write down examples of each type of influence.

- heredity (p. 18)
- environment (p. 19)
- cultural background (p. 21)
- evaluate (p. 22)

Focusing on the Main Ideas

In this lesson, you will be able to

- **explain** why heredity is a health factor that you cannot control.
- **explain** the role that environment plays in your total health.
- **identify** internal and external influences that affect health choices.
- **access** reliable information to evaluate an advertised product.

Reading Strategy

Predicting Read the main headings and look at the figures in this lesson. Then write down three pieces of information that you think might be covered in the lesson. After you have completed the lesson, look back to see whether your predictions were correct.

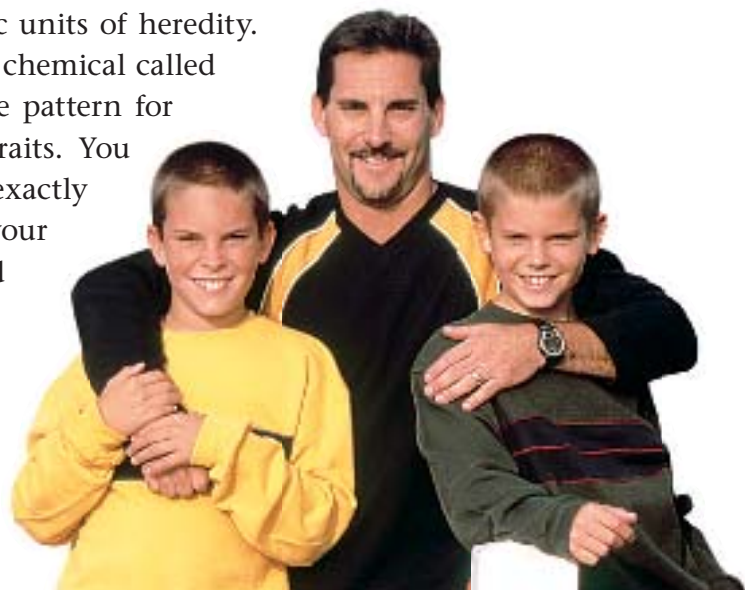
Quick Write

List three influences that might affect your health.

Your Heredity

Many factors affect your health and wellness. You have control over some of these factors but not all. For example, you cannot control the color of your skin or eyes. You cannot control the shape of your nose or your ears. Heredity (huh·RED-i-tee) controls these and other physical traits, or parts of your appearance. **Heredity** is the passing of traits from parents to their biological children.

Genes are the basic units of heredity. They are made from a chemical called DNA, and they set the pattern for all of your physical traits. You inherited, or received, exactly half your genes from your father. You inherited the other half from your mother.



- Children look like their parents because of inherited traits. **Give two examples of inherited traits.**



Genes do more than determine traits such as hair and eye color. Genes control how every cell in your body works. Genes can affect your health in ways that you cannot control. For example, some genes can cause disease. It helps to be aware that you might have inherited genes that could increase your risk of developing a certain disease. That way, you can make better decisions about your health. For example, if you have a family history of heart disease, you can choose to eat a low-fat diet and exercise regularly to keep your heart healthy.

Reading Check Identify What is heredity?

Your Environment

Think about where you live. Do you live in a city, a suburb, or a small town? Do you live in the country? Where you live is the physical part of your environment. **Environment** includes *all living and nonliving things around you*. Environment affects your personal health. **Figure 1.4** lists some of the parts of your environment.

FIGURE 1.4

FACTORS OF YOUR ENVIRONMENT

People live in many different environments, including big cities and small towns. **What are two factors of your physical environment?**



Physical Environment

- Where you live
- Housing
- Climate
- Air and water quality

Social Environment

- Family
- Neighbors
- Educational opportunities
- Job opportunities



Health Officer



Health officers work for many departments of health at the local, state, and national level. They run programs that teach people how to live healthier lives. There will always be a need for health officers because people will always need information on maintaining good personal health. In order to prepare for a career as a health officer, you'll need to take science classes like biology and psychology.



