Unit 1 Fast File
A Healthy Foundation

Chapter 1  Understanding Health and Wellness
Chapter 2  Taking Charge of Your Health
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**UNIT 1 A HEALTHY FOUNDATION**

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Teacher Guide to Using the Unit 1 Fast File

The Fast File unit resources booklets allow you to conveniently access the resources you use most often. These resources accompany Glencoe Health to help you and your students expand, enrich, review, and assess every lesson, chapter, and unit. This Fast File includes the activities, quizzes, and tests needed for Unit 1. Following is a description of each of these resources.

Lesson Resources

Reading Strategies
Each lesson is supported by a Reading Strategy, which shows students how to use a variety of techniques to organize and understand what they read. These activities use research-based reading strategies to help students determine the main ideas and important information from each lesson.

Reteaching Activities
The Reteaching Activities are recommended for students who need additional help learning the concepts presented in the textbook or for all students to use as a review. A variety of formats include completion items, lists and charts, graphic organizers, and other approaches.

Enrichment Activities
The Enrichment Activities are recommended for students who demonstrate a high degree of mastery of the health concepts and skills developed in each lesson. These activities are designed to extend the concepts introduced in the lesson and challenge the students to apply their knowledge, critical thinking skills, and creativity by completing projects and debating current health-related issues.

Health Skills Practice
The Health Skills Practice activities reinforce lesson content and provide an opportunity for students to practice the health skills based on those identified in the National Health Education Standards. The health skills emphasized in the Glencoe Health curriculum are Accessing Information, Practicing Healthful Behaviors, Stress Management, Analyzing Influences, Communication Skills, Refusal Skills, Conflict Resolution, Decision Making, Goal Setting, and Advocacy.

Lesson Quizzes
A ten-question Lesson Quiz is provided for each lesson. The question types in each quiz vary, but include the following: matching, multiple choice, fill-in-the-blank, true/false, and list completion.
Chapter Resources

Vocabulary Practice
The first section of the Vocabulary Practice is designed to provide students with an aid to learning and understanding the key terms of each lesson. The second section reviews terms from the chapter that are included in the Academic Word List, a compilation of the 570 most common words found in academic texts. Both sections use a variety of formats to engage students and help them master the major concepts of each chapter.

Health Lab
The Health Labs give students experience in making observations, formulating hypotheses, collecting and recording data, and reaching conclusions based on the analysis and interpretation of experimental results. For each lab, there is a teacher page followed by student pages. A list of necessary materials and a detailed procedure prepare both the teacher and student for the lab. Tables and charts are included for recording data, and questions are designed to help students interpret the lab’s results.

Chapter Tests
The Chapter Test enables you to assess your students’ understanding of the concepts from each chapter. There are two tests for each chapter. Each includes combinations of 20 multiple choice, true/false, and matching items, as well as two or three essay questions.

Unit Resources

Health Behavior Contract
The Health Behavior Contract is designed to help students discuss their own behaviors, identify those behaviors that are dangerous to their health, and determine ways to change those dangerous behaviors into healthful ones. The contract format helps convey the importance of choosing healthful behaviors and gives students a resource for tracking their progress.

Family Involvement Activity
In order to bring the course curriculum into focus at home as well as in school, each Fast File booklet includes a Family Involvement Activity. These activities guide students in communicating effectively with family members about health, helping them to apply their knowledge and skills to real life. As these activities may ask students to answer questions of a personal or sensitive nature, it is recommended that students complete the worksheets at home and keep the results confidential.
Teacher Guide (continued)

Community Involvement Activity
The Community Involvement Activity is designed to enable students to involve community members in their health education and advocate for health causes in their community. Each worksheet presents guidelines for community projects that students can undertake independently, in groups, or as a class.

Health Career Research Activity
The Health Career Research Activity encourages students to consider the various careers in the health care industry and also to think critically about choosing a career, regardless of the field. These activities focus on different topics essential for preparing the student to enter the workplace, including assessing personal aptitudes and skills, researching career options and related education, writing résumés and cover letters, and interviewing effectively.

Unit Test
The Unit Test enables you to assess your students’ understanding of concepts from each chapter of this unit. Similar to the chapter tests, it includes combinations of 20 multiple choice, true/false, and matching items, as well as four essay questions.

Answer Key
A complete answer key appears at the back of each Fast File booklet. This answer key provides answers for every activity, quiz, and test, in the order in which they appear.
Chapter 1

Understanding Health and Wellness
Chapter 1 • Lesson 1 Your Total Health

Reading Strategy

The Pre- and Post-Reading Responses Reading Strategy helps you to see what you have learned by writing about a topic before and after reading about it. Follow the guidelines below to use this strategy with Lesson 1.

1. How healthy are you? Evaluate your physical, mental/emotional, and social health.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. Write a plan for improving your total health. Include details about steps you can take to improve all sides of your health triangle.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

3. Read Lesson 1. Expand your plan by adding useful information that you learned from the lesson.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Chapter 1 • Lesson 1 Your Total Health

Reteaching Activity

I. Directions For each side of the health triangle, list three things someone can do to improve that aspect of total health.

1. Physical Health
   - 
   - 
   - 

2. Mental/Emotional Health
   - 
   - 
   - 

3. Social Health
   - 
   - 
   - 

II. Directions Provide the missing labels on the health continuum diagram.

4. ________ Loss of health and wellness

5. ________ Improved health and wellness
Chapter 1 • Lesson 1 Your Total Health

Enrichment Activity

Good Health—Let’s All Catch It!

Directions  Read the following passage. Then complete the activity that follows.

You can take charge of your physical, mental/emotional, and social health. Starting each
day with a nutritious breakfast, getting eight to ten hours of sleep each night, and showing
respect for yourself and others are all ways to improve your total health. Making healthful
decisions leads to a longer and healthier life.

Create a Bumper Sticker
Think of something that everyone can do to improve their total health. You may use the ideas
above or any other positive health habit mentioned in Lesson 1. Then, create a bumper sticker
that motivates others to take that action.

Procedure

1. Study the bulleted lists of actions that can improve health, which appear in Lesson 1.
2. Select one action to use for your bumper sticker.
3. Create a convincing health message about how this action improves health. If you wish,
   use humor to help make the message more interesting and memorable.
4. Use colors, shapes, and other visual strategies to communicate your message in an
eye-catching way.
5. Share your completed bumper sticker with the class.
Chapter 1 • Lesson 1 Your Total Health

Lesson 1 Quiz

I. Directions  Write a plus (+) in the space provided if the statement is true. If the statement is false, cross out the underlined word or phrase and write the correct word or phrase in the space provided.

1. A triangle is the shape used to represent the components of total health.
2. The three main components of health are physical, mental/emotional, and spiritual.
3. Eating nutritious foods and getting enough physical activity are habits that most impact physical health.
4. Having fun with friends most impacts your social health.
5. Acquiring a(n) chronic disease moves an individual to a lower level of wellness.

II. Directions  In the space provided, write the letter of the choice that best completes the statement or answers the question.

6. Which of the following would have the least impact on physical health?
   a. Eating nutritious foods  
   b. Getting plenty of rest  
   c. Taking part in regular physical activity  
   d. Communicating well with others

7. A positive outlook is a characteristic
   a. of individuals with good mental and emotional health.  
   b. of most individuals who make poor decisions about health.  
   c. that indicates good physical health.  
   d. that is not important to total health.

8. Good total health can best be achieved by
   a. paying attention to all three sides of the health triangle.  
   b. focusing most of your time on physical health.  
   c. spending large amounts of time talking on the phone with friends.  
   d. worrying only about emotions and spiritual issues.

9. The health continuum is used to show
   a. the three sides of total health.  
   b. strategies for improving mental health.  
   c. the symptoms of many common chronic diseases.  
   d. a complete range of health from loss of health to a high level of wellness.

10. Which of the following behaviors would have a negative impact on an individual’s total health?
    a. Making responsible choices  
    b. Avoiding tobacco  
    c. Taking responsibility for actions  
    d. Showing disrespect to other students
Chapter 1 • Lesson 2 What Affects Your Health?

Reading Strategy

The Questions and Higher Levels of Thinking Reading Strategy helps you understand information at a deeper level by challenging you to ask and answer questions. Follow the steps below to use this strategy as you read Lesson 2.

1. Read Lesson 2, paying close attention to how the information is organized.

2. Write a question that will help you recall, or remember, what you have learned.

3. Write questions that will help you analyze, or break down, the influences of heredity, environment, attitude, behavior, and media on your health.

4. Ask a question that will help you evaluate, or identify the importance of, what you have read in Lesson 2.

5. Discuss possible answers to your questions in a group with other students.
Chapter 1 • Lesson 2 What Affects Your Health?

Reteaching Activity

Directions  Choose four of the factors below and explain how each influences your health.

<table>
<thead>
<tr>
<th>heredity</th>
<th>culture</th>
<th>behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>physical environment</td>
<td>attitude</td>
<td>media</td>
</tr>
</tbody>
</table>

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
Chapter 1 • Lesson 2 What Affects Your Health?

Enrichment Activity

Images of Health Influences

Directions Read the following passage. Then complete the activity that follows.

Many factors influence your health. Heredity, environment, peers, culture, media, and technology all have an impact on health. Some of these factors have a negative impact. Other factors have a positive impact. Learning to see these influences and the impact they have on your health can help you make better health choices.

