


CHAPTER 2 pp. 24–49	Standards		Skills and Activities
	National	State/Local	
	National Health Education Standards 2.3, 4.2, 4.3, 5.2, 5.4, 5.6, 6.1		HEALTH QUIZ , p. 25 HANDS-ON HEALTH Sending “I” Messages, p. 46 BUILDING HEALTH SKILLS <i>Refusal Skills</i> Saying No to Unhealthy Choices, pp. 44–45
Lesson 1 Making Decisions and Setting Goals pp. 26–31	National Health Education Standards 1.1, 2.1, 2.8, 2.10, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 8.1		DEVELOPING GOOD CHARACTER <i>Respect</i> , p. 28 HEALTH SKILLS ACTIVITY <i>Goal Setting</i> Achieving Group Goals, p. 31
Lesson 2 Building Your Character pp. 32–37	National Health Education Standards 1.1, 1.2, 1.7, 2.1, 2.6, 2.7, 2.8, 3.2, 5.6, 6.1, 7.1, 7.2		DEVELOPING GOOD CHARACTER <i>Being a “Good Winner,”</i> p. 34
Lesson 3 Developing Other Health Skills pp. 38–43	National Health Education Standards 1.1, 1.2, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 3.2, 4.1, 4.2, 4.4, 6.1, 6.3, 7.2, 8.1, 8.3		

PACING THE CHAPTER

Lesson 1 45 min	Chapter Review 45 min
Lesson 2 45 min	Hands-on Health 30 min
Lesson 3 45 min	Building Health Skills 90 min

BLOCK SCHEDULING

For block scheduling, assign students Building Health Skills feature *Saying No to Unhealthy Choices*, pages 44–45, and Guided Reading and Writing. 

Planning Guide



Reproducible Resources	Assessment	Media and Technology
Chapter <i>FAST FILE</i> Resources Chapter Summaries and Activities REVIEW Building Health Skills Activity TEACH Performance Assessment Activity EXTEND Universal Access Activities TEACH Parent Letter and Activities Student Activities Workbook TEACH Reading Tutor TEACH	Building Health Skills Activity, pp. 44–45 Chapter 2 Assessment, pp. 48–49 Chapter <i>FAST FILE</i> Resources Performance Assessment Activity, p. 4 Chapter 2 Test, p. 7 <i>ExamView® Assessment Suite</i>	TeacherWorks includes: <ul style="list-style-type: none"> • Interactive Teacher Edition • Lesson Planner with Calendar • Access to all blackline masters • Correlations to standards StudentWorks™ Plus Online Student Edition Dinah Zike's Teaching Health with Foldables™
Chapter <i>FAST FILE</i> Resources Concept Mapping Activity 2-1 REVIEW Decision-Making Activity 2-1 EXTEND Enrichment Activity 2-1 EXTEND Lesson Plan 2-1 Guided Reading and Writing 2-1 TEACH Reteaching Activity 2-1 REVIEW	Lesson 1 Review, p. 31 Vocabulary PuzzleMaker <i>ExamView® Assessment Suite</i>	Vocabulary PuzzleMaker <i>ExamView® Assessment Suite</i> StudentWorks™ Plus Transparency 2-1 <i>Health Online</i>
Chapter <i>FAST FILE</i> Resources Concept Mapping Activity 2-2 REVIEW Cross-Curriculum Activity 2-2 EXTEND Enrichment Activity 2-2 EXTEND Lesson Plan 2-2 Guided Reading and Writing 2-2 TEACH Reteaching Activity 2-2 REVIEW	Lesson 2 Review, p. 37 Vocabulary PuzzleMaker <i>ExamView® Assessment Suite</i>	Vocabulary PuzzleMaker <i>ExamView® Assessment Suite</i> StudentWorks™ Plus Transparency 2-2 <i>Health Online</i>
Chapter <i>FAST FILE</i> Resources Concept Mapping Activity 2-3 REVIEW Health Lab 2-3 EXTEND Enrichment Activity 2-3 EXTEND Lesson Plan 2-3 Guided Reading and Writing 2-3 TEACH Reteaching Activity 2-3 REVIEW	Lesson 3 Review, p. 43 Vocabulary PuzzleMaker <i>ExamView® Assessment Suite</i>	Vocabulary PuzzleMaker <i>ExamView® Assessment Suite</i> StudentWorks™ Plus Transparency 2-3 <i>Health Online</i>

Chapter and Lesson Resources

The *Teen Health* resources are designed for differentiated learning abilities. You may want to use the coded items in this way:

- REVIEW** —activities to review or reinforce content
- TEACH** —activities to teach basic concepts
- EXTEND** —activities to extend or enrich lesson content



OUT OF TIME?

Use Health Skills Activities *Achieving Group Goals*, page 31, or *Developing Good Character*, pages 28 and 34.

Character Education

Character education is a term used to describe methods of teaching about and incorporating traits of good character into the school environment. Character education in schools takes many forms and ideally extends throughout all curriculum areas. In addition, effective character education in schools involves the intentional promotion of good character in student activities outside the classroom, such as sports, the lunchroom, and after-school activities.

The following tips provide some ideas for reinforcing traits of good character in the school environment:

- **Make character education a part of all subject areas.** For example, have students discuss traits of good character displayed by historical figures or characters in books.
- **Provide students with opportunities to serve others in the school environment or in the community.** Opportunities to work as a peer tutor, a big buddy for younger students, or as a community volunteer help students develop traits of good citizenship and caring.
- **Celebrate students who display traits of good character.** Recognize students who show honesty, integrity, and loyalty.
- **Stress cooperation by assigning group projects in the classroom.** Several times throughout the year, have the entire class work together to accomplish an assignment or project. Ask students to reflect on the skills required to work as a team rather than as an individual.

Influences on Teen Decision Making

The skill of decision making has a profound influence on the health of teens. Understanding the influences that affect teens' decisions can help educators prepare teens to make healthy choices when confronted with difficult decisions.

Influences on teens' decisions fall into two broad categories: internal influences, such as goals and values, and external influences, such as the opinions of parents and friends.



According to a study sponsored by SADD (Students Against Destructive Decisions), the relative importance of internal and external influences on decision making changes during the teen years. Younger teens' decisions about drug use and sexual activity are more influenced by external influences, such as peers, than those of older teens. Internal influences gradually become more important in decision making as a teen gets older.