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

Physical Environment

Your physical environment includes the home you live in, the school you go to, the air and water around you, and the climate. The climate is what the weather is like where you live. For example, some places have warm weather all year long. Other places have cold winters and warm summers.

Air and water quality are important parts of your physical environment. Breathing fresh air and drinking clean water are important for good health. Motor vehicles, factories, and power plants can all pollute the air. Air pollution can have negative effects on health. For example, polluted air can harm the health of teens with respiratory problems such as asthma. The quality of indoor air can be affected by whether family members smoke.

The water quality in cities is usually good because the drinking water is purified. Harmful pollutants are removed. Water in the country often comes from wells. Sometimes chemicals from farms pollute wells. Well water may need to be tested from time to time to ensure that the water is safe to drink.

Social Environment

Do you have brothers or sisters? Brothers, sisters, and other family members are all part of your social environment. Your social environment includes others in your life, such as friends, classmates, and neighbors. It also includes the services available to you, such as schools, health care, and recreation.

Does your community have places for recreation, such as parks and tennis or basketball courts? Recreation is as much a part of your social environment as schools and health care. Having places to play games and enjoy physical activities can have a positive effect on your overall health. Many communities have resources such as playgrounds and community centers where people can take part in different activities.

You may not be able to change your physical and social environments. However, you can recognize that there is a relationship between factors in these environments and your personal health. Understanding this relationship can help you develop strategies for improving and maintaining your personal health. For example, you probably can't change the fact that you live in a warm and sunny climate. You can, however, wear sunscreen to help protect your skin from the sun's harmful rays. You can't easily change the people who are your classmates, but you can choose which of them will be your close friends.



Reading Check

Describe What makes up a person's social environment?



Health Skills Activity

Accessing Information

Evaluating Information in Ads

To make good health decisions, you must decide what is valid and what is not. Here are tips to help you evaluate information in ads.

- **Check the source.** What or who is the source of the information in the ad? Is the source reliable? Many ads do not give any source. Other ads list unclear sources such as “most doctors” or “leading athletes.”
- **Consider claims the ads make.** Some ads make health claims about a product. How can you tell whether the claims are true? Look for facts that help prove whether the claims are true or misleading. Places to check the reliability of sources and claims in ads include your local library and Internet sites run by a government agency or university.

On Your Own

Choose a newspaper or magazine ad or TV commercial about a product that could affect your health. It could, for example, be about a food, drink, or cosmetic product. Find reliable sources of information and research the health benefits of the product. Present your findings to the class.

Your Health Choices

Your daily choices shape your health and wellness. These choices depend on many factors. Some factors are part of who you are. They include your likes, dislikes, feelings, and ways of thinking. Other factors are part of your physical and social environment. Your friends, family, trusted adults, and the media are some examples. Choices, unlike environment or heredity, are under your complete control. It’s important to take responsibility for your personal health behaviors and choices.

Influence of Family and Friends

Your family is one of the biggest influences on your life. It shapes your **cultural background**, or *the beliefs, customs, and traditions of a specific group of people*. Your family and its cultural background influence the holidays you celebrate, the foods you eat, and the activities you take part in. Your cultural background can also affect your health. Knowing how your lifestyle and family history relate to the cause or prevention of health problems can help you stay well.

- ▼ The celebration of Kwanzaa is a tradition in many African American families. **What are some other holiday celebrations from different cultural backgrounds?**






Your friends can also influence your choices. This influence can be positive or negative. For example, a friend who listens to you and helps you find good solutions to problems is a positive influence. A friend who urges you to drink alcohol or try other risky behaviors is a negative influence. It is important to understand that peer pressure can influence healthful choices.

Influence of the Media

What do television, radio, movies, magazines, newspapers, books, billboards, and the Internet have in common? They all are forms of media.