Create a Collage

Use photos, magazine pictures, small objects, and other materials to make a collage of factors that impact your health. For example, pictures of friends may represent the influence of peers on your health; a leaf might represent the environment. Include each of the six factors (heredity, environment, peers, culture, media, and technology) in your collage. Answer the following questions after you have completed your collage.

1. Describe how at least one image or object included in your collage represents each of the following:
   Heredity ____________________________________________
   Environment _________________________________________
   Peers ________________________________________________
   Culture ______________________________________________
   Media _________________________________________________
   Technology ____________________________________________

2. What images or objects included in your collage represent negative influences on your health? Explain.
   ___________________________________________________
   ___________________________________________________

3. What images or objects included in your collage represent positive influences on your health? Explain.
   ___________________________________________________
**Health Skills Practice: Analyzing Influences**

**Influences on Health**

**Directions** The chart below lists six factors that impact health. In the middle column, give a specific example of how each factor could have a negative impact on a teen’s health. In the right column, give a specific example of how each factor could have a positive impact on a teen’s health. The first row is completed as an example.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Negative Impact</th>
<th>Positive Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heredity</td>
<td>Inheriting genes that put an individual at risk for diabetes</td>
<td>Inheriting a lean body type</td>
</tr>
<tr>
<td>Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td></td>
<td></td>
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<tr>
<td>Media</td>
<td></td>
<td></td>
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<tr>
<td>Technology</td>
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</tbody>
</table>
Chapter 1 • Lesson 2 What Affects Your Health?

Lesson 2 Quiz

I. Directions Use the vocabulary terms in the box to fill in the blanks in the sentences.

| heredity | environment |
| culture | media |
| peers | technology |

1. People of the same age who share similar interests are ________________.

2. ________________ is all of the traits that are biologically passed from parents to children.

3. Your ________________ is the sum of your surroundings.

4. The various methods of communicating information are ________________

5. ________________ is the collective beliefs, customs, and behaviors of a group.

II. Directions Write a plus (+) in the space provided if the statement is true. If the statement is false, cross out the underlined word or phrase and write the correct word or phrase in the space provided.

____ 6. Your friends are a part of your physical environment.

____ 7. Your attitude can be described as optimistic or pessimistic.

____ 8. The Internet is one form of media.

____ 9. All health information available on the Internet is valid.

____ 10. Heredity is an influence on health that you cannot control.
**Chapter 1 • Lesson 3 Health Risks and Your Behavior**

**Reading Strategy**

The *Content Frames Reading Strategy* helps you understand information by categorizing it. Follow the guidelines below to use this strategy with Lesson 3.

1. As you read Lesson 3, list some healthful behaviors and risk behaviors in the columns below. Then, explain why you see the behavior as either healthful or risky.

<table>
<thead>
<tr>
<th>Healthful Behavior</th>
<th>Why It Is Healthful</th>
<th>Risk Behavior</th>
<th>Why It Is Risky</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

2. Review your completed table. Choose one healthful behavior that you would like to practice regularly. Write a sentence describing why.

________________________________________________________________________

________________________________________________________________________

3. Define cumulative risks. List three cumulative risk behaviors to avoid.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 1 • Lesson 3  Health Risks and Your Behavior

Reteaching Activity

Directions  Complete the lists and answer the questions below.

1. List the six risk behaviors that cause most of the deaths and disability among people under age 24.

2. List six lifestyle factors that help to avoid health risks.

3. Explain how risks add up over time.

4. Explain how abstinence and prevention can help you avoid risks and maintain your health.
Enrichment Activity

Persuasive Speaking

Directions Read the following passage. Then complete the activity that follows.

There are six risk behaviors listed below. The Centers for Disease Control and Prevention (CDC) considers these to be the riskiest behaviors for teens. These behaviors have both short- and long-term consequences.

- Tobacco use
- Unhealthy dietary behaviors
- Inadequate physical activity
- Alcohol and other drug use
- Sexual behaviors that may result in disease or unintended pregnancy
- Behaviors that contribute to unintentional injuries and violence

Write a Persuasive Speech

A persuasive speech is a one in which you share your point of view with others to try to change their opinions or behaviors. Choose one of the risk behaviors listed above. Write a three- to five-minute speech to persuade other teens to avoid or reduce the risk behavior. Include facts to make your speech more persuasive. Use the following questions to help you prepare your speech. Then present your speech to the class.

1. What is your thesis statement (the point you are going to make in your speech)?

2. How will you grab the listeners’ attention?

3. What facts will you include in your speech?

4. What solutions or actions will you mention to reduce this health risk?

5. How will you end your speech?
Chapter 1 • Lesson 3 Health Risks and Your Behavior

Health Skills Practice: Advocacy

Risk Behaviors

Directions The following graph shows statistics about teens and risk behaviors. Use the statistics, the information in the lesson, and your knowledge of risk behaviors to complete the activity.

![Graph showing statistics on behaviors]

*Statistic reflects behavior for prior 30 days.

Share Your Message

Work in a group to create a poem, poster, song lyric, or cartoon encouraging a risk-reducing behavior among your peers. Share your message with other students in your school. Use the following steps to complete the activity.

1. What type of project will your group complete?

2. What message will you communicate?

3. Why do you think the format you have chosen will be effective in communicating a health-related message to your peers?
Chapter 1 • Lesson 3 Health Risks and Your Behavior

Lesson 3 Quiz

I. Directions Match each term in the left column with the best definition in the right column. Write the letter of your choice in the space provided.

_____ 1. risk behaviors  
______ 2. cumulative risks  
______ 3. prevention  
______ 4. abstinence  
______ 5. lifestyle factors

a. taking steps to keep something from happening or getting worse  
b. related risks that increase in effect with each added risk  
c. personal habits or behaviors related to the way a person lives  
d. actions that can potentially threaten your health or the health of others  
e. avoiding harmful behaviors

II. Directions Using information found in the lesson, complete the following list.

List five lifestyle factors that promote good health.

6. ____________________________  
7. ____________________________  
8. ____________________________  
9. ____________________________  
10. ____________________________
Chapter 1 • Lesson 4  Promoting Health and Wellness

Reading Strategy

The Main Idea/Detail Notes Reading Strategy helps you find main ideas and the details that support them in your reading. Follow the guidelines below to use this strategy with Lesson 4.

1. Read the lesson title and then skim the lesson. As you skim, think about the main ideas that the lesson introduces.

2. List four of the headings in this lesson. Each heading in the lesson is the source of a main idea.

   ___________________________
   ___________________________
   ___________________________
   ___________________________

3. Read Lesson 4. In the table, list the main idea of each section under the headings you listed above. Fill in the right column of the table with details for each main idea. Details describe or explain the main idea.

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

4. Pair up with a classmate to compare your completed tables. Discuss which information in the tables is the same and which is different. Share your analysis with the class.
Chapter 1 • Lesson 4 Promoting Health and Wellness

Reteaching Activity

Directions Fill in the graphic organizer using the following terms: health education, Healthy People, health disparities, and health literacy.

The goals of
1. ________ include

increasing removing

2. ________,

which is

the ability to locate and understand health information,

which can be accomplished through

4. ________

3. ________,

which are
differences in health outcomes between groups,
Chapter 1 • Lesson 4  Promoting Health and Wellness

Promoting Health Literacy

Directions: Read the following passage. Then complete the activity that follows.

A health literate individual is able to find, judge, and understand health information. Health literate people are critical thinkers. They take charge of their own learning. They are good communicators. Health education is the best way to promote health literacy.

Create a Board Game

Work with a group to create a board game that promotes health literacy. In your group, brainstorm ways to include health literacy information in your game. All games must include a start and finish point, question cards with answers that decide whether or not a player moves ahead, and a written set of rules. Answer the questions below to plan your game. After the games have been completed, exchange games with another group. Play and evaluate the other group’s game.

1. How will you incorporate information about health literacy into your game?
____________________________________________________________________
____________________________________________________________________

2. List three questions about health literacy you will use in your game. Include answers to your questions.
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

3. What do you want people to learn from playing your game?
____________________________________________________________________
____________________________________________________________________
Health Skills Practice: Goal Setting

Health for All

Directions Read the following passage. Then answer the questions that follow.

For a class assignment, James must set a health goal and explain how reaching his goal will help him, his family, and his community. He has asked his sister to help him.

“Becky, how could a person’s health affect anyone else?”

“I can think of lots of ways,” Becky says.

“Like what?” James asks.

“Cigarette smoking,” Becky replies. “If someone in the family smokes, others in the family are exposed. The community is affected, too. Tobacco use means more illness and more health-care needs.”

“Yeah,” James agrees, “and more fires and litter.”

“Do you understand the assignment better now?” Becky asks.

James nods. He wonders what goal to set.

What Would You Do?

Put yourself in James’ shoes. Choose a goal that will improve your health and the health of others. Apply the goal-setting steps to help you reach your goal. Use an additional sheet of paper if you need more room.

1. Identify a specific goal, and record it here.

2. List the steps you will take to reach your goal.

3. What are some problems you might face as you work to reach your goal? Who might offer you support as you work to reach your goal?

4. When do you want to reach your goal?

5. How will you evaluate progress toward your goal?

6. How will you reward yourself when you reach your goal?
Chapter 1 • Lesson 4  Promoting Health and Wellness

Lesson 4 Quiz

I. Directions  Write a plus (+) in the space provided if the statement is true. If the statement is false, cross out the underlined word or phrase and write the correct word or phrase in the space provided.

