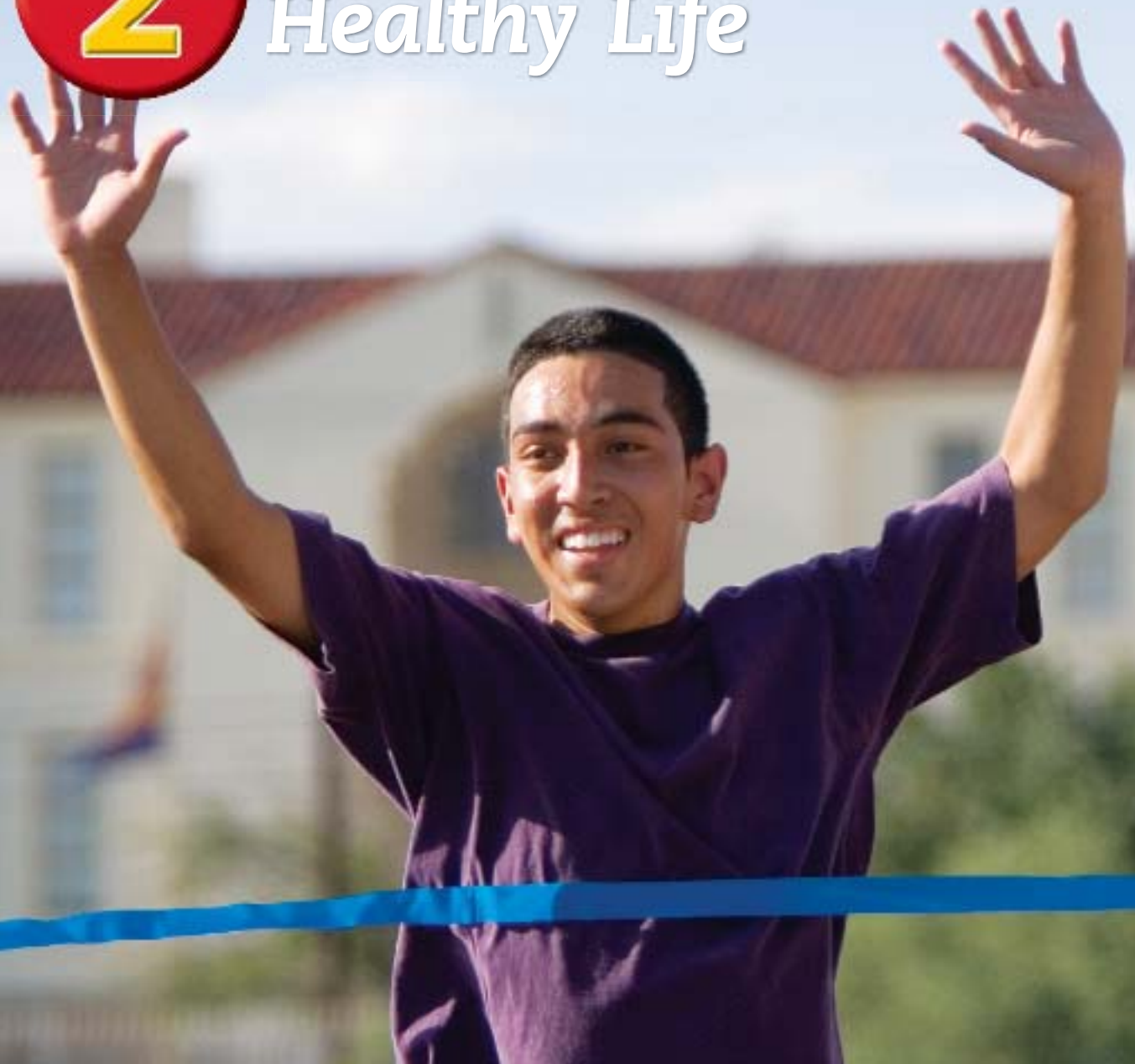




CHAPTER

2

Skills for a Healthy Life



Chapter Preview

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▲ Working with the Photo

Achieving a goal can be very rewarding. **Have you ever set and reached a goal? How did you go about reaching your goal?**

Start-Up Activities

Before You Read

Do you know how to make good decisions? Do you know how to set and reach goals in your life? Take the short quiz on this page. Keep a record of your answers.

HEALTH QUIZ Choose the best answer for each of the following questions:

- All of the following are steps in making informed decisions *except*
 - listing your options.
 - weighing the possible outcomes.
 - avoiding tough decisions.
 - evaluating a past decision.
- Setting goals helps you
 - identify what you want out of life.
 - use your time, energy, and other resources wisely.
 - select goals that are realistic.
 - all of the above.
- All of the following are steps to take when setting a goal *except*
 - set up checkpoints to evaluate your progress.
 - make excuses for yourself if you do not achieve your goal.
 - identify a specific goal and write it down.
 - give yourself a reward once you have achieved your goal.

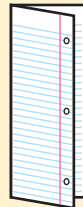
ANSWERS: 1. c; 2. d; 3. b.

FOLDABLES® Study Organizer

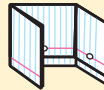
As You Read

Make this Foldable® to help you progress through the six steps of the decision-making process. Begin with a plain sheet of notebook paper.

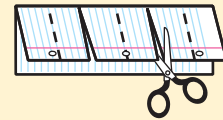
- Fold the sheet of paper from side to side, leaving a $\frac{1}{2}$ " tab along the side.



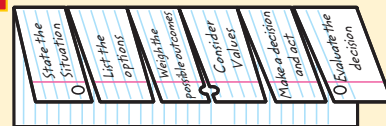
- Turn the paper and fold it into thirds.