The media are powerful sources of information. They can help you make wise health choices. However, you need to **evaluate**, or *determine the quality of*, everything you see, hear, or read. This is especially true of magazine ads and TV commercials. Their goal is to make you want to buy a product, whether or not it is good for your health. Knowing how to analyze health information, products, and services can help you make wise health choices.



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



Reading Check

Identify What are some influences on health choices?



Lesson 3 Review



After You Read

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

What I Learned

1. **Vocabulary** Define *evaluate*.
2. **List** Name two types of media that could influence your decisions.
3. **Identify** Name two factors that are part of the physical environment.

Thinking Critically

4. **Apply** Watch a TV commercial for a health-related product. What information does the commercial tell you about the product? Do you think the information is valid? Explain.

5. **Synthesize** What can a teen who has a family history of heart disease do to reduce the risk of getting the disease?

Applying Health Skills

6. **Analyzing Influences** For a week, identify as many influences on your health choices as you can. Label each influence as being positive or negative. Explain why you chose the labels you did.

Lesson 4

Health Risks and Your Behavior

Guide to Reading

Building Vocabulary

Two of the terms below are related to keeping you safe. Write down these words. As you read the lesson, write their definitions.

- risk (p. 23)
- risk behaviors (p. 24)
- consequences (p. 24)
- cumulative risk (p. 25)
- prevention (p. 26)
- abstinence (p. 27)

Focusing on the Main Ideas

In this lesson you will be able to

- **describe** how risks and risk behaviors can affect your health.
- **explain** that risk behaviors have consequences.
- **identify** ways to avoid or reduce risk.

Reading Strategy

Finding the Main Idea Read the main headings in this lesson. For each heading, write one sentence that describes the main idea.

Risk and Risk Behaviors

Some risk is a part of everyday life. A **risk** is *the chance that something harmful may happen to your health and wellness*. Some risks are easy to identify. For example, if you ride a bike without a helmet, you risk a head injury if you fall. Other risks are more hidden. For example, you might have a habit of snacking on high-fat foods. Eating these foods may lead to unhealthy weight gain and heart disease later in life.

Quick Write

Write about something you believe is a risky behavior. List the possible negative consequences of that behavior.



- ◀ Inline skating can be fun, but like all physical activities, it carries the risk of injury. **What steps have these teens taken to reduce their risk of injury while inline skating?**



Richard Anderson

You cannot avoid every kind of risk. For example, if you play a sport, you risk injury. Wearing protective gear reduces the chance of injury but does not eliminate it completely. Risks that can be avoided often involve **risk behaviors**, which are *actions or choices that may harm you or others*. Smoking cigarettes is a risk behavior; riding in a car without wearing a safety belt is another.

Reading Check **Identify** What are risk behaviors?

Risks and Consequences

Risk behaviors have consequences. **Consequences** are *the results of actions*. Some risks have consequences that may not be physically dangerous and may affect only you. If you choose not to study for a test, for example, you risk getting a low score on the test. Other risks can have serious consequences. For example, picking a fight at school can hurt both you and others.

Reading Check **Identify** What are consequences?

▲ Physical injury can be a consequence of certain risk behaviors. **How might an injury affect mental/emotional and social health?**



Academic Vocabulary

benefits (BEN uh fits) (noun) positive things. *One of the benefits of healthful eating is having enough energy to get through your day.*



Teens and Risks

Many teens know ways in which to reduce risks related to the health problems of adolescence. They know, for example, that using tobacco, alcohol, and other drugs are risk behaviors that have many serious effects on health and wellness.

Many teens also know how to compare the **benefits** and risks of activities to reduce risk to themselves. For example, they know that wearing a safety belt will help protect them in the event of a motor vehicle accident. Most middle-school students make sure to buckle up when riding in a vehicle. Teens also understand that regular exercise helps fight heart disease and other illnesses. Most teens try to be physically active. See **Figure 1.5** for more information on how teens choose behaviors that help them avoid risk and protect their health.