_____ 1. A high level of individual wellness has a(n) **negative** impact on the community.

_____ 2. The nation’s **health goals** are revised every ten years.

_____ 3. Health disparities are **similarities** in health outcomes between groups.

_____ 4. A(n) **health-literate** individual knows how to find health information.

_____ 5. Understanding **health education** empowers people to improve their quality of life.

II. Directions  Using information found in the lesson, complete the following lists.

What are the two main goals of *Healthy People 2010?*

6. __________________________________________________________

7. __________________________________________________________

What are three characteristics of a health-literate person?

8. __________________________________________________________

9. __________________________________________________________

10. _________________________________________________________
Chapter 1 Understanding Health and Wellness

Vocabulary Practice

I. Directions Match each term in the left column with the best definition in the right column. Write the letter of your choice in the space provided.

1. health a. an overall state of well-being
2. environment b. all the traits that are biologically passed from parent to offspring
3. prevention c. a deep-seated sense of meaning and purpose in life
4. health education d. personal habits or behaviors related to the way a person lives
5. health disparities e. people of the same age who have similar interests
6. peers f. taking steps to keep something from happening or getting worse
7. spiritual health g. differences in health outcomes between groups
8. health literacy h. the sum of your surroundings
9. abstinence i. an individual's capacity to learn about and understand health information
10. wellness j. avoiding harmful behaviors
11. heredity k. the combination of physical, mental/emotional, and social well-being
12. lifestyle factors l. providing health information to help people make healthy decisions
Chapter 1 Understanding Health and Wellness

Vocabulary Practice (continued)

II. Directions The words listed below appear in Chapter 1 and are part of the Academic Word List, which includes the 570 most common academic words found in academic texts. Read the definitions of the words, and then use the words to fill in the blanks below.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>maintain (1-1, p. 8)</td>
<td>to keep in an existing state</td>
</tr>
<tr>
<td>overall (1-1, p. 9)</td>
<td>as a whole</td>
</tr>
<tr>
<td>adequate (1-2, p. 12)</td>
<td>sufficient or satisfactory</td>
</tr>
<tr>
<td>ethnic (1-2, p. 13)</td>
<td>group with a common background</td>
</tr>
<tr>
<td>significant (1-3, p. 18)</td>
<td>noticeably or measurably large</td>
</tr>
<tr>
<td>mature (1-3, p. 19)</td>
<td>having completed growth or development</td>
</tr>
<tr>
<td>revise (1-4, p. 22)</td>
<td>to make a new, amended, or up-to-date version of</td>
</tr>
<tr>
<td>capacity (1-4, p. 25)</td>
<td>an individual’s mental or physical ability</td>
</tr>
</tbody>
</table>

1. You can positively influence your health by getting ________________ rest.
2. Drinking alcohol is a risk behavior that can have ________________ consequences.
3. When ten years have passed, the nation will ________________ its health goals.
4. If you ________________ healthy relationships, you will enhance your health.
5. Health literate individuals have the ________________ to learn about health products and services.
6. Some of your customs may be related to your family’s ________________ group.
7. Wellness is a(n) ________________ state of total health.
8. A(n) ________________ individual takes responsibility for his or her own health.
Chapter 1 Understanding Health and Wellness

Teacher Notes

Health Lab

Influences on Health

Objectives
- Observe and record influences on your actions, behaviors, and decisions.
- Analyze direct and indirect influences on your health-related actions.
- Classify influences as having a positive or negative impact on your health.

Materials
- Student worksheets

Preparation
- Make one copy of the student worksheets on pages 29 to 31 for each student.
- Use this lab any time after students have completed Lesson 2 of Chapter 1.
- Before distributing the student worksheets, explain to students the types of information they are to collect and the date on which they must bring the collected data to class.

Teaching the Lab
- Review the Procedure with students.
- Make sure students collect the required data.
- Lead a class discussion on influences on health. Ask students to identify some common influences on teens. Then, have students explain how they could determine if an influence is positive or negative.

Further Investigation
Encourage students to record influences on their health behaviors and decisions after the lab has been completed. Ask students to explain why understanding influences is an important part of taking responsibility for their own health.
Chapter 1 Understanding Health and Wellness

Health Lab

Influences on Health

Introduction

Many factors influence the decisions you make each day. Your parents or guardians influence you by providing advice. Other influences are more subtle. For example, the actions of characters on a television program may impact a decision you make long after you view the program. What influences your actions, behaviors, and decisions? In this lab you will analyze how various influences affect you.

Objectives

- Observe and record influences on your actions, behaviors, and decisions.
- Analyze direct and indirect influences on your health-related actions.
- Classify influences as having a positive or negative impact on your health.

Materials

- Worksheets

Procedure

1. Read Lesson 2. Other lessons in Chapter 1 also relate to this lab.
2. Look at the sample data table below. Then preview the full table on page 30.
3. For one week, keep a journal. In it, note factors that influence your health behaviors. Explain how each influence impacts your choices, purchases, attitudes, and behaviors.
4. Use examples from your journal to complete the Data and Observations table. Choose the examples that you think are most significant. Include at least two examples for each influence.
5. Classify each example as positive or negative and briefly explain your reasons. If an example is both positive and negative, explain why.
6. After completing the table, answer the Analysis questions on page 31.

Sample Data

<table>
<thead>
<tr>
<th>Influence</th>
<th>Effects on Your Behavior (including thoughts, actions, purchases, decisions, and goals)</th>
<th>Positive or Negative? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends</td>
<td>Ben convinced me to stop studying for the history test and go to the movies instead.</td>
<td>Negative. I did not do well on the test (neither did Ben).</td>
</tr>
<tr>
<td>Media</td>
<td>Public service announcement on the radio reminded me to wear my seatbelt.</td>
<td>Positive. I know that using a seatbelt can prevent or lessen the severity of injuries in an accident.</td>
</tr>
</tbody>
</table>
# Chapter 1 Understanding Health and Wellness

## Health Lab (continued)

### Data and Observations

<table>
<thead>
<tr>
<th>Influence</th>
<th>Effects on Your Behavior (including thoughts, actions, purchases, decisions, and goals)</th>
<th>Positive or Negative? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peers other than close friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertisements and commercials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television and radio programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printed materials, such as newspapers, magazines, and books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Internet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 1 Understanding Health and Wellness

Health Lab (continued)

Analysis

1. Which influences have the strongest effect on your health? Rank the nine influences shown in the table in order from greatest to least influence.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Which influences have the power to affect you both positively and negatively? Explain your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Which influences were most subtle or indirect? Explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. Describe some ways that you influence others.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Further Investigation

Record the factors that influence you over a longer period of time to see if you can find trends in the results. For example, does a certain adult always influence you in a positive way? Does a certain television program always influence you in a negative way? How can understanding the influences on your behaviors help you to make better choices?
Chapter 1 Understanding Health and Wellness

Chapter 1 Test A

I. Directions In the space provided, write the letter of the choice that best completes the statement or answers the question.

1. Which of the following statements about your total health is NOT true?
   a. Your health triangle includes physical, mental/emotional, and social health.
   b. It's important to pay attention to all three areas of your health triangle.
   c. Physical health is the most important area of your health triangle.
   d. Spiritual health is a part of mental/emotional health.

2. Which of the following factors that influence health do individuals have the least control over?
   a. Heredity
   b. Social environment
   c. Attitude
   d. Behavior

3. Which of the following is NOT a risk behavior?
   a. Tobacco use
   b. Violence
   c. Alcohol use
   d. Abstinence

4. Eating high-fat foods every day at lunch is an example of
   a. cumulative risks.
   b. prevention.
   c. abstinence.
   d. chronic disease.

5. Which of the following describes a health disparity?
   a. Men and women have different rates of survival after a heart attack.
   b. Individuals learn to access valid health information on the Internet.
   c. Communities promote health and wellness through various programs.
   d. National health goals are revised every 10 years.

II. Directions Match each term in the left column with the best definition in the right column. Write the letter of your choice in the space provided.

6. risk behaviors a. collective beliefs, customs, and behaviors of a group
7. culture b. various methods for communicating information
8. media c. actions that threaten your health and the health of others
9. technology d. radio, television, and the Internet
10. cumulative risks e. related risks that increase in effect with each added risk
Chapter 1 Test A (continued)

III. Directions Write a plus (+) in the space provided if the statement is true. If the statement is false, cross out the underlined word or phrase and write the correct word or phrase in the space provided.

11. There are three main components of your social health.
12. Social health refers to the health of the body.
13. An individual’s position on the health continuum continues to change as he or she moves through life.
14. Clean, safe bike paths are a health-enhancing part of a(n) physical environment.
15. Peers are a part of your mental/emotional network.
16. Risk behaviors are behaviors that can harm your health.
17. A health literacy is a difference in health outcomes between groups.
18. Heart disease is an example of a(n) chronic disease.
19. Your culture and your physical surroundings are parts of your environment.
20. Language, diet, and family background are components of culture.

IV. Directions On a separate sheet of paper, write a short paragraph to answer each question.

21. Identify one health risk that you can control and one health risk that you cannot control.
22. Explain how lifestyle factors can contribute to chronic disease.
Chapter 1 Understanding Health and Wellness

Chapter 1 Test B

I. Directions Write a plus (+) in the space provided if the statement is true. If the statement is false, cross out the underlined word or phrase and write the correct word or phrase in the space provided.