This study found that close friends are the most important external influence cited by teens who have decided to use drugs, drink alcohol, or engage in sexual activity. Incorporating refusal skills and strategies for resisting negative peer pressure into discussions about decision making can help young teens to make healthy choices about these risk behaviors.

It can be difficult and embarrassing for students to discuss their own decision-making experiences. Discuss and provide practice in these skills using hypothetical situations and role-plays rather than asking teens to relate their own experiences or feelings.



Support for Teaching Reading



Reading Support

Health Online

Academic Integration For additional academic integration strategies, visit the Teacher Center at health.glencoe.com.

Reading Preview

Activating Background Vocabulary Ask students what comes to mind when they hear the terms *values* and *good character*. List responses on the board. Next, ask students what they know about *decision making*. Guide students in a discussion of the connection that decision making has in developing values, life skills, and good character.

FOLDABLES™ Study Organizer Dinah Zike's *Reading and Study Skills for Teen Health* provides interactive graphic organizers that help students comprehend and retain health concepts as they read. Use the Foldable™ on page 25 or find more Foldables™ activities for the chapter on **Skills for a Healthy Life** in the separate booklet, available in the TCR.

Lesson 1 Making Decisions and Setting Goals

Identifying Sequence Have students scan the sections on the **Decision-Making Process** and the **Goal-Setting Process** in this lesson. Direct students to look for words that point to time order, steps in a process, or logical order of events. Encourage student pairs to choose one of these processes and practice the steps with one another.

Lesson 2 Building Your Character

Connecting Encourage students to link what they read in the lesson to their own character, their own life, and their own role models. Have students rephrase the bold headings from the lesson into personal questions, such as: What is *my* character? What traits of good character do *I* have? What has shaped *my* character? Who are *my* role models? Direct students to write their responses in a personal journal entry. Allow students to keep journal entries private.

Lesson 3 Developing Other Health Skills

Question-Answer Relationship (QAR) Help students identify the four task demands of questioning: “Right there” questions are text explicit, such as, “What is communication?”; “Think and search” questions are text implicit, such as, “What are the differences between refusal skills and conflict resolution skills?”; “Author and you” questions require reading the text, such as, “Does the author think you should advocate on behalf of others?”; and “On my own” questions can be answered without reading, such as, “What causes you to feel stress?”

Post Reading

Dramatic Presentations Guide students in a discussion about strategies that can help them say no to others effectively. Reread the steps of the S.T.O.P. method. Have students work in groups to create a presentation for the class that incorporates main ideas from this chapter and includes a scenario demonstrating use of refusal skills in a challenging situation.

Key for Using the Teacher Wraparound Edition

Use this key to help you identify the different types of prompts found in the Teacher Wraparound Edition.

- R** **Reading Strategies** activities help you teach reading skills and vocabulary.
- C** **Critical Thinking** strategies help students apply and extend what they have learned.
- U** **Universal Access** activities provide differentiated instruction for students learning to speak English, along with suggestions for teaching various types of learners.
- HS** **Health Skills Practice** activities reinforce Health Skills concepts and help students apply these skills in their everyday lives.
- W** **Writing Support** activities provide writing opportunities to help students comprehend the text.
- AL** **Active Learning** strategies provide a variety of activities for presenting lesson content, including Quick Demos and engaging classroom projects that get students actively involved.

Key to Ability Levels

Teaching Strategies and activities have been coded for ability level and appropriateness.

- AL** Activities for students working above grade level
- OL** Activities for students working on grade level
- BL** Activities for students working below grade level
- EL** Activities for English Learners

Symbols

- Transparencies
- CD-ROM
- health.glencoe.com
- Print Resources

Skills for a Healthy Life

Chapter at a Glance

Lesson 1 describes how decisions affect personal health and the health of others, explains how to develop decision-making skills to make healthful choices, identifies the benefits of goal setting, and explains how to practice the goal-setting process to work toward an accomplishment.

Lesson 2 identifies the traits of good character, explains the role of tolerance in social health, describes qualities found in a good citizen, and explains how to practice the six main traits of good character.

Lesson 3 explains how to find reliable information, identifies influences on health, explains how to develop refusal skills to avoid certain situations, and describes how to practice refusal skills to avoid making unhealthy choices.

R Reading Strategy

Interpreting the Photo Have students examine the photo. Ask: What can you infer about this teen's goals? *His goals might be to run quickly, to win the race, or to beat a personal record.* What steps do you think this teen might have taken to achieve these goals? *Sample answer: joining the running club, running daily* **OL**

Skills for a Healthy Life



Chapter Preview

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	Chapter Assessment 48

▲ Working With the Photo

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



Universal Access

Differentiated Learning Glencoe provides teacher support and student materials for all learners in the health classroom.

- Spanish Glosario and chapter summaries for the English Language Learners.
- *Reading Tutor* and related worksheets support reluctant readers.

- Universal Access strategies throughout the Teacher Wraparound Edition and Fast Files help you present materials for gifted students, at-risk students, physically impaired students, and those with behavior disorders or learning disabilities.

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™

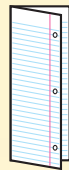
Study Organizer



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.

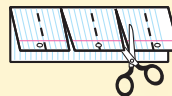
- Fold the sheet of paper from side to side, leaving a ½" tab along the side.



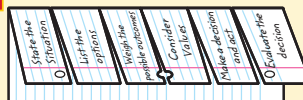
- Turn the paper and fold it into thirds.



- 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.



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

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HEALTH QUIZ

Health Skills Have students record their responses to the Health Quiz. Ask volunteers to share their answers to each of the questions. Use students' responses to generate a class discussion of the ways in which health skills affect all three sides of the health triangle. Remind students that they will have a chance to review and revise their answers after they have read the chapter.

No Child Left Behind

Technology in the Classroom

Technology can be used in many different ways in the health classroom. Computer research is a way in which students can access up-to-date information on the topics covered in the health curriculum. Discuss ways to access reliable information, for example, by using government and university Web sites. Students are directed to use the prescreened links provided at health.glencoe.com for research. Discuss the technology resources available at your school with the school's media specialist.

FOLDABLES™

Study Organizer

Dinah Zike Foldables™

Decision Making Have students use their Foldables™ to record the steps of the decision-making process. As students read about decision making, have them record the steps on the front of the Foldable™ flaps. Then, have students record details

about each step under the flaps. Students should then prepare a second Foldable™ with the flaps labeled with the steps of the decision-making process. Have students use their second Foldable to record details about a decision they have recently made.