How Risks Add Up

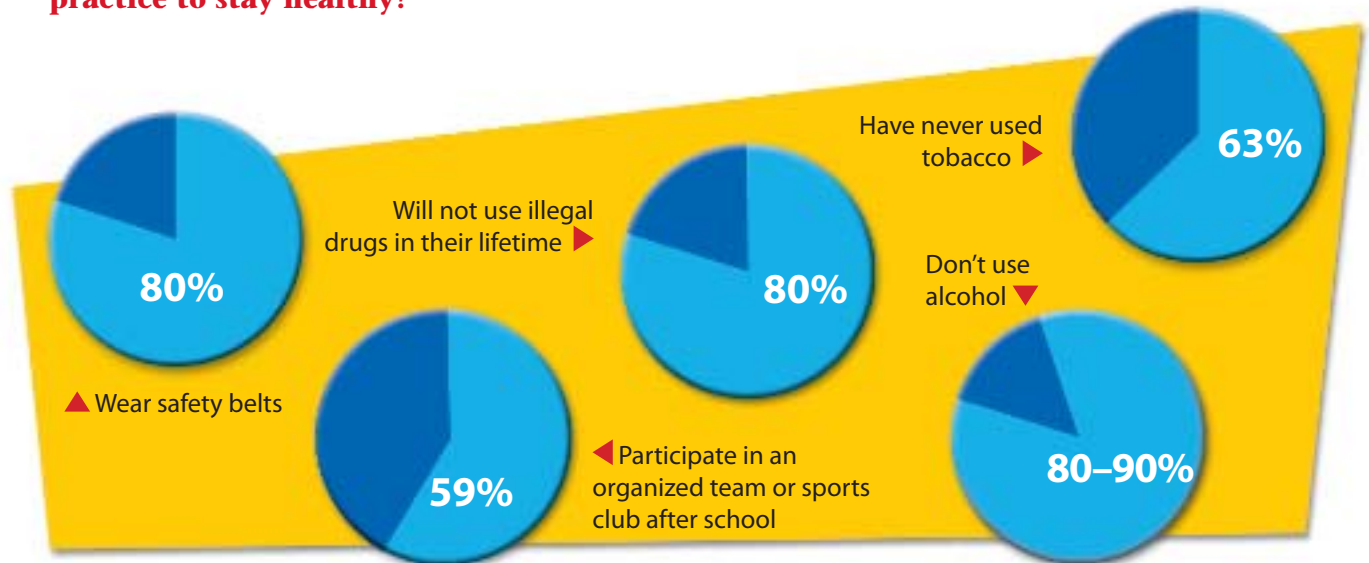
On its own, a risk may not seem that dangerous. The greater the number of risks, however, the greater the chances of negative consequences. For example, jogging on a busy street is one risk factor. Jogging on a busy street at night adds another risk factor. Jogging along a busy street at night during a rainstorm greatly increases the chances of serious injury. Or, eating a diet full of



▼ FIGURE 1.5

MOST YOUNG PEOPLE CHOOSE TO AVOID RISKS AND PROTECT THEIR HEALTH

Most teens know ways in which to reduce risks related to the health problems of adolescence. **What positive health behaviors do you practice to stay healthy?**



high-fat foods is one risk factor. Not getting regular exercise is another risk factor. These two risks combined greatly increase a person's chances of developing heart disease. *When one risk factor adds to another to increase danger, it is called **cumulative risk.***



Reading Check

Identify What is cumulative risk?

Is It Worth the Risk?

You travel to school and other places. You play sports or enjoy other physical activities. These activities offer you benefits. As with any activity, they also have some risks. Ask yourself, are the benefits greater than the risks? For example, are the benefits of playing a sport greater than the risk of getting hurt? Evaluate each risk before making a decision.

Check the facts before making decisions about risks. Study how likely it is that a risk behavior will have negative consequences. Research what healthful behaviors can reduce risks. The skill of accessing information can help you do this. For example, research has shown that wearing a safety belt when riding in a vehicle cuts the risk of serious injury in half in the event of a crash. When you know how much risk a behavior carries, you can decide whether it is worth doing.