______ 1. Eating nutritious foods can improve your physical health.
______ 2. Practicing healthful behaviors can reduce the risk of chronic diseases.
______ 3. Getting eight hours of sleep each night is an example of a(n) cumulative risk.
______ 4. Optimists usually have a higher degree of wellness than pessimists.
______ 5. A Web site that ends in .gov or .edu is probably unreliable.

II. Directions Match each term in the left column with the best definition in the right column. Write the letter of your choice in the space provided.

______ 6. heredity
______ 7. prevention
______ 8. environment
______ 9. peers
______ 10. abstinence

   a. avoiding harmful behaviors
   b. all the traits that are biologically passed from parent to child
   c. the sum of an individual’s surroundings
   d. taking steps to keep something from happening or getting worse
   e. people of the same age who share similar interests

III. Directions In the space provided, write the letter of the choice that best completes the statement or answers the question.

______ 11. Being constantly overwhelmed by everyday challenges is a sign of poor
   a. physical health.  c. spiritual health.
   b. mental/emotional health.  d. social health.

______ 12. Which of the following is an accurate statement about the health triangle?
   a. You can work on only one side at a time.
   b. It’s most important to work on physical health.
   c. Good overall health requires a balance between all three sides.
   d. If you work on social health, other areas of health will automatically improve.

______ 13. Which of the following does NOT have a positive impact on your position on
   the health continuum?
   a. Eating nutritious foods  c. Having a chronic disease
   b. Avoiding risk behaviors  d. Having a positive social environment
Chapter 1 Test B (continued)

14. Safe parks, clean water, and nutritious foods are all components of a healthy
   a. social environment.  
   b. attitude.  
   c. culture.  
   d. physical environment.

15. Which is an example of positive peer pressure?
   a. A teen encouraging a friend to drink alcohol
   b. A student asking others to join the leadership club
   c. A teacher telling his students to have a safe weekend
   d. A parent telling her son to wear his seatbelt

16. It rained on the day of an event several students had been planning. Which
    reaction demonstrates a pessimistic attitude?
    a. “We can just reschedule for next weekend. I’m sure it will be sunny then.”
    b. “We can move the event indoors—let me make some phone calls and get
       it arranged.”
    c. “My whole weekend is ruined. Nothing ever works out for me.”
    d. “If we reschedule, we’ll have time to make the event even bigger and better.”

17. A reliable source of information on the Internet would most likely be
   a. a site that advertises the products of a prescription drug manufacturer.
   b. a chat forum to which anyone can post.
   c. a site run by the Centers for Disease Control and Prevention.
   d. a site that claims to have information about a miracle cure.

18. Which of the following is a health risk behavior?
   a. Wearing a seatbelt  
   b. Using sunscreen  
   c. Getting plenty of rest  
   d. Carrying a weapon

19. Getting regular check-ups with a doctor and a dentist is an example of
   a. prevention.  
   b. a cumulative risk.  
   c. a risk behavior.  
   d. abstinence.

20. Which of the following best describes the group of people to which the
    goals of Healthy People 2010 apply?
    a. Preschoolers and students  
    b. Women and infants  
    c. Senior citizens  
    d. All people in the United States

IV. Directions  On a sheet of paper, write a short paragraph to answer
each question.

21. Describe how tobacco use could negatively impact all three sides of a teen’s
    health triangle.

22. Define prevention, and explain its role in maintaining overall health.
Chapter 2

Taking Charge of Your Health
Chapter 2 • Lesson 1 Building Health Skills

Reading Strategy

The Question Answer Relationships (QAR) Reading Strategy helps you understand the information you read by asking and answering questions. Follow the guidelines below to use this strategy with Lesson 1.

1. Read the lesson introduction and browse the section headings and highlighted vocabulary terms within the lesson.

2. Choose eight section headings or highlighted words which seem particularly important. Change each heading or highlighted word to a question and write it in the table below. For example, the heading “Learning Health Skills” can become the question, “How can learning health skills help me manage my health?”

3. Read Lesson 1. Write your questions in the column on the left and your answers to each question in the column on the right.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Pair up with a classmate. Ask your partner five questions on your list. Listen to his or her responses and give feedback. Then answer five questions asked by your partner.

5. Discuss the activity with your partner. What new information did each of you learn? How did this activity help you learn?
Chapter 2 • Lesson 1 Building Health Skills

Reteaching Activity

Directions Read each situation below. Use the list below to choose a health skill that could be used in each situation. Write a sentence that tells what health skill you would use and how it would help you solve the problem or make a decision.

<table>
<thead>
<tr>
<th>conflict resolution</th>
<th>stress management</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyzing influences</td>
<td>refusal skills</td>
</tr>
<tr>
<td>advocacy</td>
<td>accessing information</td>
</tr>
<tr>
<td>practicing healthful behaviors</td>
<td>communication skills</td>
</tr>
<tr>
<td>decision making</td>
<td>goal setting</td>
</tr>
</tbody>
</table>

1. You notice that your little sister sometimes skips brushing her teeth before she goes to bed.

2. Your schedule next year will be very busy; you will need to choose between being on the basketball team and being in the band.

3. You are nervous about midterm exams because those grades will be sent to the college scholarship committee.

4. You are very interested in a new type of protein supplement, which advertisements claim is safe and builds muscle mass quickly.

5. Your friends offer to bring alcohol to the party you are having on Friday night.
Chapter 2 • Lesson 1 Building Health Skills

Enrichment Activity

Refusal Strategies

Directions  Read the following passage. Then complete the activity that follows.

Sometimes people may urge you to do things that are unsafe, unhealthful, or go against your values. Refusal strategies can help you say no in these situations. Below are effective refusal strategies.

**Say no in a firm voice.** Do this calmly and clearly. Use expressions such as “No, I’d rather not.”

**Explain why.** State your feelings. Tell the other person that the suggested activity or behavior goes against your values or beliefs.

**Offer alternatives.** Suggest a safe, healthful activity to do instead of the one offered.

**Stand your ground.** Make it clear that you don’t intend to back down from your position.

**Leave if necessary.** If the other person continues to pressure you or won’t take no for an answer, simply walk away.

**Write a Skit**

Work in a small group to write a skit that shows a teen using these refusal strategies to avoid a risk activity. Your skit should identify a specific risk activity, include each of the refusal strategies shown above, and show a teen successfully avoiding the risk activity. Practice your skit several times. If possible, include props and costumes. Perform your skit for the class. Answer the following questions to help you plan your skit.

1. In what risk activity will the teen in your skit refuse to participate?

2. Explain how each refusal strategy will be incorporated in the skit.

3. What props and costumes will you use in your skit?
Chapter 2 • Lesson 1 Building Health Skills

Health Skills Practice: Communication Skills

The Ball’s in Your Court

Directions  Read the scenario below. Then complete the activity that follows.

Scenario:
When Mark arrives late at the basketball court, his friend Phillipe throws the ball at him, shouting, “You’re a half hour late!”
“Well, excuse me, Mr. Punctual,” Mark laughs.
“You’re never on time. It’s like you assume I have nothing better to do than wait around for you,” Phillipe says.
“Sorry, man, but some things came up,” Mark answers.
“Yeah? Well, I’m outta here.” Phillipe throws up his hands and turns to walk away.
“Wait, let me explain,” Mark says calmly.
Phillipe hesitates, wondering how to respond.

Finish the Scenario
Think of a way that Mark and Phillipe can use effective communication skills to build and maintain their friendship. Work with a partner to write an ending to this scenario. Demonstrate the communication skills below. Use another sheet of paper if you need more room.

1. Use “I” messages.
2. Speak calmly and clearly, using a respectful tone.
3. Listen carefully, and ask appropriate questions.
Chapter 2 • Lesson 1 Building Health Skills

Lesson 1 Quiz

I. Directions List and describe five health skills that can be used to enhance health.

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________

5. ____________________________________________

II. Directions Write a plus (+) in the space provided if the statement is true. If the statement is false, cross out the underlined word or phrase and write the correct word or phrase in the space provided.

_____ 6. Using “I” messages is a part of advocacy.

_____ 7. Conflict resolution is a(n) communication skill.

_____ 8. Refusal strategies can be used to help you say no to activities that go against your values.

_____ 9. Your likes and dislikes are personal beliefs that can influence your health.

_____ 10. Self-management skills include practicing healthful behaviors and managing stress.
Chapter 2 • Lesson 2 Making Responsible Decisions and Setting Goals

Reading Strategy

The Pre- and Post-Reading Responses Reading Strategy helps you see what you learned by writing about a topic before and after reading about it. Follow the guidelines below to use this strategy with Lesson 2.

1. Write a short-term goal for yourself.

2. Write a plan for achieving your short-term goal. Include steps you will take and responsible decisions you will make to achieve your goal.

3. Write a long-term goal for yourself.

4. Write a plan for achieving your long-term goal. Include steps you will take and responsible decisions you will make to achieve your goal.

5. Read Lesson 2. Expand your plans by adding any useful information that you learned from the lesson.
Chapter 2 • Lesson 2 Making Responsible Decisions and Setting Goals

Reteaching Activity

Directions  The steps used to develop an action plan for achieving a goal are shown below, but they are out of order. Put the steps in the correct order by numbering them from 1 to 6.