- Unfold and cut the top layer along both folds. Then cut each tab in half to make six tabs.



- Label the tabs as shown.



Under the appropriate tab, define terms and record information about each step in the decision-making process.

Go Online

Visit glencoe.com and complete the Chapter 2 crossword puzzle.

Lesson 1

Making Decisions and Setting Goals

Guide to Reading

Building Vocabulary

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

- decision making (p. 27)
- values (p. 28)
- goal setting (p. 29)

Focusing on the Main Ideas

In this lesson, you will learn to

- **describe** how decisions affect your health and the health of others.
- **develop** decision-making skills to make healthful choices.
- **identify** the benefits of setting goals.
- **practice** the goal-setting process to work toward an accomplishment.

Reading Strategy

Comparing and Contrasting Create a chart to compare and contrast the steps used in decision making and goal setting.

FOLDABLES® Study Organizer Use the Foldable® on p. 25 as you read this lesson.

Quick Write

Identify an important decision you made in the last month. Explain what factors influenced your decision. Were you pleased with the outcome?

Decisions and Goals

Do you have privileges now that you did not have a few years ago? Maybe you are able to stay up—or out—later. Perhaps you make more of your own decisions, such as which clothes to buy. You might even have more say in how you spend your time and who you spend it with. As you grow older, you gain more freedom, but with it comes more responsibility. For example, you will be challenged to make decisions that are sometimes tough. You will need to understand the short-term and long-term consequences of decisions you make. Another responsibility is setting goals for yourself and planning how to reach those goals. Making decisions and setting goals will help give you purpose and direction in your life. These skills will allow you to focus on the future as well as the present.

- ◀ Making good decisions is a skill you can learn. **What are some decisions you have made in the last week?**





Tony Freeman/PhotoEdit

In this lesson, you will learn healthful skills for making decisions and setting goals that will **benefit** you now and in the future.

Making Responsible Decisions

Life is filled with decisions. You make plenty of them every day. Some decisions are small, like what to wear or what to eat for breakfast. Even minor decisions, however, can have major consequences. They could permanently change your life and the lives of others. One example is whether or not to fasten your safety belt before riding in a car. This is a small choice, but the consequences could be great if you were involved in a car accident. Wearing a safety belt is a decision that responsible teens make.

Parents trust responsible teens because responsible teens make healthful decisions. Parents feel comfortable allowing their responsible teens to express their independence. They may let their teens have a later curfew or spend more time alone or with friends. Independence is something that you should never take for granted. Responsible teens never use their independence to engage in risky behaviors.



▲ The decision-making process can help you make responsible decisions. **Why is it helpful to write down the steps you take to reach a decision?**



Reading Check

Give Examples Give an example of a minor decision that can affect your health.



The Decision-Making Process

When faced with a decision, whether big or small, you want to make the best one you can. **Decision making** is the process of making a choice or finding a solution. It involves a series of six steps.

Step 1: State the Situation

The first step in making any decision is to identify the situation. One useful approach is to ask yourself questions. What choice do you need to make? Who else, if anyone, is involved? This first step is important because it sets the stage for making a decision that will affect your health.

Step 2: List the Options

Next, make a list of your options. It may be helpful to ask other people for suggestions. Make sure that your options are safe ones. Risking your health or the health of others is never an option.

Academic Vocabulary

benefit (BEN uh fit)
(noun) an advantage; something that is good.
One of the benefits of eating healthy foods is having the energy to play your favorite sports with your friends.



ACTIVITY
DEVELOPING
Good Character

Respect

Liking and respecting yourself is important to good mental health. However, it is hard to do this when you make a decision that goes against your values. When you are faced with a difficult choice, you want to earn the respect of others, but more importantly, you want to respect yourself. Making healthy decisions shows that you respect yourself and your health.

What are some other ways of showing respect for yourself?



Step 3: Weigh the Possible Outcomes

The third step is to consider the possible outcomes, or consequences, of each option. One possible outcome of riding your bike without a helmet could be serious injury in the event of an accident. When weighing your choices, you might use the *H.E.L.P.* formula:

- **H (Healthful)** Will my choice affect my well-being or the well-being of those around me?
- **E (Ethical)** Will my choice show respect for myself and other people?
- **L (Legal)** Will I be breaking the law? Is it legal for someone my age?
- **P (Parent Approval)** Would my parents approve of my decision?

Step 4: Considering Values

When making a decision, always consider your values. **Values** are *the beliefs and principles that guide the way a person lives*. Kevin wore his safety helmet because he valued his health and safety. Honesty, respect, and trust are all important values. Can you think of some other values? Considering your values will guide you in the right direction as you make decisions.

Step 5: Make a Decision and Act

Once you have weighed your options and considered the risks and consequences, you are ready to take action. Choose the course that seems best and that supports your values. Make sure you are comfortable with your decision and how it may affect others as well as yourself. If you are unsure about your decision, ask a parent or trusted adult for help. Some decisions may take longer to come to than others.

Step 6: Evaluate Your Decision

After you have taken action, you should evaluate the outcome of your decision. Did you expect the outcome to turn out the way it did? How did your decision affect others? Do you think you made the right decision? How did your decision make you feel about yourself? If the outcome was not what you had expected, use the decision-making process and try again. Think about what you could do differently. Talk to a trusted friend or adult if you need a second opinion.

Reading Check

List What are the four parts of the *H.E.L.P.* formula?