Connect To... Math



How Often Do Sports Injuries Occur?

In the United States, more than 30 million children and teens participate in some form of organized sports. Each year, about 3.5 million people ages 14 and younger get injured playing sports or participating in recreational activities.

Calculate the percentage of children and teens who play sports or participate in recreational activities *without* experiencing an injury.

How to Avoid or Reduce Risks

Practicing **prevention** means *taking steps to avoid something*. This is the best way to deal with avoidable risks. For example, wear a helmet when you ride a bike to help prevent head injury. Slow down on wet or icy pavement to help prevent a fall. Prevention also means watching out for possible dangers. When you know what dangers lie ahead, you can avoid them. See **Figure 1.6** for tips on protecting yourself from risks. By following these tips, you can prevent many accidents and injuries. Take responsibility for your personal health behaviors by working to reduce risks.



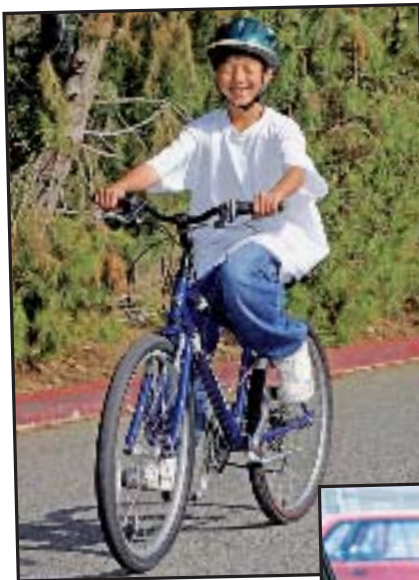
Reading Check

List What are two main ways to avoid or reduce risk?

FIGURE 1.6

TIPS FOR REDUCING RISK

Risk-reducing behaviors are key to maintaining your overall health. **What other actions can you take to reduce risks?**



- ✓ Plan ahead.
- ✓ Think about consequences.
- ✓ Resist negative pressure from others.
- ✓ Stay away from risk takers.
- ✓ Pay attention to what you are doing.
- ✓ Know your limits.
- ✓ Be aware of dangers.



Risks and Your Total Health

Abstinence is the conscious, active choice not to participate in high-risk behaviors. If you choose not to smoke, you will reduce your risk of getting lung cancer. If you stay away from alcohol, illegal drugs, and sexual activity, you will avoid the many negative consequences of these risky behaviors.

By practicing abstinence from risk behaviors, you take an active role in caring for your health. This will benefit each part of your health triangle. Avoiding risk behaviors will help prevent illness and injuries, contributing to your physical health. When you take steps to reduce risks, you can feel good about making responsible health choices. This helps strengthen your mental/emotional health. In many cases, practicing abstinence from risk behaviors and reducing unavoidable risks can help keep others safe, too. This will benefit your social health.



Reading Check

Explain How can avoiding risk behaviors benefit your physical health?

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** Define *prevention* and use it in a sentence.
2. **Give Examples** Name three risk behaviors that can have negative health consequences.
3. **Explain** What does *abstinence* mean? Give an example of practicing abstinence.
4. **List** Name two or more risk factors that can create a cumulative risk.

Thinking Critically

5. **Hypothesize** Suppose two teens are riding their bikes on a busy street at night. One is wearing a helmet and the other is not.

Describe the risks that both teens are taking. What possible consequences do these risks carry?

6. **Apply** Give an example of how prevention can help a person avoid a risk.

Applying Health Skills

7. **Refusal Skills** Suppose a peer asks you to participate in a high-risk behavior such as drinking alcohol. Write a dialogue between you and the peer in which you use refusal skills to say no to this risky behavior.

Building Health Skills

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

Advocacy

What are Advocacy Skills?

Advocacy skills involve taking action in support of a cause. An advocate is someone who works to bring about a change.

Ways to Take Action

- Write letters to government leaders and newspaper editors.
- Collect signatures from people in your community.
- Organize activities in your school or neighborhood.
- Volunteer with a group that shares your feelings. If no group exists, start your own group.
- Contact local radio or television stations to see if they will give your cause airtime.