1. Reward yourself for achieving your goal.
2. Set a reasonable time frame for achieving your goal.
3. State a specific, reasonable goal and write it down.
4. Identify sources of help and support.
5. Evaluate your progress by establishing checkpoints.
6. List the steps you will take to reach your goal.
Chapter 2 • Lesson 2 Making Responsible Decisions and Setting Goals

Enrichment Activity

Planning Goals Using a Time Line

Directions  Read the following passage. Then complete the activity that follows.

Short-term goals are often stepping stones to achieving a long-term goal. A time line can help you plan a sequence of short-term goals that can help you achieve a long-term goal. For example, being accepted to college is a long-term goal. There are many short-term goals that can be used to help you achieve this long-term goal.

Create a Time Line

Make a time line that shows how short-term and long-term goals are related. Answer the questions to plan your work, then complete the time line.

1. What is a long-term goal that will take you more than one year, but less than five years, to achieve?

2. Identify at least four short-term goals that are directly related to the achievement of your long-term goal.

3. How will achieving these short-term goals affect your work toward your long-term goal?

Use the time line below to show your short-term goals and your long-term goal. The circle at the far left is today. The circle at the far right is when you hope to achieve your long-term goal. Put an estimated date for the achievement of your long-term goal and a brief description of it by the circle on the right. Then mark on the time line when you hope to achieve each of your short-term goals. You may use an additional sheet of paper if you need more room.

Today
Chapter 2 • Lesson 2  Making Responsible Decisions and Setting Goals

Lesson 2 Quiz

I. Directions  In the space provided, write the letter of the choice that best completes the statement or answers the question.

_____ 1. Your ideas, attitudes, and beliefs are your
   a. goals.  c. values.
   b. decisions.  d. action plans.

_____ 2. The HELP strategy is most useful when you are
   a. making decisions.
   b. setting goals.
   c. developing values.
   d. making an action plan.

_____ 3. Which of the following is a long-term goal?
   a. Walking each day this week
   b. Completing a term paper by next week’s deadline
   c. Reading a health assignment this evening
   d. Attending college after high school graduation

_____ 4. Action plans are used to
   a. identify and achieve goals.
   b. evaluate choices and make decisions.
   c. establish your values and beliefs.
   d. access valid and reliable health information.

_____ 5. Something you aim for that takes planning and work is a
   a. decision.  c. value.
   b. conflict.  d. goal.

II. Directions  Write a plus (+) in the space provided if the statement is true. If the statement is false, cross out the underlined word or phrase and write the correct word or phrase in the space provided.

_____ 6. In the HELP strategy, the H stands for healthful.

_____ 7. The first step of the goal-setting process is to state the situation.

_____ 8. Short-term goals are reached over an extended period of time.

_____ 9. Weighing possible outcomes is a step in the decision-making process.

_____ 10. Achieving goals takes planning and luck.
Chapter 2 • Lesson 3 Being a Health-Literate Consumer

Reading Strategy

The Questions and Higher Levels of Thinking Reading Strategy helps you understand information at a deeper level by challenging you to ask and answer questions. Follow the steps below to use this strategy with Lesson 3.

1. Read Lesson 3. Pay attention to how the information is organized.

2. Write a question that will help you recall, or remember, a key point in this lesson.

3. Write a question that will help you analyze the influences of advertising on consumers’ decisions to buy certain products.

4. Write a question that will help you consider how to compare two similar products.

5. Write a question that will help you evaluate, or identify the importance of, what you have read in Lesson 3.

6. Discuss possible answers to your questions in a small group.
Chapter 2 • Lesson 3 Being a Health-Literate Consumer

Reteaching Activity

Directions Each box below contains a description of an advertisement. Identify the advertising technique used in each advertisement. Label each advertisement with the correct technique from the list.

<table>
<thead>
<tr>
<th>Bandwagon</th>
<th>Great outdoors</th>
<th>Rich and famous</th>
<th>Good times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free gifts</td>
<td>Testimonial</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. ______________________
   A full-page magazine ad shows a happy family

2. ______________________
   A television commercial shows a brand of food being served in a luxury home

3. ______________________
   A radio ad features the voice of a fashion model

4. ______________________
   An Internet ad for a dietary supplement that features a couple hiking in the mountains

5. ______________________
   A television commercial shows a large group of people using the same product

6. ______________________
   A newspaper ad includes a clip-out coupon for french fries at no charge
Evaluating Internet Sources

Directions  Read the following passage. Then complete the activity that follows.

The Internet is a source of information. However, not all of the information found on the Internet is true. The Food and Drug Administration suggests asking yourself the questions below as you search for health information on the Internet. These questions can help you decide if you can trust the information you find.

- What is the source of information on the site?
- What is the purpose of the site?
- Is the information on the site current?
- Does the site protect your privacy?
- Does the site make claims that are too good to be true?

Create a Poster
Create a poster to teach others how to evaluate health-related information on the Web. Use library resources or the Internet to learn more about this topic. Make sure that your poster does not simply repeat the information listed above. Choose images, words, and colors that will make your poster informative and colorful. Answer the following questions to plan your poster. Then, make your poster.

1. What is the main point you want to communicate to others?

2. What are three details related to your main point that you will include on your poster?

3. What pictures or images will you use to help communicate your main point?
Chapter 2 • Lesson 3  Being a Health-Literate Consumer

Health Skills Practice: Accessing Information

Reading Product Labels

**Directions**  You can use the information on a product label to decide whether or not to purchase the product. Study the label below. Answer the questions below to practice evaluating products.

**SUNBUSTER LOTION**

**SPF 35**

**Active Ingredients:** Avobenzone, Octocrylene, Octyl Salicylate, Oxybenzone

**Product’s Intended Use:** Provides protection against both UVA and UVB rays to help prevent sunburn, premature aging, and skin cancer.

**Precautions:** Discontinue use if signs of irritation or rash appear. Avoid contact with eyes.

**Directions for Use:** Apply liberally to all exposed areas before sun exposure. Water proof for up to 80 minutes of swimming. Reapply after swimming, excessive perspiration, or vigorous activity.

**Manufacturers Contact Information:** Call 800-555-1234 weekdays 9 A.M. to 9 P.M. Eastern Time.

Use the information from the label above and Lesson 3 to answer the following questions.

1. If another brand of sunscreen has exactly the same ingredients as Sunbuster Lotion, which product would you purchase?

2. Why should the consumer carefully read the **Product’s Intended Use** information?

3. How can ignoring the **Precautions** or **Directions for Use** sections pose a risk to one’s health?

4. Why might a consumer need the **Manufacturer’s Contact Information** for Sunbuster Lotion?
Chapter 2 • Lesson 3 Being a Health-Literate Consumer

Lesson 3 Quiz

I. Directions List five techniques used in the advertising of health products.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

II. Directions Use the vocabulary terms in the box to fill in the blanks in the sentences below.

<table>
<thead>
<tr>
<th>health consumer</th>
<th>advertising</th>
</tr>
</thead>
<tbody>
<tr>
<td>comparison shopping</td>
<td>warranty</td>
</tr>
<tr>
<td>product labels</td>
<td></td>
</tr>
</tbody>
</table>

6. Judging the benefits of different products is _____________________.

7. A company’s or store’s written agreement to repair a product or refund your money if the product doesn’t function properly is a(n) _____________________.

8. ____________________ is written or spoken media messages about a product or service.

9. A(n) ____________________ is someone who purchases or uses health products or services.

10. ____________________ give you important information about what a product contains.
Chapter 2 • Lesson 4 Managing Consumer Problems

Reading Strategy

In the *Reciprocal Teaching Reading Strategy*, you act as the teacher. You make predictions, summarize, clarify, and create questions about what you and other students read. Follow the steps below to use this strategy with Lesson 4.

1. Turn to the section titled “Health Fraud” on page 52 of your textbook. Skim the section by reading the Main Idea and the bulleted lists in the section.

2. What do you predict this section will be about?

3. Read the section and summarize it.

4. Write a question you have about what you read in this section.

5. Write the answer to your question.

6. Select another topic in the lesson. Preview the topic and make a prediction about its subject matter. Then read the section and summarize it. Write three questions about the topic and answer your questions. Use what you have written to teach the topic to a partner. Ask the questions and have your partner respond. Then answer your partner’s questions.
Chapter 2 • Lesson 4 Managing Consumer Problems

Reteaching Activity

I. Directions Fill in the table with the following names of consumer advocacy organizations.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer Product Safety Commission</td>
<td>Recalls dangerous products</td>
</tr>
<tr>
<td>Better Business Bureau</td>
<td>Tests products; informs consumers about potential problems</td>
</tr>
<tr>
<td>American Medical Association</td>
<td>Ensures that medications are safe, effective, and properly labeled</td>
</tr>
<tr>
<td>Consumers Union</td>
<td>Addresses serious problems with doctors</td>
</tr>
<tr>
<td>Food and Drug Administration</td>
<td>Handles complaints about local merchants</td>
</tr>
</tbody>
</table>

II. Directions The sale of worthless health products and services is called health fraud. Certain words and phrases used in advertisements give you clues that a product or service might be fraudulent. The words “miracle cure” usually indicate health fraud. List five more words or phrases that indicate a product or service is probably fraudulent.

6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
Chapter 2 • Lesson 4 Managing Consumer Problems

Enrichment Activity

History of Health Fraud

Directions  Read the following passage. Then complete the activity that follows.