BL



Have students visit health.glencoe.com and complete the crossword puzzle for Chapter 2.

25

Lesson 1

FOCUS

Activating Prior Knowledge

What I Know Have students name some of their goals. List their responses on the board. Ask a volunteer to relate how decision-making skills relates to goal setting.

Guide to Reading

BUILDING VOCABULARY

- Have students write a sentence that shows how the three vocabulary terms for this lesson are related.
- Use Vocabulary PuzzleMaker to reinforce vocabulary terms.

READING STRATEGY



Have students use their Foldables™ as they read Lesson 1.

- **Comparing and Contrasting** Check that students' charts show similarities and differences between decision making and goal setting.

Quick Write

Before students begin their Quick Writes, have them recall the internal and external influences discussed in Chapter 1.

Academic Vocabulary

Benefit On page 27, increased freedom is mentioned as a benefit of growing up. Have a volunteer define the word *benefit*. Then have other students use the word *benefit* in spoken sentences. **OL**

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 and whether you were 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



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

Lesson 1 Resources

Chapter **FAST FILE** Resources

Guided Reading and Writing 2-1
Concept Mapping Activity 2-1
Decision-Making Activity 2-1
Reteaching Activity 2-1
Enrichment Activity 2-1
Lesson Quiz 2-1

Technology

Transparency 2-1
Audio Summaries
ExamView
Vocabulary PuzzleMaker
StudentWorks™ Plus

present. 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. So major that they could permanently change your life and the lives of others. One example is whether or not to fasten your safety belt while riding in a car. This is a small choice, but the consequences could be great if you were involved in a car accident.

Kevin's story is another example. He began riding his bike toward his friend's garage, where their band was practicing. After he had gone one block, he realized he had forgotten his safety helmet. Even though it was inconvenient, Kevin decided to return home for his helmet. On the way back to his friend's garage, he was forced to swerve to avoid a car and his bike went down. His decision to wear a helmet prevented a possible head injury.



Reading Check

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



▲ 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?**

The Decision-Making Process

AL When faced with a decision, whether big or small, you want to make the best one you can. It is helpful if you are aware of steps you can take that will guide you in making a good decision.

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

HS The first step in making any decision is to identify the situation. What choice do you need to make? One useful approach is to ask yourself questions. Ask yourself what the facts are and who else, if anyone, is involved. Kevin, for example, wants to meet with his friends for band practice.

Step 2: List the Options

Next, make a list of your options. Try to be as complete as you can. It may be helpful to ask other people for suggestions. Since Kevin does not drive yet, his options are walking, taking the bus, or riding his bike.

TEACH

AL Active Learning

Small Group Project Divide the class into small groups. Ask students if they are familiar with “play-by-play” sports broadcasting. Explain that this style of announcing a sporting event describes all of the action for those watching the event on television or listening on the radio. Have each group write a script for a “play-by-play” broadcast that describes a student using the six steps of the decision-making process in an everyday situation. Have each group share its broadcast with the class. **OL**

HS Health Skills Practice

Advocacy Have students create a poster that shows how the steps of decision making can be applied to an everyday situation. Ask each student to present his or her poster to the class. Obtain permission for students to display their posters in the hallways or school cafeteria. **OL**



Reading Check

Answer A minor decision would be choosing what clothes to wear on a particular day.

HEALTH LITERACY

Teens and Decisions Researchers investigating brain activity during decision making have found differences between the teen brain and the adult brain. The study suggests that the frontal lobes, which are involved in rational decision making, are less developed in teens. The study

found that brain activity associated with decision making gradually shifted to the frontal lobes during the late teen and early adult years. This evidence underscores the importance of teaching the decision-making process and providing students with opportunities to practice this skill in class.

Caption Answer

Photo Caption This lets you go back and review your steps.

Lesson 1

DEVELOPING
Good Character

Respect

Have students work in small groups to read the feature. Then have each group make bulleted lists of ways that teens can show respect for themselves and for others. Go around the room and have various groups share entries from each of the lists. Then ask: What do the entries on the two lists have in common?

Sample answer: *By avoiding alcohol use, I respect myself and I respect my family by following their rules.* **OL**

U Universal Access**Students with Behavior**

Disorders Impulsivity and poor decision-making skills are two traits associated with attention deficit hyperactivity disorder (ADHD). With these students, it is helpful to add a step to the beginning of the decision-making process in which they visualize a stop sign. This is their reminder to stop what they are doing and think through the steps of the decision-making process. Students with ADHD will benefit from instruction and practice in decision making, either through role-plays or group discussions. **OL**

Reading Check

Answer state the situation, list the options, weigh the possible outcomes, consider values, take action, evaluate the decision

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. The first letters spell out the word *HELP*:

- **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. Many values, such as *honesty*, are important to people everywhere. Respecting yourself and others, and gaining the trust of family and friends are also important values to many people. 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 uncomfortable with your decision, reconsider your options or ask a parent or trusted adult for help. Looking at the example of Kevin, he chose to go back for his helmet.

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. Kevin felt good about his decision because he knew he was protecting his health and safety.

Reading Check

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

TECHNOLOGY AND HEALTH

Ethics and Internet Use When discussing legal and ethical decision making, have a class discussion about illegal downloads. Students may not think downloading copyrighted music or software from the Internet is stealing. Explain to students that copyrighted material is not free for the

taking, and copying this material is against the law. Have students use online resources to research illegal downloads. Then have students make posters that can be placed throughout the school reminding others not to download copyrighted material without permission or payment. **OL**

Setting Realistic Goals

W Achieving a realistic goal can be very rewarding. A realistic goal is one that you can reach. What are your personal goals? What do you plan to do after you finish school? Goal setting is a skill that helps you identify what you want out of life. **Goal setting** is the process of working toward something you want to accomplish. This process can help you set and achieve goals. Health-related goals help you improve your physical, mental/emotional, or social health. What health-related goals can you set for yourself?

Types of Goals

AL 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.