Making Healthy Choices



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

1 Model

Read how Derek uses advocacy skills to convince his brother, Steve, to wear his safety belt while driving his car.

Derek's older brother, Steve, just got his driver's license. Derek asked Steve to drive him to his soccer game one Saturday morning. When they got in the car, Derek fastened his safety belt. Steve did not. He began to back the car out of the driveway.

Derek: Wait, Steve. You forgot to buckle your safety belt.

Steve: The soccer field isn't that far, so I don't need it.

Derek: That's what you think! It's no big deal to buckle up, you know. It can keep you from dying or getting really hurt if you get into an accident. I don't want to get hurt in an accident, and I don't want you to get hurt either.

Steve: You're right, Derek. I'll buckle up right now.

2 Practice

Michael wants to use the skill of advocacy to convince his friend, Jose, to wear a helmet when he skateboards. Read the passage and then practice the skill of advocacy by completing the activity below.

A few days later, Jose and Michael got out their skateboards and headed over to the skate park. When they got there, Jose realized that he had forgotten to bring his helmet. He didn't feel like going home to get it. Michael knew that if Jose fell without a helmet, he could injure his head. Write a conversation showing how Michael could use the skill of advocacy to persuade Jose to make a healthy choice.



3 Apply

Apply what you have learned about using advocacy skills by completing the activity below.

Think of a time when a friend or someone in your family engaged in a risk behavior. Write a sentence or two to describe the situation. Then write a letter persuading that person to make healthier choices in the future. In your letter, explain the consequences of the risk behavior. Tell how changing the behavior will improve the person's health.

Self-Check

- Did I describe a risk behavior and its consequences?
- Did I write a letter persuading that person to make a healthier choice in the future?

HANDS-ON HEALTH



A Picture of Health

What does a healthy person look like?

Healthy people eat nutritious foods and participate in regular physical activity. They have the energy to do the work that they need to do, plus extra energy for fun. They use their time alone in useful ways. They can think clearly and learn new skills and information. They get along with others.

In this activity, you and your classmates will make a photo collage featuring people who display physical, mental/emotional, and social health.

What You Will Need

- Poster board
- Old magazines
- Scissors
- Markers
- Glue



What You Will Do

- 1** Your teacher will divide the class into small groups. He or she will hand out the materials listed above to each group.
- 2** As a group, look through the magazines to find pictures of people demonstrating physical, mental/emotional, and social health. Try to find images that show a variety of ages.

- 3** Paste the cutout images on the poster board to create a photo collage. Title the collage "A Picture of Health."

Wrapping It Up

As a group, present your collage to the rest of the class. Explain to your classmates the images that show each side of the health triangle. Describe how physical, mental/emotional, and social health are related. If possible, display your collage in the classroom or in a school hallway.

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 1–4. Find a partner and quiz each other using these study aids.

Lesson 1 Your Total Health

Main Idea Your total health is made up of your physical, mental/emotional, and social health.

- Wellness is a state of well-being or balanced health over a longer period of time.
- The mind-body connection is a link between emotions and physical health.
- Eating healthy, getting enough sleep, and being physically active are a few ways to maintain good physical health.
- Being patient with yourself and others, understanding your strengths and weaknesses, and expressing your feelings in a calm way are a few ways to maintain good mental/emotional health.
- Showing respect for others, being a good listener, and supporting friends and family members are a few ways to maintain good social health.

Lesson 2 Skills for Building Health

Main Idea Health skills help you build life-long health and wellness.

- Accessing information is the skill of knowing where and how to find reliable information.
- Practicing healthful behaviors and stress management are self-management skills.

- Analyzing influences means understanding how influences affect your choices.
- Communication skills include refusal skills and conflict resolution.
- Decision making involves a process for making good health choices.
- Goal setting includes setting a specific goal and creating a plan to achieve it.

Lesson 3 What Affects Your Health?