Setting Realistic Goals

A realistic goal is one that you can reach. For example, running a mile in under ten minutes is a realistic goal. An unrealistic goal is one that you cannot reach. For example, no matter how much you try, you will never be able to run a mile in one minute. Achieving a realistic goal can be very rewarding. **Goal setting** is the process of working toward something that you want to accomplish. Health-related goals help you improve your physical, mental/emotional, and social health. What health-related goals can you set for yourself?

Types of Goals

There are two basic types of goals—*short-term* and *long-term*. Short-term goals are just that: goals you plan to accomplish in a short period of time. This might be a period of hours, days, or weeks. Short term goals may include doing well on a test or writing an e-mail to a friend. Long-term goals are those you plan to achieve within a period of months or years. These may include learning how to play an instrument or becoming a professional athlete. Often, long- and short-term goals are connected. Many short-term goals are stepping stones to achieving long-term goals.




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

The Goal-Setting Process

Like the skill of decision making, goal setting is a process. This process might be viewed as a road map to your accomplishments. It provides a well-defined plan you can follow. Another benefit of the process is that it helps you focus on achievable goals. Finally, this process helps you to make the best use of your time, energy, and other resources.

Step 1: Identify a Specific Goal and Write It Down

Instead of saying “I want to be a better baseball player,” try to make your goal more specific. Chris’s goal is to make the school’s baseball team.

- 
- ▶ Chris wants to eventually become a starter on the school’s baseball team. **What are some short- and long-term goals of your own?**





Tom Fuller

Step 2: List the Steps You Will Take to Reach Your Goal

Achieving big goals can be easier when you break them down into smaller tasks. To achieve his long-term goal, Chris began by setting a short-term goal to improve his throwing and batting skills. He practices for one hour each weekday.

Step 3: Get Help and Support from Others

Identify people who can help you achieve your goals. Possibilities include your friends, parents, teachers, or other trusted adults. Chris's adult neighbor, Royce, who used to be on the school baseball team, is helping Chris train. Chris also practices with his dad, when he comes home from work.

Step 4: Identify and Overcome Specific Obstacles

Sometimes, you may run into a specific obstacle that prevents you from moving forward. Before continuing, you should identify this obstacle and consider ways to overcome it. If you cannot move past this obstacle, you may have to change your goal. Chris, for example, needs a baseball glove in order to practice his catching skills. He will need to borrow a glove from someone until he can save enough money to buy one.

Step 5: Evaluate Your Progress

Regularly check to see how well you are progressing toward your goal. Chris was able to measure his progress at the plate by keeping a record of his batting average. Evaluating your progress allows you to measure your success and adjust your plan to better reach your goal.

Step 6: Give Yourself a Reward

Celebrate your accomplishments. When you reach a goal, reward yourself. When Chris succeeded in making the baseball team, he rewarded himself by buying a new glove.

▲ Often, just reaching your goal is the best reward of all. **How can reaching a goal be rewarding?**

Go Online

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



List Name two steps in the goal-setting process.



Health Skills Activity

Goal Setting

Achieving Group Goals

Reaching group goals can be challenging. That is because groups are made up of individuals with different personalities, ideas, and skills. Reaching a goal as a group requires effective communication, respect, and teamwork. Imagine that your health class wants to raise money for an important cause. Use the goal-setting process to help you develop a plan to achieve this goal.

- **Identify a specific goal.**
- **List the steps to reach your goal.**
- **Get help from others.**
- **Identify and overcome specific obstacles.**
- **Evaluate your progress.**
- **Reward yourself.**

With a Group

Decide on a worthy cause you might raise funds for. Then, use the six-step process to map out a way of reaching your goal.

Lesson 1 Review



After You Read

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

What I Learned

1. **Vocabulary** Define *values*. Use the word in an original sentence.
2. **Recall** What are the steps of the decision-making process?
3. **Identify** What are the benefits of using the goal-setting process?

Thinking Critically

4. **Analyze** How are the skills of decision making and goal setting related?

5. **Hypothesize** Sometimes goals need to be changed. What are some possible reasons for this?

Applying Health Skills

6. **Decision Making** You have to study for a big test. A friend calls to invite you to a party. Use the decision-making process to help you make a choice. Consider the short-term and long-term consequences of your decision.

Lesson 2

Building Your Character

Guide to Reading

Building Vocabulary

Define the terms you think you know. As you read, revise your definitions as needed.

- character (p. 32)
- integrity (p. 33)
- tolerance (p. 34)
- prejudice (p. 34)
- accountability (p. 35)
- empathy (p. 36)

Focusing on the Main Ideas

In this lesson, you will learn to

- **identify** the traits of good character.
- **explain** the role of tolerance in social health.
- **describe** qualities found in a good citizen.

Reading Strategy

Predicting Quickly look at the main headings, figures, and captions before you read this lesson. Predict the kinds of information you think this lesson will provide.

Quick Write

Make a list of the good deeds you did this month. Which of these do you think reveal good character?

**What Is Character?**

How would you describe someone you know? You would probably mention what the person looks like—their physical appearance. You might also mention other qualities, such as what the person says and does. These qualities reveal a person's character.

Character is *the way in which a person thinks, feels, and acts*.

Character involves understanding, caring about, and acting upon certain values. Most people around the world respect certain ethical values, such as trust, respect, responsibility, and fairness.

Figure 2.1 shows different factors that influence character.

Character in Action

Good character is not something you show only once in a while. It is part of who you are and how you live. By having good character, you promote not only your own mental/emotional health but the health of others. Having good character also builds good social health. It strengthens your relationships with others. For example, if you are honest, people will trust you. You also set a good example for others to follow.