Health fraud, or quackery, has a long history. As long as people have been getting sick, there have probably been fraudulent, or fake, cures offered to them. Traveling medicine shows were popular in the 1800s in the United States. These shows were part carnival, part commercial, part concert, and part medical lecture. The products sold were usually completely fraudulent. The show would draw people from a wide area. People would get caught up in the excitement and buy the product. The traveling medicine show then moved on to a new area before people realized that the product they bought was worthless.

Some of the products sold at these shows were named to make people believe that they contained extracts from animals. Products that supposedly contained snake oil were especially popular. To this day, the term “snake oil salesman” is used to describe a person who commits health fraud.

Write a Comparison

Write a paragraph that compares and contrasts traveling medicine shows from the 1800s to the television infomercials that advertise health products today. You will probably want to do additional research to complete your paragraph. Consider the following points as you make your comparisons:

• Government regulation for medicines and health products
• Use of entertainment to excite or distract the audience/buyers
• Use of a sense of urgency to buy a product that is a limited-time offer
• The ability of consumers to check claims and follow up on fraud
Chapter 2 • Lesson 4 Managing Consumer Problems

Health Skills Practice: Accessing Information

Writing a Letter of Complaint

Directions Have you ever purchased a product that did not perform the way you thought it would? A carefully written letter of complaint can help you voice your opinion and get fair treatment. Study the letter below and complete the activity.

Name of Company
Street Address
City, State, ZIP code

Dear (Contact Person):

On (date), I bought (name of product) at (location). Unfortunately, your product has not performed well. (State problem).

To resolve the problem, I would appreciate (state what you want—money back, exchange, repair). Enclosed is a copy of my receipt.

I look forward to your reply and a resolution of the problem and will wait until (set a time limit) before seeking help from a consumer protection agency or the Better Business Bureau. Please contact me at (phone number and address).

Sincerely,
(Your name signed)
(Your name typed)

Source: Federal Consumer Information Center, U.S. General Services Administration

Write a Letter of Complaint
Identify a health care product with which you might not be or have not been satisfied. On a separate sheet of paper, write a letter of complaint about the product, using the sample above as a guide.
Chapter 2 • Lesson 4  Managing Consumer Problems

Lesson 4 Quiz

I. Directions  Write a plus (+) in the space provided if the statement is true. If the statement is false, cross out the underlined word or phrase and write the correct word or phrase in the space provided.

1. You should always check a store’s **return policy** before you buy a product.
2. Consumer advocates are groups or individuals who can help with consumer issues.
3. **Malpractice** is the sale of a worthless product or service that claims to prevent disease or cure health problems.
4. If you have a complaint about a local merchant, you should contact the Better Business Bureau.
5. If your health care provider does not meet accepted standards, he or she is guilty of **health fraud**.

II. Directions  In the space provided, write the letter of the choice that best completes the statement or answers the question.

6. If a product comes with instructions for use, you should
   a. read them and follow them exactly.
   b. discard them with the product packaging.
   c. use them as a general guideline, but don’t worry about following them exactly.
   d. read them only if the product seems not to be working.

7. What organization should you contact if you feel that your health care provider is guilty of malpractice?
   a. Consumer Product Safety Commission
   b. Consumers Union
   c. Better Business Bureau
   d. American Medical Association

8. Which of these is NOT a claim that indicates a product is most likely fraudulent?
   a. Miracle cure
   b. Overnight results
   c. Use only as directed
   d. Secret formula

9. Which of the following would be the most reliable source of information about a health care product?
   a. A friend
   b. A late-night infomercial
   c. A pharmacist
   d. An Internet chat site

10. Which organization is your best source of help with a complaint about a dangerous product?
    a. American Medical Association
    b. Consumer Product Safety Commission
    c. Better Business Bureau
    d. Food and Drug Administration
Chapter 2 Taking Charge of Your Health

Vocabulary Practice

I. Directions  Read the following definitions. On the lines below, write the vocabulary word that matches each definition.

<table>
<thead>
<tr>
<th>action plan</th>
<th>goals</th>
<th>medical history</th>
</tr>
</thead>
<tbody>
<tr>
<td>advertising</td>
<td>health consumer</td>
<td>refusal skills</td>
</tr>
<tr>
<td>advocacy</td>
<td>health fraud</td>
<td>short-term goal</td>
</tr>
<tr>
<td>comparison shopping</td>
<td>health skills</td>
<td>stress</td>
</tr>
<tr>
<td>conflict resolution</td>
<td>interpersonal communication</td>
<td>stress management skills</td>
</tr>
<tr>
<td>consumer advocate</td>
<td>long-term goal</td>
<td>values</td>
</tr>
<tr>
<td>decision-making skills</td>
<td>malpractice</td>
<td>warranty</td>
</tr>
</tbody>
</table>

(1) written or spoken messages designed to interest consumers in purchasing a product or service
(2) judging the benefits of different products by comparing factors such as cost, features, and quality
(3) the sale of worthless products or services that claim to prevent disease or cure other health problems
(4) written agreement to repair a product or refund your money
(5) person or group whose sole purpose is to take on regional, national, and even international consumer issues
(6) failure of a health professional to meet accepted standards
(7) specific tools or strategies to maintain, protect, and improve all aspects of your health
(8) something you aim for that takes planning and work
(9) someone who purchases or uses health products and services
(10) the reaction of the body and mind to everyday challenges and demands

1. ______________________  6. ______________________
2. ______________________  7. ______________________
3. ______________________  8. ______________________
4. ______________________  9. ______________________
5. ______________________  10. ______________________
Chapter 2 Taking Charge of Your Health

Vocabulary Practice (continued)

II. Directions The words below appear in Chapter 2 and are part of the Academic Word List, which includes the 570 most common academic words found in academic texts. Read the sentences. Write a plus (+) in the space provided if the underlined word is used correctly. If the underlined word is used incorrectly, cross out the underlined word and write the correct word from the list in the space provided.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>involve</td>
<td>to engage in as a participant</td>
</tr>
<tr>
<td>aware</td>
<td>to have perception or knowledge of</td>
</tr>
<tr>
<td>aspect</td>
<td>a particular way something is regarded</td>
</tr>
<tr>
<td>pursue</td>
<td>to find ways to obtain or accomplish</td>
</tr>
<tr>
<td>benefit</td>
<td>an advantage</td>
</tr>
<tr>
<td>enable</td>
<td>to provide with the means or opportunity</td>
</tr>
<tr>
<td>foundation</td>
<td>an organization or institution</td>
</tr>
<tr>
<td>label</td>
<td>printed instructions or description</td>
</tr>
<tr>
<td>assembly</td>
<td>fitting together of parts</td>
</tr>
<tr>
<td>federal</td>
<td>relating to the central government</td>
</tr>
</tbody>
</table>

1. The Food and Drug Administration is a(n) **foundation** agency that is concerned with consumer health.
2. Comparison shopping often involves reading the **label** on a product.
3. Before you use a product, it’s important to follow the instructions for **assembly** exactly.
4. If you are an active listener, you **pursue** yourself in what the other person is saying.
5. Deciding which career to **benefit** requires that you think about your likes and dislikes.
6. Taking part in physical activity can improve every **aspect** of health.
7. Decision-making skills can **aware** you to make healthful choices.
Chapter 2 Taking Charge of Your Health

Teacher Notes

Health Lab

Health Behaviors Survey

Objectives
• Collect, record, analyze, and compare peer data about personal health habits.
• Interpret responses and draw conclusions.

Materials
• Student worksheets
• Copies of the Health Behaviors Survey (11 per student)

Preparation
• Make copies of the student worksheets, one per student, on pages 61 and 63.
• Make copies of the Health Behavior Survey, 11 per student, on page 62.
• Use this lab any time after students have completed Lesson 2 of Chapter 2.

Teaching the Lab
• Review the Procedure with students.
• Instruct students to collect the required data. Remind students to respect the privacy of others while collecting the data.
• Lead a class discussion on self-management and health behaviors. Ask students to identify the importance of practicing healthful behaviors.

Further Investigation
Encourage students to evaluate their own responses to the Health Behaviors Survey. After students have completed Lesson 2 of Chapter 2, have them make an action plan that could be used to make a positive change in one health behavior. Review with students the steps of an action plan before they begin.
Health Lab

Health Behaviors Survey

Introduction

Practicing healthful behaviors is a way to take charge of your own health. How well do teens follow guidelines for healthful behaviors? How do your own health habits compare to those of other teens? In this lab, you will gain insight into these questions by gathering and analyzing responses from other students.

Objectives

• Collect, record, analyze, and compare peer data about personal health habits.
• Interpret responses and draw conclusions.

Materials

• Worksheets
• Health Behaviors Survey, 11 copies

Procedure

1. Read the Health Behaviors Survey.
2. Give copies of the Health Behaviors Survey to ten students who are not in your class. Include both males and females.
3. Discuss the survey form with each participant.
   • Explain the directions for completing the form. Tell participants not to write their names on the survey form.
   • Ask participants to respond to each item honestly. Remind students that their surveys will not have their names on them.
   • Tell participants that they can include any comments or explanations in the comments section of the survey.
4. Before reading participants’ responses, take the survey yourself. When you have completed the survey, set your paper aside. You will use it later.
5. On a sheet of paper, make a prediction about each of the following:
   • Which statements do you think will draw the most always and usually responses?
   • Which statements do you think will draw the most sometimes and never responses?
   • How do you think the responses received from males and females will differ?
6. Collect the completed forms. For each item, tally and record the total number of participants who circled always, usually, sometimes, and never. Note any comments.
7. Break down the total by gender, and record your findings.
8. After studying your results, answer the Analysis questions.
### Health Lab (continued)

**Health Behaviors Survey**

**Directions** Read each of the following statements and circle one of the choices. Write any comments in the space provided at the bottom. Attach an additional sheet of paper if you need more space. Do not write your name on this survey. Your responses will remain anonymous.