Main Idea Factors that affect your health include heredity, environment, and the choices you make.

- Your inherited traits are health factors that you cannot control.
- Your physical environment is the place where you live and the things around you.
- Influences on your health choices include family, friends, and the media.

Lesson 4 Health Risks and Your Behavior

Main Idea Risk behaviors have consequences that can affect your health and wellness.

- It is important to evaluate risks.
- A risk is the chance that something harmful may happen to your health and wellness.
- You can reduce risks to your health by avoiding alcohol, drugs, and tobacco; wearing a safety belt; and being physically active.
- Prevention means taking steps to avoid something.

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 1–4. After each number, write the term from the list that best completes each statement.

- mind-body connection
- physical
- mental/emotional
- wellness
- social

Lesson 1 Your Total Health

1. Your _____ health involves how you relate to others.
2. Powerful emotions might play a role in your catching a cold because of the _____.
3. A balanced health triangle helps to maintain _____.
4. _____ health can be improved by being physically active on a regular basis.

Write the numbers 5–18. Write **True** or **False** for each statement below. If false, change the underlined word or phrase to make it true.

Lesson 2 Skills for Building Health

5. Negative stress can cause physical problems, such as headaches.
6. Effective refusal skills include saying no to unhealthy behaviors.

7. A reliable source has information based on opinions.
8. An example of advocacy is walking to raise money for cancer research.
9. Good listening skills are an important part of goal setting.

Lesson 3 What Affects Your Health?

10. Your cultural background cannot affect your health.
11. Your physical environment includes your family members.
12. Many of your physical traits are controlled by heredity.
13. Information from advertising needs to be evaluated.
14. Your personal likes and dislikes can influence the choices you make.

Lesson 4 Health Risks and Your Behavior

15. Wearing a safety belt greatly reduces the risk of injury in a motor vehicle accident.
16. The chance of negative consequences decreases as the number of risks increases.
17. Decisions about risks need to be based on facts rather than the opinions of other people.
18. One example of abstinence is engaging in sexual activity.



Applying Technology

Thinking Critically

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

- 19. Analyze** Identify the influences that affected your decision to buy a certain snack.
- 20. Apply** Think about a health factor that you cannot control. What steps could you take to reduce the risk of that factor harming your health?

Write About It

- 21. Narrative Writing** Write a story about a teen who needs to find valid information about allergies. In your story, show how the teen determines what sources are reliable.

Healthy Lifestyle Brochure

Use digital images in Microsoft Word® to create a brochure that encourages your peers to live a more healthy life. Follow the steps below to complete this project.

- Choose one of the three parts of the health triangle to focus on.
- Take digital pictures that represent the part of the health triangle that you have chosen.
- Scan the pictures into a new Word® document with a landscape view and three columns.
- In a few sentences, discuss what each picture says about your part of the health triangle.
- Edit your brochure. Make sure that you have used correct spelling, grammar and punctuation. Also, make sure that your brochure is colorful.
- Save your project.

Standardized Test Practice

Reading

Read the passage and then answer the questions.

Most people know how to keep from getting a cold or the flu. They stay away from people who are sick to reduce exposure to the cold or flu virus. However, many diseases are not caused by organisms. These are known as noncommunicable diseases. Noncommunicable diseases include cancer and heart disease. What causes these diseases? Heredity, diet, physical fitness, tobacco, and alcohol use are all possible factors.

TEST-TAKING TIP

Scan the passage and then read the questions. Go back to the passage to look for information related to the questions.

1. With which statement would the author most likely agree?
 - A. A healthy diet is only a small part of disease prevention.
 - B. There are many things that people can do to stay healthy.
 - C. Viruses cause the greatest number of noncommunicable diseases.
 - D. People should develop healthful habits only when they are at risk of disease.
2. What does *exposure* mean in this sentence? They stay away from people who are sick to reduce *exposure* to the cold or flu virus.
 - A. cold
 - B. risk of contact
 - C. relation
 - D. communicable