Reading Check

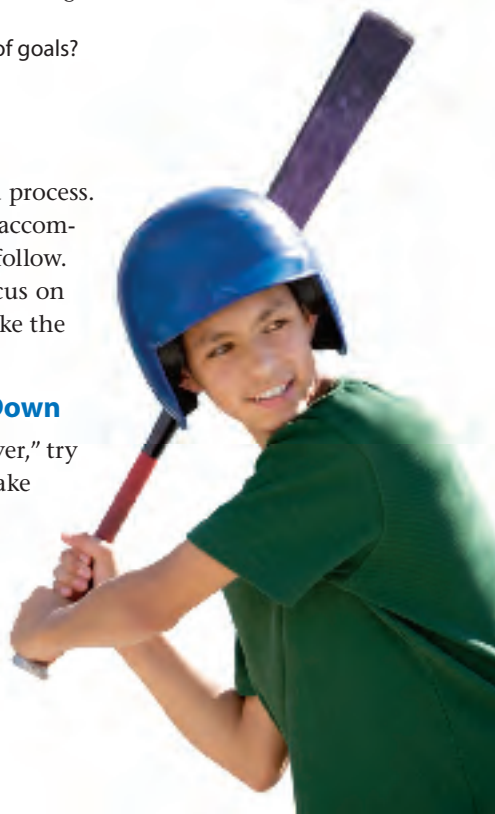
Identify What are the two types of goals? How are they related?

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?**

Lesson 1: Making Decisions and Setting Goals 29

Writing Support

Narrative Writing Have each student write a narrative essay about a goal he or she has set. Remind students that narrative writing tells a real-life story of actual events. Students’ writing should include characters and a setting. Remind students to proofread their work before turning it in. To respect students’ privacy, do not ask students to share their work with others. **OL**

Active Learning

Small Group Learning Have students work in small groups to identify one example of a long-term goal and four short-term goals that could be used as stepping stones to achieving that particular long-term goal. Ask each group to share its results with the class. **OL**



Reading Check

Answer Two types of goals are short-term goals and long-term goals. Short-term goals are stepping stones to achieving long-term goals.

Caption Answers

Photo Caption *Sample answer:* My short-term goal is to do well at the track meet. My long-term goal is to get a college scholarship based on my athletic achievements.



Promoting Coordinated School Health

Supporting Healthy Goals Teaching students to set, work toward, and achieve goals is a part of coordinated school health. School policies and programs should support students’ academic, artistic, and athletic goals. A healthy school environment includes celebration

of students who have achieved a goal. Counseling services are available to assist students whose decisions negatively impact their ability to achieve future goals. Faculty and staff members can set a powerful example by describing the steps they have taken to achieve their goals to students.

C Critical Thinking

Comparing Share with students the following quotation from Dr. Martin Luther King, Jr.: “You don’t have to see the whole staircase, just take the first step.” Have a class discussion of how this quote relates to overcoming obstacles when achieving short-term and long-term goals. Ask: To what type of goal does the “first step” in the quote correspond? *short-term goals* To what type of goal does the whole staircase correspond? *a long-term goal* **OL**

Health Skills Activity**Goal Setting****Achieving Group Goals**

Use these strategies to help students complete the activity on the next page.

- Divide the class into small groups. Have each group read the activity and select a worthy cause. If students are having difficulty, offer suggestions of causes that may interest them.
- Provide each group with six index cards. Have students use one index card for each step of the decision-making process.

OL**Reading Check**

Answer Two steps in the goal-setting process are identifying a specific goal and listing steps to reach your goal.

Caption Answer

Photo Caption You will feel a sense of accomplishment.



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

C 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.

Reading Check

List Name two steps in the goal-setting process.

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’s teammates are also supportive.

Step 4: Identify and Overcome Specific Obstacles

Sometimes, you may run into a specific obstacle that prevents you from moving forward. Before continuing, you

Health Online

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

Dealing with Sensitive Issues

Respecting Others’ Goals Students in middle school begin to think about their long-term goals. These may include attending a technical school, community college or university, or serving in the military after high school. Short-term goals, such as taking specific elective classes,

may affect their long-term goals. As a class, have students explore the positive aspects of considering a variety of options available after high school. Remind students that the same long-term goal is not right for each person and that each person’s goals should be respected. **OL**



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.

ASSESS

Assessment Resources

Lesson Review Quiz

ExamView

Fast Files Activities

Online Quizzes and Activities

Reteaching

- Assign Concept Map 2-1 or Reteaching Activity 2-1 in the Fast Files.
- Have students work with a partner to apply the steps of decision making to an everyday situation. Call on several pairs of students to share their work.

Enrichment

- Assign Enrichment Activity 2-1 in the Fast Files.
- Have students write a fictional story about a teen who follows the steps in the goal-setting process to achieve his or her goal.

CLOSE

Have students describe the six steps in the goal-setting process. Then ask students to contrast short-term and long-term goals and to explain how these two types of goals are related.

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.



For more review questions for Lesson 1, go to health.glencoe.com.

Lesson 1: Making Decisions and Setting Goals 31

Lesson 1 Review Answers

1. Values are the beliefs and principles that guide the way a person lives. Sentences will vary.
2. state the situation, list options, weigh possible outcomes, consider values, take action, evaluate your decision
3. The goal-setting process is a road map to your accomplishments. The process helps in setting achievable goals and using resources wisely.
4. Both include identifying a situation or specific goal, and both include evaluating progress.
5. *Sample answer:* Goals need to be changed if they are not realistic or if long-term goals change.
6. Answers should reveal an understanding of the decision-making process, as well as risks and benefits.

Lesson 2

FOCUS

Activating Prior Knowledge

What I Know Ask students to describe a person of good character. Have students identify specific traits they expect a person of good character to have. List their responses on the board, and have students add to this list as they read the lesson.

Guide to Reading

BUILDING VOCABULARY

- Have students skim the lesson to find the definitions of the vocabulary terms. Then have students write a sentence that contrasts the terms *tolerance* and *prejudice*.
- Use Vocabulary PuzzleMaker to reinforce vocabulary terms.

READING STRATEGY

- **Predicting** Have students record their predictions as they preview the chapter. As students read, have them note which of their predictions were correct.

Quick Write

Have volunteers identify one of the good deeds on their list. Then have the class discuss how that trait shows good character.

Academic Vocabulary

Ethical Ethical values are described on this page. Explain that *ethical* means “pertaining to a set of moral standards.” Have students write a sentence that uses the word *ethical*. **OL**

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 health but the health of others. Having good character 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.