There are six main traits of good character. These are *trustworthiness, respect, responsibility, fairness, caring, and citizenship*.



Michael Newman/PhotoEdit

▼ FIGURE 2.1

WHAT INFLUENCES CHARACTER?

There are many factors that can influence a person's character. **Can you think of other factors that are not shown here?**



Parents or Guardians	Stories	Life Experiences	Examples Set by Others
The earliest influence on your character was likely a parent or guardian. Parents or guardians are our first teachers of character.	Stories have morals. These are lessons that teach about values or character traits.	Experience is often a great teacher. Think about sports and games that build and reinforce character and values.	Role models inspire us to act or think in a certain way. They set good examples. What people do you look up to for inspiration?

Trustworthiness

At the beginning of this school year, Keith was given a key to his house. His parents explained that, as a teen, he was becoming more independent. They felt he could be *trusted* with this responsibility.

People who are trustworthy are reliable. They follow through with what they promise they will do. Suppose you agree to meet a friend after school to work on a project. If you are trustworthy, you show up at the agreed-upon location—on time. If you cannot make it, you let the other person know.

Trustworthy people are also honest, or truthful. This is a quality that cannot be compromised. You cannot be “a little honest” or “truthful some of the time.” Honest people do not lie or give false impressions. They do not steal or cheat.

Trustworthy people have integrity. **Integrity** is *the quality of doing what you know is right*. Imagine seeing a wallet lying on the street outside your school. Would you keep it for yourself or return it to its owner? Even though it may be difficult, a person with integrity would make the second choice. At the very least, he or



- ▶ Loyalty is one quality of a trustworthy person. **Do you show loyalty to your school's teams? Describe an action you have taken that shows your loyalty to your school or community.**



Tom & Dee Ann McCarthy/CORBIS

she would take the wallet to the school office or lost-and-found. A trustworthy person is also loyal, or *faithful*. A loyal friend will not allow others to say untrue or mean things about you.



Reading Check

List Name two qualities displayed by trustworthy people.

Respect

What does *respect* mean to you? You might say it means being polite, but respect is much more than that. When you respect people, you consider their feelings. For example, when you disagree with friends or family members, you listen to what they have to say without criticizing them. You also respect their wishes and never ask them to do things that are unhealthy or unsafe.

Showing respect also applies to yourself. When you respect yourself, you avoid dangerous situations and high-risk behaviors. You abstain from sexual activity and from using alcohol, tobacco, or other drugs. Respecting yourself means respecting your body. It means keeping yourself physically active and giving your body the rest it needs.

One element of respect that is especially critical in today's world is **tolerance**. This is *the ability to accept other people as they are*. We live in a society made up of people who come from different cultures and backgrounds. Learning about these groups and their customs can enrich your life. Tolerance can also be a tool for fighting prejudice, or intolerance. **Prejudice** is *an opinion or fear formed without having facts or firsthand knowledge*. Examples include negative opinions formed for no good reason, usually against a different racial, religious, or cultural group.



DEVELOPING

Good Character

Being a "Good Winner"

It is just as important to be a "good winner" as it is to be a "good loser." Good winners do not taunt or tease their opponents. Instead, they look for ways to show them appreciation and respect.

What are some positive ways of behaving when you win?



Responsibility

Think about some of the things you are responsible for now. You may be responsible for helping out with family chores. Maybe you are responsible for watering the plants, setting the table, or doing your own laundry. As you grow older, your responsibilities will increase even more.

With responsibility comes **accountability**. This is *a willingness to answer for your actions and decisions*. When you are accountable, you do not blame others for your mistakes. You accept the consequences for your actions.



Reading Check

Give Examples What are some behaviors that demonstrate trustworthiness, respect, and responsibility?

Fairness

Fairness is a character trait learned early in life. You may recall being taught the importance of sharing at an early age. In sports, being fair means obeying a set of rules. It also means including and being supportive of other players no matter their skill level, gender, or ethnic background. If you are fair, you keep an open mind. You are willing to listen to people whose opinions differ from yours.

Another quality shared by fair people is good sportsmanship. Life is filled with contests and competitions. Whenever two people compete, someone loses. A good sport is able to accept defeat gracefully. A fair person is a good sport, on and off the playing field.

- ▼ Responsibility includes following through with assigned tasks. **In which of these two scenes is the teen acting responsibly?**





- ▶ This teen volunteers his time tutoring other students. **What are some ways in which you could demonstrate the spirit of giving?**



Tom Fuller



Go Online

Topic: Making a Difference

Visit glencoe.com for Student Web Activities to learn about how teens can make a difference by taking action on issues that are important to them.

Activity: Using the information provided at the link above, interview other teens about an issue at your school. Then, post the results where other students can view them (with the permission of school officials).

Caring

When you care about others, you are kind to them. You consider their feelings by showing **empathy**. This is *the ability to understand and show concern for another person's feelings*.

Caring people do not try to take revenge when they feel mistreated. They do not think about ways to get even. Instead, they forgive—or at least *try* to forgive—those who hurt them.

One quality found in caring people is the spirit of giving. This does not mean giving material objects, such as *gifts*. Rather, it means giving of yourself, by sharing your time and talents. Rochelle helps out at a local homeless shelter on weekends by making sandwiches. Sal shares his knowledge of Spanish by tutoring other students at school.



Reading Check

Define What is the meaning of *empathy*?

Citizenship

Citizenship is the way you conduct yourself as a member of a community. Good citizens look for ways to improve their surroundings. They respect their community and its members. A “community” includes a neighborhood, a school, or a whole city.