**Please check one:**  
- ☐ male  
- ☐ female

<table>
<thead>
<tr>
<th>Statement</th>
<th>always</th>
<th>usually</th>
<th>sometimes</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I eat breakfast before school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I get 8 hours or more of sleep.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. I get physical activity each day.</td>
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<td></td>
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<tr>
<td>4. I wear a safety belt in the car.</td>
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<tr>
<td>5. I have a positive attitude.</td>
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</tr>
<tr>
<td>6. I have one or more close friends.</td>
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<td></td>
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<tr>
<td>7. I brush and floss my teeth regularly.</td>
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<tr>
<td>8. I treat others with respect.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>9. I avoid using alcohol.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I avoid using tobacco.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>11. I avoid using illegal drugs.</td>
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</tr>
<tr>
<td>12. I volunteer to help others.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I get along with many people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. I ask for help when I need it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. I can disagree without being rude.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. I am responsible for my actions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. I take on new challenges.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. I can cope with disappointment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. I get regular physical exams.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. I have regular dental check-ups.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Comments:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Analysis
1. Write a few sentences summarizing the results of your survey. What surprised you about the responses? About students’ comments? What patterns can you identify?

2. Which survey statements drew the most always and usually responses from participants? Why do you think the survey had this result?

3. Which survey statements drew the most sometimes and never responses from participants? Why do you think the survey had this result?

4. How did the responses from males and females compare?

5. What conclusions can you draw from your survey findings?

6. Review your own responses to the survey statements. How do your responses compare to the responses of other students?

Further Investigation
For which statements did you respond sometimes or never? On a separate sheet of paper, list the health benefits of upgrading your response for each one to always or usually. Then, make an action plan setting specific goals and describing how you can go about achieving them. Review your action plan often to monitor your progress.
Chapter 2 Taking Charge of Your Health

Chapter 2 Test A

I. Directions In the space provided, write the letter of the choice that best completes the statement or answers the question.

1. Which health skill involves using thoughtful processes to make healthful choices?
   a. Advocacy  
   b. Conflict resolution  
   c. Communication  
   d. Decision making

2. The health skill that involves taking the time to understand the factors that impact your health is
   a. analyzing influences.  
   b. goal setting.  
   c. conflict resolution.  
   d. accessing information.

3. Which of the following health skills does NOT involve exchanging information with others?
   a. Interpersonal communication  
   b. Refusal skills  
   c. Stress management  
   d. Conflict resolution

4. Which health skill will be most useful for a teen whose friend invites him to drink alcohol?
   a. Stress management  
   b. Refusal skills  
   c. Analyzing influences  
   d. Goal setting

5. Which health skill is used by an individual who carefully evaluates the validity of the health information found on a Web site?
   a. Analyzing influences  
   b. Conflict resolution  
   c. Decision making  
   d. Accessing information

II. Directions Match each term in the left column with the best definition in the right column. Write the letter of your choice in the space provided.

6. values
   a. steps to enable individuals to make healthful choices

7. decision-making skills
   b. a goal that can be reached quickly

8. goal
   c. ideas, beliefs, and attitudes about what is important

9. short-term goal
   d. a goal that is achieved after an extended period of time

10. long-term goal
   e. something that a person aims for that takes planning and work
Chapter 2 Taking Charge of Your Health

Chapter 2 Test A (continued)

III. Directions Write a plus (+) in the space provided if the statement is true. If the statement is false, cross out the underlined word or phrase and write the correct word or phrase in the space provided.

11. The primary purpose of advertising is to get you to buy a product or service.

12. Exercising, relaxation, and time management are all decision-making skills.

13. A(n) product label gives you information about the ingredients in a product.

14. The free gifts advertising technique can make it seem like everyone is using a product.

15. An advertisement that uses testimonials usually features a famous person.

16. For a high school student, graduating from college is a(n) long-term goal.

17. A product label that includes the phrases “secret formula” and “miracle cure” probably indicates health fraud.

18. A pharmacist is not a reliable source of information about health care products.

19. The Consumer Product Safety Commission is responsible for ensuring that medications are properly labeled.

20. Malpractice is the failure by a health care professional to meet accepted standards.

IV. Directions On a sheet of paper, write a short paragraph to answer each question.

21. Explain how refusal skills can be used to maintain or enhance your health.

22. Explain how the HELP strategy can be used to evaluate decisions.
Chapter 2 Taking Charge of Your Health

Chapter 2 Test B

I. Directions Match each term in the left column with the best definition in the right column. Write the letter of your choice in the space provided.

1. interpersonal communication  a. taking actions to influence others to address a health-related concern or to support a health-related belief
2. refusal skills  b. the process of ending a problem through cooperation and problem solving
3. conflict resolution  c. the exchange of thoughts, feelings, and beliefs between two or more people
4. stress  d. the reaction of the body and mind to everyday challenges and demands
5. advocacy  e. communication strategies used to say no to unhealthful behaviors

II. Directions Write a plus (+) in the space provided if the statement is true. If the statement is false, cross out the underlined word or phrase and write the correct word or phrase in the space provided.

6. A goal that can be reached in a week is a(n) long-term goal.

7. The HELP strategy can be used to set goals.

8. Your values are involved when you make decisions.

9. A(n) action plan is a strategy that can be used to achieve goals.

10. In the HELP strategy, the E stands for evaluate.

III. Directions In the space provided, write the letter of the choice that best completes the statement or answers the question.

11. If you check the price and ingredients of two different shampoos, you are
   a. taking part in malpractice.  c. comparison shopping.
   b. giving a testimonial.  d. being an advocate.

12. The primary purpose of television commercials advertising health products is to
   a. inform the consumer about health products.
   b. share information with medical professionals.
   c. advocate for consumer’s rights.
   d. sell particular products.

13. A commercial for a health-related product that includes how a popular celebrity is using the product is an example of which advertising technique?
   a. Good times  c. Testimonial
   b. Bandwagon  d. Great outdoors
Chapter 2 Test B (continued)

14. Health care professionals who fail to provide proper treatment may be guilty of
   a. quackery.  
   b. malpractice.  
   c. advocacy.  
   d. health fraud.

15. Which of the following are you most likely to see in an advertisement that uses 
   the bandwagon advertising technique?
   a. A large group of people using a product
   b. A famous musician
   c. Scenes of nature
   d. A fancy, expensive home

16. Which of the following is a warranty most useful for?
   a. Getting a refund on a defective product
   b. Comparing the ingredients of different brands of similar products
   c. Finding out what features a product has
   d. Determining the price of a product

17. When evaluating health information on the Internet, you should NOT consider the 
   a. purpose of the site.  
   b. source of the information.  
   c. quality of the site’s graphics.  
   d. date the information was written.

18. If a local store publishes a misleading advertisement, which organization could best help you resolve the situation?
   a. Food and Drug Administration
   b. Consumer Product Safety Commission
   c. Consumers Union
   d. Better Business Bureau

19. Which agency would investigate a medication with a fraudulent claim on its label?
   a. Underwriters Laboratories  
   b. Better Business Bureau  
   c. American Medical Association  
   d. Food and Drug Administration

20. A teen who wears a bicycle helmet every time he rides his bike is demonstrating which health skill?
   a. Conflict resolution  
   b. Stress management  
   c. Decision making  
   d. Practicing healthful behaviors

IV. Directions  On a separate sheet of paper, write a short paragraph to answer each question.

21. Identify three health skills and explain how they can have a positive impact on health.

22. Compare and contrast short-term goals and long-term goals.
Unit 1

A Healthy Foundation
Unit 1 A Healthy Foundation

Health Behavior Contract

In Unit 1, you learned about the health skills that can help you improve your total health. This worksheet is designed to help you learn or improve one of these health skills. Think about what you have read in Unit 1, and choose a health skill that you would like to learn or improve. Follow the steps below to create a plan to improve your own health behavior.

1. I would like to learn or improve this health skill:

2. I should learn or improve this health skill because:

3. I plan to learn or improve this health skill by this date:

4. I will measure my progress toward achieving this health goal by taking these steps:

5. I will evaluate my effort to improve by this date:

6. I will chart my progress daily on this one-week calendar:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

7. Here is an evaluation of my progress after one week:

8. Here is what I must do to continue to improve this health skill:
Unit 1  A Healthy Foundation

Family Involvement Activity

NOTE: This activity should be done at home to ensure privacy.

Many factors influence your health. One of the most important factors is your family. Your family, heredity, environment, and culture each have a great impact on your health. The following activity will help you understand the effect that your family has on your health and to identify areas that need improvement.