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

Lesson 2 Resources

- **Chapter FAST FILE Resources**
 - Guided Reading and Writing 2-2
 - Concept Mapping Activity 2-2
 - Cross-Curriculum Activity 2-2
 - Reteaching Activity 2-2
 - Enrichment Activity 2-2
 - Lesson Quiz 2-2

Technology

- Transparency 2-2
- Audio Summaries
- ExamView
- Vocabulary PuzzleMaker
- StudentWorks™ Plus

FIGURE 2.1

R 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 Guardian	Stories
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.
Life Experiences	Examples Set by Others
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.

AL 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

TEACH**R** Reading Strategy

Analyzing a Graphic Have students discuss each of the influences on character that are shown in Figure 2.1. Ask: What are some additional influences on your character? **Sample answer:** *television and movies* Have students note whether each influence they identify is a positive influence or a negative influence. **OL**

U Universal Access

Reluctant Readers and Writers Prepare an outline that lists each of the six main character traits, with space underneath each. Then read aloud each section to students. Have students write down several key words or phrases that summarize the main idea of each section. **BL**

AL Active Learning

Lesson for Younger Students Have students make an illustrated picture book for students in grades K–2 that describes character traits of honesty and trustworthiness in a fictional story. Have students display their finished storybooks in the classroom. If possible, have students share their stories with younger students. **OL**

**Home, School, and Community**

In the Community Community service becomes a part of the school curriculum in service-learning programs. These programs, which tie in academic content with volunteer activities, have been shown to increase test scores and student motivation. Service learning can be

implemented at any grade level, and many sources of information about service learning are available online. Have a class discussion of a community need that could be met. Have students brainstorm ways that meeting this need could tie in with a topic being studied at school. **OL**

Lesson 2

U Universal Access

At-Risk Students Students who take part in health-risk behaviors often have low self-esteem and frequently do not show respect for themselves, others, or property. Without singling out individual students, lead a class discussion of self-respect and self-esteem. Ask students to brainstorm activities and actions that can increase an individual's self-esteem. Then have students discuss ways that increased self-esteem leads to increased respect of self and others. **OL**

DEVELOPING Good Character

Being a "Good Winner"

Have a class discussion of positive ways of behaving as a winner and being fair. Remind students that these skills do not apply only to sporting events. Have students think of other times that being a good winner is important, for example, when being awarded a part in the school play or a solo in the school band. **OL**

Reading Check

Answer Trustworthy people are honest, loyal, truthful, and reliable. Trustworthy people also have integrity.

Caption Answer

Photo Caption *Sample answer:* Yes, I have traveled to cheer for my school's team at "away" games.

► 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.**



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. **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?

Dealing with Sensitive Issues

Promoting Tolerance School populations have become increasingly diverse and include students from different racial, ethnic, and religious groups. Help students find ways to be tolerant of one another in the school setting and elsewhere.

Have students discuss ways in which the character traits of caring, respect, fairness, and citizenship contribute to, and are a result of, tolerance. Have a class discussion of the following quote: "The highest result of education is tolerance."—Helen Keller. **OL**

Responsibility

U

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.



Give Examples What are some behaviors that demonstrate trustworthiness, respect, and responsibility? Give an example for each trait.

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 extends to the larger world around us. 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.

C

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



Lesson 2: Building Your Character 35

U Universal Access

English Language Learners

Write the terms *responsibility* and *accountability* on the board. Explain that these words are nouns. Then, write the terms *responsible* and *accountable* on the board. Tell students that these words are adjectives, and can be used to describe a person. Have students use these terms in spoken sentences.

OL

C Critical Thinking

Categorizing Have each student make three lists describing responsibilities they had as a young child, responsibilities they have now, and responsibilities they will have in the future. Call on students to name entries from each of their lists. Then ask students to identify positive and negative effects of having increased responsibility. OL



Answer Students' answers will vary. Students should identify a person who is an example of someone who displays each of the listed traits.



Home, School, and Community

At Home Ask students to discuss ways in which the character trait of responsibility can be demonstrated at home. Explain to students that responsible behavior at home often increases the trust that parents have in their children. That can lead to parents or guardians trusting teens with more privileges. Remind

students that one part of mature, responsible behavior is assuming responsibilities without being asked. Have students work as a class to generate a list of ways to show responsibility in the home. Have each student make a health goal to show the character trait of responsibility at home. OL

Caption Answer

Photo Caption The photo of the teen caring for the dog is showing responsibility because she is taking it for a walk.

Lesson 2

AL Active Learning

Slogan Have students work in pairs to develop a slogan to promote caring and empathy. Remind students that a slogan should be catchy and should sum up the character trait of caring in a few words or in a short sentence. Have students share their slogans with the class. **OL**

HS Health Skills Practice**Practicing Healthful Behaviors**

Have students work in small groups to write a short play about a teen who uses a caring response to defuse a potential conflict. After each group has performed its play for the class, lead a discussion of how the character trait of caring is related to the health skill of conflict resolution. **OL**

Reading Check

Answer Empathy is the ability to understand and show concern for another person's feelings.

Health Online

Be sure students follow school policies when surveying other teens. Remind them to respect personal privacy and keep information confidential.

Caption Answers**Photo Caption, p. 36**

Students should name ways to share their time or talents in a caring way.

Photo Caption, p. 37

Conserving natural resources is a way to show good citizenship.

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

**Caring**

AL 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

Health Online**Topic: Making a Difference**

Visit health.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).

Cultural Perspectives

Entertainers as Role Models Television, movies, and music are important parts of American culture. When students discuss traits of good character, have them discuss ways in which some professional entertainers demonstrate these traits. Students might also name examples of entertainers who do

not demonstrate traits of good character. Have students discuss the relative amount of media attention paid to entertainers who do and those who do not display good character traits. Have each student write a paragraph naming an entertainer and explaining how they display one particular character trait. **OL**

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?**

Health Online

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


ASSESS

Assessment Resources


Lesson Review Quiz

 ExamView


 Fast Files Activities

 Online Quizzes and Activities

Reteaching

- Assign Concept Map 2-2 or Reteaching Activity 2-2 in the Fast Files. 
- Ask students to write down one of the traits of good character and describe one way that trait can be demonstrated in everyday life.

Enrichment

- Assign Enrichment Activity 2-2 in the Fast Files. 
- Have students create a photo essay about one of the traits of good character. Tell students that the photos or pictures they select should show the chosen character trait in action. The written portion should provide an in-depth discussion of the character trait.

CLOSE

Have students identify one specific trait of good character and describe how a person demonstrating that trait can make a positive impact on his or her home, school, or community.