As a good citizen, you also have a responsibility to protect your environment. You can do this by keeping your environment clean, conserving natural resources, and recycling. You can also



Mary Kate Denny/PhotoEdit

encourage others to do the same. Picking up litter you see on the ground is one way to help.

Good citizens work at making the community a better place, not only for themselves, but also for future generations. One way to achieve this goal is to become active in your community. You can speak out, or look for ways to improve your community.



◀ Showing concern for the environment is one way of demonstrating good citizenship. **What are some other ways of showing this character trait?**



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 *character*?
2. **Recall** Name the six traits of good character.
3. **Identify** How is giving related to the character trait of caring?

Thinking Critically

4. **Synthesize** How does intolerance affect others? How would you promote tolerance in your neighborhood?
5. **Apply** Larry sometimes leaves garbage on top of the lunch tables at school and

assumes the janitor will pick it up. Does this action show good citizenship? Explain your answer.

Applying Health Skills

6. **Analyzing Influences** Many professional athletes try to be a positive influence on young people. As a group, research one such athlete. Be prepared to discuss your professional athlete's sportsmanship on and, if possible, off the field. What other character traits does this athlete demonstrate?



For more Lesson Review Activities, go to glencoe.com.

Lesson 3

Developing Other Health Skills

Guide to Reading

Building Vocabulary

Some of the terms below may seem familiar. Using a pencil, write the definition of words you think you know.

- communication (p. 39)
- refusal skills (p. 40)
- conflict resolution (p. 40)
- media (p. 41)
- stress (p. 43)
- advocacy (p. 43)

Focusing on the Main Ideas

In this lesson, you will learn to

- **describe** ten important health skills.
- **explain** how to find reliable information.
- **identify** influences on your health.
- **develop** refusal skills to avoid certain situations.

Reading Strategy

Organizing Information Arrange the health skills from this lesson in two lists. One list should contain skills that have to do with information and how it is passed along. The other should be a list of skills dealing with managing your health.

Quick Write

Write a paragraph about a skill or talent you have learned. Identify how this skill or talent has benefited you.

**Skills for a Healthy Life**

In Lesson 1, you learned about two important *health skills*: decision making and goal setting. In this lesson, you will learn about eight others. All ten of these skills appear in **Figure 2.2**. They are sometimes called life skills. That is because they can help you maintain good health now and in the future.

Developing good health skills will help you maintain your physical, mental/emotional, and social health. Health skills will help you develop positive health behaviors to prevent injury, illness, disease, and other health problems. Health skills will also help you communicate effectively and develop healthy relationships.



◀ Good communication is important to healthy relationships. **What are two types of communication?**



▼ FIGURE 2.2

THE HEALTH SKILLS

These ten skills affect your physical, mental/emotional, and social health. These skills can help you, not just during your teen years, but throughout your entire life. **How do refusal skills protect your health?**

Health Skills	What It Means to You
Accessing Information	You know how to find valid and reliable health information and health-promoting products and services.
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 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 Skills	You can 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 make your plans come true.
Advocacy	You take a stand for the common good and make a difference in your home, school, and community.

Communication Skills

The idea of communicating may seem obvious to you. You may be saying to yourself “I already know how to communicate.” To understand communication skills, consider the difference between *hearing* and *listening*. Imagine that someone is speaking to you while your attention is elsewhere. Maybe you are in the middle of watching a TV show, or perhaps your mind is just wandering. In such cases, you may have *heard* the speaker’s words without really listening to what is being said.

Communication is *the clear exchange of ideas and information*. Verbal communication involves a speaker or writer on one end, and a listener or reader on the other. Good communication involves speaking clearly and carefully. It also involves good listening skills. A speaker’s message has meaning only if the listener receives it.

Communication also has nonverbal aspects, such as tone of voice. Often, how you say something is more important than what



What **Teens** THINK



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

If I had a disagreement with a classmate, the way I would solve it is by compromising. I would take part of my idea and part of their idea. That way we will both be satisfied with the outcome. I have used this problem-solving technique before and it has always worked for me.

Jessica J.
Santa Clarita CA




you say. Body language is also a form of communication. Body language includes facial expressions and gestures.

Refusal Skills

Two other related communication skills are *refusal skills* and *conflict-resolution skills*. The first of these, **refusal skills**, are *communication strategies that help you say no to others effectively*. This skill is especially useful during your teen years. There may be occasions when you are asked to do something you do not want to do or that you are unable to do. Maybe you are not interested. Maybe the activity costs money and you are low on cash. Maybe it is an activity that goes against your values—something you feel is wrong or unhealthy. Even though using refusal skills can sometimes be challenging, they can help you stay true to yourself and to your beliefs. Also, other people will respect you for being honest about your needs and wants.

The steps for practicing refusal skills are based on the letters in the word S.T.O.P. This makes it easy to remember.

- **S**ay no in a firm voice.
- **T**ell why not.
- **O**ffer another idea.
- **P**romptly leave.

When you use refusal skills, show that you mean what you say by using strong body language. Strong body language includes eye contact, crossed arms, and a serious expression.

Conflict Resolution

Conflict resolution involves *solving a disagreement in a way that satisfies both sides*. Conflicts, or disagreements with others, are part of life. Learning to deal with them in a healthy way is important. Imagine that your favorite TV show is about to begin when a family member comes along and changes the channel. At such times, conflict-resolution skills can help you find a solution that satisfies everyone involved. Also, by using this positive health behavior, you can prevent conflicts from getting out of hand. Maybe the solution to this conflict is turning off the television and doing something else the family enjoys.



Reading Check

Compare How do refusal skills differ from conflict-resolution skills?