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** Why do you think tolerance is important to good social health?
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?

Health Online

For more review questions for Lesson 2, go to health.glencoe.com.

Lesson 2: Building Your Character 37

Lesson 2 Review Answers

1. Character is the way in which a person thinks, feels, and acts.
2. trustworthiness, respect, responsibility, fairness, caring, and citizenship
3. Caring people are willing to share their time, talents, and resources with others.
4. Society is made up of people from many backgrounds. Tolerance shows respect and acceptance of others. Learning about people from differing cultures or backgrounds can enrich your life.
5. Larry is not showing respect for the custodian or responsibility for the school environment.
6. Students should identify and report on an appropriate athlete to research.

Lesson 3

FOCUS

Activating Prior Knowledge

What I Know Ask students to describe how the skills of decision making and goal setting, which were discussed in Lesson 1, can positively influence a person's health. Then have students name other skills that are important for good health.

Guide to Reading

BUILDING VOCABULARY

- Have students skim the chapter to find the definition of the terms *communication* and *advocacy*. Then have students write a sentence explaining why good communication skills are important for the health skill of advocacy.
- Use Vocabulary PuzzleMaker to reinforce vocabulary terms.

READING STRATEGY

- **Organizing Information** Have students prepare a sheet of paper with two headings before they read the lesson. Then, as students read, they can add to their lists.

Quick Write

To help students get started on their Quick Writes, have them brainstorm a list of skills and talents.

Caption Answer

Photo Caption verbal and nonverbal

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?**

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Lesson 3 Resources

- **Chapter FAST FILE Resources**
 - Guided Reading and Writing 2-3
 - Concept Mapping Activity 2-3
 - Health Lab 2-3
 - Reteaching Activity 2-3
 - Enrichment Activity 2-3
 - Lesson Quiz 2-3

Technology

- Transparency 2-3
- Audio Summaries
- ExamView
- Vocabulary PuzzleMaker
- StudentWorks™ Plus

FIGURE 2.2

R 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

TEACH

R Reading Strategy

Analyzing a Graphic Have students examine Figure 2.2, which identifies the ten health skills. Have students make a list of the three skills that they feel are most important in their lives right now. Ask volunteers to share their answers. Ask: Why do different students identify different skills as most important in their lives right now? **Sample answer:** *Different students are facing different challenges and have different goals.* Emphasize to students that mastering each of these health skills will have a positive impact on their total health. **OL**

AL Active Learning

Small Group Presentation

Have students work in small groups. Provide each group with a different sentence written on a sheet of paper, each expressing a mood or emotion. For each groups’ presentation, have the group members stand in front of the class. Have each group member take a turn saying the assigned sentence, using nonverbal cues to indicate a different mood or emotion. After each group member has said the sentence, have the remainder of the class identify the emotions indicated by the nonverbal cues. When all of the groups have finished their presentations, lead a class discussion of the importance of nonverbal communication in everyday life. **OL**

Cultural Perspectives

Nonverbal Communication Although students are familiar with different languages, they may not know that there are vast differences in nonverbal communication between cultures. Asian cultures, for example, use fewer facial expressions than most Western cultures.

People from some African and Caribbean cultures show respect by avoiding eye contact while speaking, while American speakers and listeners usually maintain eye contact. Have students investigate cultural differences in communication and share their findings with the class. **OL**

W Writing Support

Persuasive Writing Have students write a paragraph that uses facts to support the opinion that peaceful conflict resolution is an important health skill for teens. Remind students that persuasive writing uses facts to support an opinion. Have students edit and correct their work before turning it in. **OL**

Reading Check

Answer Refusal skills help you say no to an unhealthy or risky situation. Conflict resolution helps you solve a disagreement.

HS Health Skills Practice**Accessing Information**

Remind students that print and online resources are not the only way to obtain accurate, reliable health information. Tell students that their parents or guardians, the school nurse, doctors, pharmacists, and other medical professionals are all excellent sources of information for teens with health questions. Have students make a brochure that could be used by other teens, explaining how to obtain accurate answers to questions about health. **OL**

Caption Answer

Photo Caption *Sample answer:* My brother and I disagree about our weekend plans. This was a minor disagreement that was resolved by compromise.



▲ Resolving conflicts requires one or both parties to give a little. **What are some conflicts you have been involved in? Were these major or minor disagreements? How did you resolve them?**

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 *STOP*. This makes it easy to remember.

- Say no in a firm voice.
- Tell why not.
- Offer another idea.
- Promptly 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?

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

What Teens Want to Know

Why should I be involved in after-school activities? After school, a time when many teens are home alone, is a peak period for teens to make unhealthy decisions and to be exposed to negative influences. Studies have shown that teens who are involved in constructive, supervised after-school

activities are less likely to use alcohol, drugs, or tobacco. This is also associated with a decrease in delinquency, arrests, and weapon use. Have students make a brochure describing the opportunities for constructive, supervised activities available to students at the school or in the community. **OL**

Accessing Information

HS 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

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

FIGURE 2.3

R INFLUENCES ON YOUR HEALTH

Both internal and external factors affect your health. **Which sources have the most influence on your health decisions?**

Internal	External
Personal Likes and Dislikes <ul style="list-style-type: none"> • Tastes in food • Values • Skills and talents 	Your Family and Culture <ul style="list-style-type: none"> • Beliefs, behaviors, and habits • Family traditions • Food served at home
Desires and Ambitions <ul style="list-style-type: none"> • Plans for the future • Goals • Dreams and hopes 	Media and Technology <ul style="list-style-type: none"> • TV and movies • Magazines • Internet
Curiosity <ul style="list-style-type: none"> • Things I wonder about • Things I want to do or try 	Friends and Peers <ul style="list-style-type: none"> • Behaviors and opinions of my friends and classmates
Fears <ul style="list-style-type: none"> • Things that scare or frighten me • Things I <i>never</i> want to try 	Environment <ul style="list-style-type: none"> • Place where I live • School I attend • Air quality • Sources of recreation

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AL Active Learning

Real-World Connection

Provide students with examples of health information from reliable sources. Have students work individually if you have enough sources, or in small groups, to evaluate the information. Then have students explain to the class how they can tell whether the information is reliable. Ask: How can you verify the accuracy of this information? *Consider the source, look for documentation, or find supporting evidence at another source.* **OL**

R Reading Strategy

Analyzing a Graphic Have students examine Figure 2.3, which lists internal and external influences on health decisions. Ask: What influences have become less important to you as you have gotten older? *Sample answer: My family has less influence on my decisions than they did when I was a child.* What influences have become more important to you as you have gotten older? *Sample answer: My friends have more influence on my decisions than they did when I was a child.* **OL**

TECHNOLOGY AND HEALTH

Health Information on the Internet Studies have found that 65 to 75 percent of teens and young adults have searched for health information on the Internet. For this reason, it is critical that teens know how to discern what information is reliable and what is not. Have students discuss situations in which the

advice of a doctor or medical professional cannot be replaced by the Internet; for example, if a teen has symptoms that may indicate a serious problem. Have students write guidelines for finding reliable health information on the Internet that could be distributed by the school nurse. **OL**

R Reading Strategy

Analyzing a Graphic Have students examine the health behaviors checklist that is shown in Figure 2.4. Have students generate a question about one of the behaviors. Ask volunteers to share their questions with the class. Use the students’ question to generate discussion about the health behaviors in the checklist. **OL**

Academic Vocabulary

Positively Page 43 discusses ways to positively manage stress. Have students identify antonyms of the word *positively* (negatively). **OL**

FIGURE 2.4

HEALTH BEHAVIORS CHECKLIST

R 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 daily 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.

Caption Answer

Figure Caption Answers will vary; students should indicate health behaviors from the checklist.

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?

HEALTH LITERACY

Stress Affects the Whole Body Studies have shown that stress has a negative impact on many different body systems. For this reason, stress management is an important health skill that affects physical health, as well as mental/emotional health. Explain to students that stress can cause digestive

system problems, sleep problems, high blood pressure, depressed immune system function, and can exacerbate asthma, hives, and eczema. Have students work in pairs to find out how stress affects one of the systems of the body. Have each pair of students present its results in a short oral report. **OL**

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**—*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 managing one's time efficiently. You will examine this skill more closely 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.



Define What does *advocacy* mean?

Health Online

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

Lesson 3 Review



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 internal and external 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.

Health Online

For more review questions for Lesson 3, go to health.glencoe.com.

Lesson 3: Developing Other Health Skills 43

Lesson 3 Review Answers

1. Communication is the clear exchange of ideas and information.
2. **Sample answer:** Internal influences include personal ambitions and fears; external influences include peers and family.
3. Two types of stress are positive stress and negative stress.
4. Practicing refusal skills gives you confidence when you say no to an unhealthy choice.
5. Students could advocate by writing a letter to the president of the company or writing a letter to the editor of a newspaper. Keeping water supplies free from waste products helps stop the spread of disease.
6. Remind students that an article is a form of expository writing that uses facts to inform others. Provide examples of editorials as models.

CHAPTER 2

Lesson 3



Reading Check

Answer Advocacy means informing others and encouraging healthful behaviors.

ASSESS



Assessment Resources

Lesson Review Quiz

ExamView

Fast Files Activities

Online Quizzes and Activities

Reteaching

- Assign Concept Map 2-3 or Reteaching Activity 2-3 in the Fast Files.
- Ask students to explain each of the steps in the S.T.O.P. strategy. Then, ask volunteers to describe everyday situations in which the S.T.O.P. strategy could help them avoid unhealthy choices.

Enrichment

- Assign Enrichment Activity 2-3 in the Fast Files.
- Have students create a checklist that could be used by others to determine the reliability of a source of health information.

CLOSE

Have students name internal and external health influences.

Saying No to Unhealthy Choices

SKILL
Refusal Skills

Activating Prior Knowledge

Have volunteers identify what each letter in the S.T.O.P. strategy stands for.

- **Objective** After completing the activity, students will be able to apply refusal skills to avoid unhealthy choices.
- **Time** 30 minutes
- **Materials** paper, pencil

Teacher Classroom Resources

- Building Health Skills
- Transparency 6-3

Model

- Have students work individually to read about Sam using refusal skills to avoid making a choice that goes against his values. Ask: Sam offered to go to a game with his friends on the weekend. What are some other alternatives Sam could have offered? *Sample answer: Sam could have offered to have his friends over after the game to hear about the team's performance, or he could have offered to go to a night game sometime.*

National Health Standards Addressed
2.3, 4.2, 5.2, 5.4, 5.6

Building Health Skills

REFUSAL SKILLS

Saying No to Unhealthy Choices

DIRECTIONS

Refusal Skills involve saying no to behavior that is unhealthy or unsafe. This activity will give you the opportunity to develop and master this important health skill. Here's a guide to the different parts of this activity:

- 1 In the **Model** section, you will read about a teen who performs the health skill successfully. This "model" scenario will show you how the skill is done.
- 2 The **Practice** section will help guide you in practicing the skill.
- 3 In the **Apply** section, you will have a chance to perform the skill on your own. You can use the Self-Check to check your work.

To complete this activity, first read the scenario presented in the Model. Then move on to the Practice. Finally, go ahead and try the Apply activity.

1 Model

James told his friends he had managed to get three tickets to the home opener for the town's professional baseball team. Sam, however, wondered where the tickets came from. He also realized that the game started at 1:30. He knew that going would mean cutting class. He didn't think that was the right thing to do.

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 so uptight? If we don't leave now, we'll be late.

SAM: If you're willing to wait for the weekend, I'll go to that game with you. (**Offer another idea**)

LOUIS: You are really weird sometimes.

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



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Teaching Tips

Learning New Skills Ask students how it felt to ride a bike, in-line skate, use a new computer program, or skateboard for the first time. (Students will probably say it felt awkward or not natural.) Explain that it is normal not to feel comfortable doing a new skill the first few times. Emphasize that with

practice, however, using health skills such as refusal skills begins to feel more natural. Encourage students to stand in front of a mirror or use a tape player at home to practice refusal skills in a strong, confident voice.

2 Practice

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 James refuses pressure to do something wrong.

James is with friends at the mall. One of his friends dares him to take some magazines without paying for them. Show how James can refuse by using the S.T.O.P. strategy.

Your conversation should be guided by the following questions:

1. Does your dialogue follow the steps in the S.T.O.P. strategy?
2. Does your dialogue show an effective way to resist pressure to do something wrong?

Skill Summary REFUSAL SKILLS

When a situation arises that goes against your values, use refusal skills:

- Say no in a firm voice.
- Tell why not.
- Offer another idea.
- Promptly leave.