Accessing Information

Being informed means having correct, up-to-date information. Much of the health information you get comes from the media. The **media** are *the various methods for communicating information*. The media include newspapers, magazines, radio, television, and the Internet. Before you accept a report from any of these sources, you need to find out if the health information you receive is valid. Is the report based on research done by a respected institution? Or is it simply one person's opinion, unsupported by evidence or facts?

When you check the reliability of a source, you might ask your health teacher, school nurse, family doctor, or other trusted adult about the source. Any media source that sells products should be considered with caution.

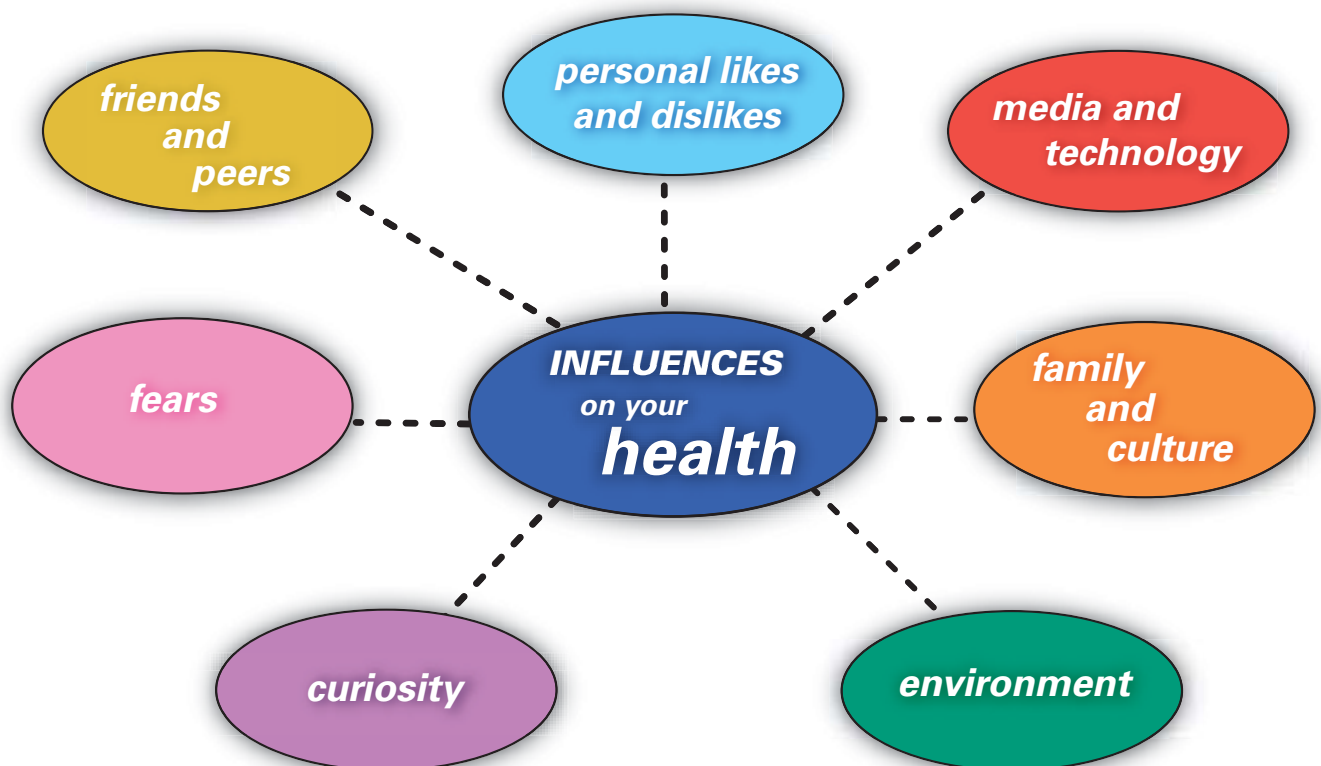
Analyzing Influences

Analyzing influences involves recognizing factors that affect or influence your health. Some of these factors come from inside you. Others come from outside sources. **Figure 2.3** shows many of these sources.

▼ **FIGURE 2.3**

INFLUENCES ON YOUR HEALTH

Several influences can affect your health.
Which of these influences affect you?



Careers for the 21st Century

Physician's Assistant



A physician's assistant can treat patients. They can also order tests and prescribe medicines. There is a great need for physician's assistants because as the population grows, more people will need medical care. If you want to become a physician's assistant, you should take science classes and volunteer at your local hospital or clinic.

What kind of skills does a physician's assistant need? Go to Career Corner at glencoe.com to find out.








Practicing Healthful Behaviors

The skill of *practicing healthful behaviors* can help you balance your health triangle. This skill involves taking care of yourself and avoiding risks. It includes developing health-promoting habits. The checklist in **Figure 2.4** explores some of these habits and behaviors. How many of these are part of *your* personal checklist? How does practicing health-promoting behaviors help you prevent diseases and other health problems?

▶ **FIGURE 2.4**

HEALTH BEHAVIORS CHECKLIST

Habits are things you do regularly and almost without even thinking about them. Establishing good habits are key elements for good health. **Which of these health habits do you practice every day?**

- ✓ I eat well-balanced meals, including breakfast, and choose healthful snacks.
- ✓ I get regular physical activity, and at least 8 hours of sleep each night. 
- ✓ I avoid using tobacco, alcohol, and other drugs. 
- ✓ I understand the health benefits of brushing and flossing my teeth regularly.
- ✓ I understand the benefit of wearing a safety belt every time I ride in a car.
- ✓ I stay within 5 pounds of my healthy weight.
- ✓ I practice good personal hygiene habits.
- ✓ I get regular, physical checkups.
- ✓ I can name several things I do well. 
- ✓ I generally keep a positive attitude.
- ✓ I express my emotions in healthy ways.
- ✓ I ask for help when I need it.
- ✓ I take responsibility for my actions.
- ✓ I take on new challenges to improve myself.
- ✓ I relate well to family, friends, and peers. 
- ✓ I have several close friends.
- ✓ I can disagree with others without becoming rude.
- ✓ I treat others with respect.
- ✓ I use refusal skills to avoid risk behaviors.
- ✓ I get along with all kinds of people. 

Stress Management

Do you get nervous just before a big test? How about when you have to speak in front of an audience? Do you get stage fright? These are symptoms of **stress**, which is *your body's response to change*. Stress is a normal part of life.

The health skill of *stress management* can help you develop strategies for managing stress. Some ways of **positively** managing stress include relaxation and exercise. In Chapter 3, You will learn coping techniques and ways to better manage your time.

Advocacy

To advocate for something means “to support it or speak out in favor of it.” The health skill of **advocacy** means *informing others about health practices and encouraging healthful behaviors*. Some people choose careers as advocates. Their job is to raise the community's awareness of health issues and concerns. Advocacy includes warning people about possible risks and sharing knowledge of positive health behaviors. As you will discover, health advocacy goes hand in hand with citizenship. Advocating on behalf of others is part of growing into a mature, responsible adult.

 **Reading Check** **Define** What does *advocacy* mean?

Academic Vocabulary

positively (POZ i tiv lee) (adverb) with certainty, absolutely. *Listening to your favorite music is one way to positively manage stress.*

 **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** Define *communication* when used as a health skill.
2. **Recall** Give two examples of influences when making health decisions.
3. **Identify** What are two kinds of stress?

Thinking Critically

4. **Explain** Why is it important to practice refusal skills?

5. **Apply** Suppose you discovered that a factory in your community was dumping waste products into a local river. Explain how you could use the skill of advocacy to help put an end to this behavior. How could eliminating this risk factor prevent disease and other health problems?

Applying Health Skills

6. **Advocacy** Identify a problem in your school or city. Write an article for your school newspaper that will raise readers' awareness of this problem.

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 Refusal Skills?

Refusal skills are strategies that help you say no effectively. If a peer asks you to engage in risky behavior, like drinking alcohol, remember the S.T.O.P. formula:

- **Say no firmly.** Be direct and clearly state how you feel. Use direct eye contact and keep your statement short.
- **Tell why not.** Use “I” messages to give your reasons.
- **Offer another idea.** Suggest an activity that does not involve the risky behavior.
- **Promptly leave.** If you have to, just walk away.

Saying No to Unhealthy Choices

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

1 Model

Read how James uses refusal skills to help him say no effectively.

James told his friends he had three tickets to a baseball game. Sam saw that the game started at 3:00 P.M. He knew that going would mean cutting class and that would violate his parents’ trust in him. Sam uses the S.T.O.P. strategy to help him say no effectively.

JAMES: Listen, Sam. Time is running out. We’ve gotta get going. Are you coming?

SAM: No. I’ll pass. (**Say no in a firm voice**)

LOUIS: What is your problem?

SAM: I don’t want to cut class. (**Tell why not**)

JAMES: Would you stop being weird? If we don’t leave now, we’ll be late.

SAM: Why don’t we wait and go to a weekend game. (**Offer another idea**)

LOUIS: You’ve got to be kidding.

SAM: Later, guys. (**Promptly leave**)



2 Practice

Help Jeff use the S.T.O.P. strategy to refuse negative peer pressure.

Form a group with two or three classmates, and read the situation below. Then write lines of dialogue for each of the boys. Use the S.T.O.P. strategy to show how Jeff refuses to do something wrong.

Jeff is with friends at the park. One of his friends dares him to take a bicycle. Show how Jeff can refuse by using the S.T.O.P. strategy. Write a paragraph to tell how refusing shows Jeff's character.

Your conversation should be guided by the following questions:

1. Does your dialogue follow the S.T.O.P. strategy?
2. Does your dialogue show how to refuse to do something wrong?
3. Do you tell how refusing shows character?



3 Apply

Use the S.T.O.P. procedure to complete the activity below.

Choose one of the following situations. Working with a partner, write a skit that shows refusal skills in action. Perform your skit for the class and then explain how your refusal shows character in action.

Situation 1: *Someone offers you the answers to a test. The test begins in a few minutes.*

Situation 2: *You get a phone call inviting you to a party at a classmate's home. You are told that there will be beer at the party.*

Self-Check

- Did our skit follow the steps in the S.T.O.P. strategy?
- Did our skit show an effective way to resist pressure to do something wrong?
- Did we explain how our refusal shows character?

HANDS-ON HEALTH



Sending “I” Messages

Communicating effectively is especially important when there is a disagreement. When you use “I” messages, you express your feelings. “I” messages are unlike “you” messages, which place blame on the other person. To see the difference, compare these two statements:

- **“You” message:** You always get your way! You’re selfish!
- **“I” message:** Sometimes I would like to have a say in what we do.

This activity will give you the opportunity to practice sending “I” messages. If you practice this skill, you will become a better communicator.

What You Will Need

- pencil or pen
- paper



What You Will Do

- 1** Working in pairs, imagine an everyday situation in which “you” messages might occur. Think of your own “you” message. Write the situation across the top of the paper. Then write the “you” message below on the left. Change that same message into an “I” message, writing the “I” version on the right.
- 2** Here are three sample situations:
 - Your older brother kept you waiting at the mall. He arrived an hour late and had no excuse.