3 Apply

Choose one of the following situations. Working with a partner, write a skit that shows refusal skills in action. Use each of the four steps in the S.T.O.P. strategy. Perform your skit for the class.

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?

Practice

- Have students work in small groups to complete the Practice activity.
- Call on groups to share how they applied the S.T.O.P. strategy to this situation.
- Ask students to evaluate different groups' responses. Have students identify the strategies they feel would be most effective and give an explanation for their choice.

Apply/Assess

- Have students work with a partner to choose a situation and write a skit.
- Have each pair of students perform its skit.
- After each group performs, have audience members identify how each of the steps in the S.T.O.P. strategy was demonstrated in the skit.
- You may wish to distribute the Building Health Skills Activity in the Fast Files.



ASSESSMENT SCORING

Student work should meet all criteria to achieve the highest score.

Skills Student work demonstrates:

- use of the word no.
- taking a firm stand.
- offering another idea.

Concepts Student work includes:

- accurate information about health risks.
- relationship between behaviors and peer pressure.

Sending “I” Messages

Time: 30 minutes

Materials: pencil or pen,
index cards

Introducing Hands-on Health

- Have students discuss the examples of “I” and “You” messages found in the introductory paragraph. Ask students to identify three reasons why an “I” message is a more effective way to communicate than a “You” message.

Teaching the Activity

- Have students work in pairs. Have each pair of students discuss the sample situations listed in the activity.
- Then have each pair of students identify an everyday situation and write a “You” message and an “I” message for the situation.
- Ask each pair of students to describe the situations and read their “You” and “I” statements.
- Then, as a class, have students discuss the Wrapping It Up Questions.



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?

HANDS-ON HEALTH Assessment

Discussion Ask students: How can “I” statements help to avoid conflicts? **Sample answer:** *By stating your own needs, rather than making accusations about someone else, you can avoid some disagreements.*

Ask: How can nonverbal communication play a part in making an “I” statement effective? **Sample answer:** *By using a nice tone of voice and a pleasant facial expression, you can help your listener be receptive to your message.*

Reading Review

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**Key Ideas**

- 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.

Vocabulary

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

Lesson 2 Building Good Character**Key Ideas**

- 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.

Vocabulary

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

Lesson 3 Developing Other Health Skills**Key Ideas**

- 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.
- 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.

Vocabulary

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

Assessment Resources

- Chapter 2 Summary and Activity
- Audio Summaries
- Reading Tutor
- Performance Assessment
- Chapter 2 Test
- ExamView
- Vocabulary PuzzleMaker
- Online Learning Center

Reading Review

Study Aids

- **Using the Dinah Zike Foldable™ Study Organizer** Have students use the Foldable™ to review the six steps of the decision-making process.



Key Ideas

- **Using the Reading Checks** Have students assess their understanding of the chapter material by reviewing each of the Reading Checks found throughout the lessons.

Vocabulary Review

- **Vocabulary Sentences** Have each student select five vocabulary terms from the chapter. Have the students write five sentences, each correctly using one of their selected chapter vocabulary terms. Then, for each chapter vocabulary term, ask for a volunteer to read his or her sentence.

Teaching Tips

Writing in Health Class Use the writing support strategies found throughout the Teachers' Wraparound Edition to integrate writing into the health curriculum. Various types of writing, including descriptive, expository, narrative, persuasive, and personal writing are suggested throughout

the lessons and in the chapter assessments. Remind students that all writing assignments should be edited before they are turned in. Allow time for the writing and editing during the class period. Occasionally have students exchange their work with another student for peer review and feedback.

Assessment

Reviewing Vocabulary and Main Ideas

1. Decision making
2. Goal setting
3. values
4. character
5. integrity
6. Accountability
7. c
8. a
9. b

Thinking Critically

10. Answers, which will vary, might include seeing if she can get another ticket for her cousin or seeing if she can get a refund on her ticket or find another friend who might be interested in buying it.
11. Analyzing influences can help you determine what information sources are reliable and help you determine whether health information is accurate. This can help you choose reliable health products and services and develop positive health behaviors based on accurate information.

Assessment

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 attention to both internal and external factors.
 - b. pay attention to external factors but ignore internal factors.
 - c. pay attention to internal factors but ignore external factors.
 - 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.

Health Online

Have students visit health.glencoe.com to take the Chapter 2 Quiz.

HEALTH QUIZ Wrap-Up

Health Skills Have students look back at the Health Quiz in the chapter opener. Ask a volunteer to read aloud each question and give an explanation of which of the answers is correct, based on the chapter content. Ask: What is one way that the

health skills described in the Health Quiz can positively affect your physical health? *These skills can help you to avoid risky behavior, such as using drugs and alcohol, which can harm physical health.*



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. Decision Making** Write a short story in which a teen must make a decision related to his or her health.
- 13. Advocacy** Write a paragraph describing how you could demonstrate good citizenship.

Physician's Assistant Do you think you would like to be a doctor, but you are not sure you want to spend the required years in medical school? Consider a career as a physician's assistant. These professionals work under a doctor's supervision examining and treating patients. You will need to complete a two-year physician's assistant program after earning a Bachelor's degree. You will also need experience in the field to be licensed. Any health care experience will help you prepare for this career. Learn more about this and other health careers by clicking on *Career Corner* at health.glencoe.com.

Write About It

- 12. Narrative Writing** Explain to students that narrative writing tells a clear story arranged in a logical order. Students' stories will vary but should include a teen who uses the decision-making process to find a healthy solution. Stories should include character, plot, setting, and dialogue.
- 13. Personal or Descriptive Writing** This type of writing may include poetry, letters, journals, and diary entries. Remember to respect student privacy. Students' journal entries will vary but should describe how they demonstrate citizenship and what they can do to better their community.

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."

Standardized Test Practice

1. B
2. C



Physician's Assistant Have students visit the Career Corner at health.glencoe.com to gather more information about a career as a physician's assistant. Have students discuss ways that teens could use volunteer opportunities as a way to learn about careers in the health care field.

Test-Taking Tips

Supporting Details Tell students that they might be asked to find a detail that supports an idea from a reading passage, as in question 2 of the Standardized Test Practice. Tell students that in this case, they should carefully read each of the

answer choices. Although all of the choices might be correctly stated details from the passage, only one of the answer choices gives a detail that supports the main idea described in the question.