- A classmate told a lie about you.
- Your sister borrowed something of yours and returned it in damaged condition.

- 3** Read each “you” message to the class. Then read the corresponding “I” message.

Wrapping It Up

Was the “you” message or “I” message most effective? Explain why.

Think of a recent disagreement you had with a family member or friend. How could using “I” messages have helped resolve the conflict? How does practicing positive health behaviors, such as “I” messages, benefit your health?



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 1–3. Find a partner and quiz each other using these study aids.

Lesson 1 Making Decisions and Setting Goals

Main Idea Making decisions and setting goals will help give you direction and purpose in your life.

- Making healthy decisions shows that you respect yourself and your health.
- The steps in making healthful decisions include stating the situation, listing the options, weighing the possible outcomes, considering your values, making a decision, taking action, and evaluating your decision.
- Goal-setting skills enable you to have a well-defined plan to follow. It allows you to focus on realistic, achievable goals. It also lets you make the best use of your time, energy, and other resources.

Lesson 2 Building Good Character

Main Idea Character involves having, understanding, caring about, and acting upon certain values.

- Your character can be influenced by your family, life experiences, and examples set by others.
- Traits of good character are trustworthiness, respect, responsibility, fairness, caring, and citizenship.



- Tolerance is important to social health. It helps us accept people who are different from ourselves. Being tolerant helps us get along better with others.
- Good citizens obey the community's rules and laws, respect authority, protect their environment, and work to make the community a better place.

Lesson 3 Developing Other Health Skills

Main Idea Health skills will help you develop positive health behaviors to prevent injury, illness, disease, and other health problems.

- Habits are things that you do without thinking.
- Health skills can help you stay healthy now and in the future. They can improve and maintain your physical, mental/emotional, and social health.
- Ten important health skills are accessing information, practicing healthful behaviors, stress management, analyzing influences, communication skills, refusal skills, conflict resolution, decision making, goal setting, and advocacy.
- The S.T.O.P. strategy can help you say no. The letters in S.T.O.P. stand for: **S**ay no in a firm voice. **T**ell why not. **O**ffer another idea. **P**romptly leave.
- Influences on a person's health include personal likes and dislikes, desires and ambitions, curiosity, fears, family, culture, friends and peers, environment, media, and technology.

After You Read

HEALTH QUIZ

Now that you have read the chapter, look back at your answers to the Health Quiz on 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 1–6. After each number, write the term from the list that best completes each sentence.

- accountability
- character
- communication
- decision making
- goal setting
- integrity
- values
- media

Lesson 1 Making Decisions and Setting Goals

1. _____ is the process of making a choice or finding a solution.
2. _____ is the process of working toward something you want to accomplish.
3. The beliefs and ideals that guide the way a person lives are that person's _____.

Lesson 2 Building Good Character

4. The way a person thinks, feels, and acts is known as _____.
5. The quality of always doing what you know is right is _____.
6. _____ is a willingness to answer for your actions and decisions.

Lesson 3 Developing Other Health Skills

On a sheet of paper, write the numbers 7–9. After each number, write the letter of the answer that best completes each statement.

7. Good communication involves all of the following *except*
 - a. speaking and listening.
 - b. clearly exchanging ideas and information.
 - c. shouting at those who do not agree with you.
 - d. facial expressions and gestures.
8. When you analyze influences, you should
 - a. pay the most attention to what your friends say.
 - b. pay the most attention to inside and outside influences.
 - c. pay attention to your inside influences but ignore your outside influences.
 - d. give the most attention to aspects of your physical environment.
9. Effective refusal skills include all of the following *except*
 - a. saying no in a firm voice.
 - b. arguing with the other person
 - c. offering another idea.
 - d. promptly leaving.



Applying Technology

Doers and Decisions

You and your partner will use Microsoft Word® to create a poster that highlights the decision-making steps.

- Find images that relate to the decision-making steps and insert them in a new Microsoft Word® document.
- Insert bubbles or text boxes for each image. Type brief captions and describe how each image relates to the decision-making process.
- Make your poster colorful and interesting to look at.
- Save your poster.

Thinking Critically

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

- 10. Apply** Laurie just made plans to go to a concert with friends this weekend. She forgot that her cousin is coming in from out of town to visit her. What are some options Laurie might consider before making a decision?
- 11. Analyze** How might the skill of analyzing influences benefit your health?

Write About It

- 12. Narrative Writing** Write a short story in which a teen must make a decision related to his or her health.

Standardized Test Practice

Reading

Read the passage below and then answer the questions that follow.

You are a citizen of many different communities. The largest community you belong to is the world. Sadly, not all members of this global community share its resources equally. Did you know one in seven of your neighbors in the world goes to bed hungry every night? Others suffer from diseases that were stamped out in our own country a long time ago.

As a health advocate, you can help suffering communities. One way is to tell others. Another is to become and stay informed. The World Health Organization is currently taking action to help people in need. You can visit their Web site for further information.

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 statement best sums up the main point of the passage?
 - A. We all live in many different communities.
 - B. The health skill of advocacy can be used to help nations in need.
 - C. Other countries are suffering from diseases that we have already overcome.
2. The passage notes that “not all members of this global community share its resources equally.” Of the following quotes, which is *not* a detail that supports that comment?
 - A. “One in seven of your neighbors in the world goes to bed hungry every night.”
 - B. “Others suffer from diseases that were stamped out in our own country a long time ago.”
 - C. “You are a citizen of many different communities.”