Evaluate the Influences on Your Health

1. Consider some of the factors that influence your health. For each factor listed, record two or more influences on your health. List at least one positive influence and one negative influence for each factor. When you list a positive influence, check the box labeled +. If the influence is negative, check the – box.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Influences on Your Health</th>
<th>+</th>
<th>–</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>Example: My uncle sometimes smokes around me.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heredity</td>
<td>Example: Many people in my family have lived long lives.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Physical Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 1  A Healthy Foundation

Family Involvement Activity  (continued)

2. What can you do to fight the negative influences on your health? Write down the negative influences that you listed in the table. After each item, suggest a plan that you can follow to change or avoid that negative influence.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. How can you and your family members increase the positive influences on your health? Discuss some ideas with your family and list them here. Remember that positive influences can affect all sides of your health triangle. List at least five things you and your family members can do in your daily lives that will have a positive effect on your health.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Unit 1 A Healthy Foundation

Community Involvement Activity

Working in your community to support a cause that is meaningful to you can make you feel good about yourself. You also get to meet new people and improve your environment. By volunteering, you can be a health advocate. However, being a health advocate takes time, energy, and commitment. Before you get involved, think about the causes that are most important to you and how you can best help your community.

Volunteer in Your Community

1. Make a list of the issues or causes for which you are interested in being an advocate. Then locate neighborhood- or community-based programs near your home that support these causes. You may look up the local chapter of a national organization or find a service group that is specific to your community. Check the Internet, telephone directory, help wanted listings, or other resources to find out what kinds of volunteer groups meet in your area. Fill in the chart below with your findings.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Organization</th>
<th>Local Group</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

2. Choose one of the groups from your list. Contact the group and ask if one of the group members could assist you with this project. Ask the group member the following questions:

a. How did the group get started?

b. What is the group’s mission?

c. What types of activities or projects do you do?

d. How many members are in the group?

e. Where and when does the group meet?
Unit 1  A Healthy Foundation

Community Involvement Activity  *(continued)*

3. Discuss with your family members and friends what you have learned about this group. Ask your parents or guardians for permission to get involved in an activity or project. Then speak with your contact at the organization about volunteering. Schedule a few hours or a day in which you can participate in an activity or project. Describe how and when you will help out at the organization.

4. After your visit, describe what you learned from your experience. Use the questions below to guide you.
   
   a. Did you enjoy volunteering for the organization or community group you chose? Why or why not?

   b. Was the group well organized? Who monitored the project or activity?

   c. Did you feel that your efforts helped your community in any way? If so, how?

   d. How did being a part of this project make you feel?

   e. Would you consider volunteering your time to this organization again? Why or why not?
**Unit 1 A Healthy Foundation**

**Health Career Research Activity**

Have you ever considered pursuing a career in the Health Care industry? Review the list of jobs in the chart below, and then complete the activity on the following page.

### Jobs in Health Care

<table>
<thead>
<tr>
<th>Physicians</th>
<th></th>
<th>Physicians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allergist</td>
<td>Anesthesiologist</td>
<td>Dentist</td>
</tr>
<tr>
<td>Dermatologist</td>
<td>General Practitioner</td>
<td>Gerontologist</td>
</tr>
<tr>
<td>Internist</td>
<td>Neurologist</td>
<td>Obstetrician-Gynecologist</td>
</tr>
<tr>
<td>Ophthalmologist</td>
<td>Optometrist</td>
<td>Pediatrician</td>
</tr>
<tr>
<td>Podiatrist</td>
<td>Psychiatrist</td>
<td>Surgeon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Therapists and Practitioners</th>
<th></th>
<th>Therapists and Practitioners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acupuncturist</td>
<td>Audiologist</td>
<td>Chiropractor</td>
</tr>
<tr>
<td>Dietitian</td>
<td>Midwife</td>
<td>Music Therapist</td>
</tr>
<tr>
<td>Nutritionist</td>
<td>Occupational Therapist</td>
<td>Pharmacist</td>
</tr>
<tr>
<td>Physical Therapist</td>
<td>Psychologist</td>
<td>Respiratory Therapist</td>
</tr>
<tr>
<td>Recreational Therapist</td>
<td>Speech Pathologist</td>
<td>Social Worker</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nurses</th>
<th></th>
<th>Nurses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Nurse Assistant</td>
<td>Certified Pediatric Nurse Practitioner</td>
<td>Emergency Room Nurse Practitioner</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>Licensed Vocational Nurse</td>
<td>Registered Nurse (RN)</td>
</tr>
<tr>
<td>Occupational Health Nurse</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technicians and Technologists</th>
<th></th>
<th>Technicians and Technologists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Equipment Technician</td>
<td>Cardiology Technician</td>
<td>Clinical Laboratory Technician or Technologist</td>
</tr>
<tr>
<td>Dental Laboratory Technician</td>
<td>EKG Technician or Technologist</td>
<td>Technician (EMT)</td>
</tr>
<tr>
<td>Health Information Technician</td>
<td>Laser Eye Technician</td>
<td>Medical Records Technician</td>
</tr>
<tr>
<td>MRI Technician or Technologist</td>
<td>Ophthalmic Medical Technician or Technologist</td>
<td>X-Ray Technician</td>
</tr>
<tr>
<td>Radiologic Technician</td>
<td>Surgical Technician</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aides and Assistants</th>
<th></th>
<th>Aides and Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Nurse Aide</td>
<td>Dental Assistant</td>
<td>Home Health Aide</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>Nursing Aide or Assistant</td>
<td>Occupational Therapist Aide</td>
</tr>
<tr>
<td>Personal Care Aide</td>
<td>Pharmacy Aide or Assistant</td>
<td>Physical Therapist Aide</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>Psychiatric Aide or Assistant</td>
<td>Speech Aide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrators and Managers</th>
<th></th>
<th>Administrators and Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assisted Living Administrator</td>
<td>Benefits Administrator</td>
<td>Dental Office Manager</td>
</tr>
<tr>
<td>Health Services Manager</td>
<td>Hospital Administrator</td>
<td>Medical Data Administrator</td>
</tr>
<tr>
<td>Laboratory Administrator</td>
<td>Medical Case Administrator</td>
<td>Public Health Administrator</td>
</tr>
<tr>
<td>Nursing Home Manager</td>
<td>Medical Services Administrator</td>
<td>Patient Care Services Administrator</td>
</tr>
</tbody>
</table>
Unit 1 A Healthy Foundation

Health Career Research Activity (continued)

Find the Right Career for You

1. Take a career inventory.
   A career inventory is a helpful tool. Based upon your answers to a variety of questions, it lists which occupations might be good matches for you. Take a career inventory online. The Occupational Information Network or the Careerlink Inventory Web sites are good places to start. You can also find career assessment resources at your school or local library.

   a. Choose one of the career options suggested to you.
      If you are given multiple possibilities in the health care industry, choose one of these. If not, choose whichever career possibility interests you the most.

   b. Find out more about the career you chose.
      Locate more information about the career option you have chosen. Use information from reliable Web sites or resources in your school or local library.

2. Answer these questions about the career you have researched.

   a. Occupation: (example: Speech-Language Pathologist)

   b. Summarize the main tasks a person with this occupation must perform.

   c. What areas of knowledge does a person need for this occupation?

   d. Summarize the skills and abilities a person with this occupation needs.

   e. What values would help a person be successful in this occupation?
UNIT 1 A Healthy Foundation

Unit 1 Test

I. Directions  Write a plus (+) in the space provided if the statement is true. If the statement is false, cross out the underlined word or phrase and write the correct word or phrase in the space provided.

1. Your social health depends on your ability to relate to others.

2. You have total control over your own environment.

3. The practice of avoiding risk behaviors is called heredity.

4. A written statement that explains how to return or get a refund for a defective product is a(n) malpractice.

5. The HELP strategy is used to evaluate decisions.

II. Directions  Match each term in the left column with the best definition in the right column. Write the letter of your choice in the space provided.

6. culture
7. media
8. technology
9. advertising
10. warranty

a. radio, television, and the Internet
b. written or spoken message about a product or service
c. the beliefs, customs, and behaviors of a group
d. a written agreement to repair a product or refund your money
e. various methods for communicating information

III. Directions  In the space provided, write the letter of the choice that best completes the statement or answers the question.

11. A friend of yours always handles life’s stresses and everyday challenges without being overwhelmed. This is a sign that your friend has good
   a. mental/emotional health.  b. spiritual health.  c. social health.  d. physical health.

12. Talking on a cell phone while driving faster than the speed limit is an example of
   a. abstinence.  b. malpractice.  c. cumulative risks.  d. advocacy.

13. Which term is used to describe a difference in health outcomes between two different groups of people?
   a. Health disparity  b. Malpractice  c. Health fraud  d. Quackery
UNIT 1 A Healthy Foundation

Unit 1 Test (continued)

14. Which of the following describes a health risk behavior?
   a. Drinking more water and less soda
   b. Riding in a car with a driver who has been drinking alcohol
   c. Carefully discussing your medical history with a doctor
   d. Joining a club that promotes a drug-free school

15. A teen who visits the dentist every 6 months, even when he is not having any problems with his teeth, is practicing
   a. abstinence.  c. malpractice.
   b. advocacy.  d. prevention.

16. A shampoo advertisement that shows a forest and a clear stream of water is using what advertising technique?
   a. Bandwagon  c. Great outdoors
   b. Testimonial  d. Good times

17. A teen who gets very nervous before he speaks in front of the class is experiencing
   a. stress.  c. advocacy.
   b. conflict.  d. fraud.

18. Your beliefs and plans for the future are
   a. internal influences that affect your health.
   b. risk behaviors that affect your health.
   c. external influences on your health.
   d. lifestyle factors that affect your health.

19. Your sister needs to make a decision about whether or not to try out for the school play. What should your sister’s first step in her decision-making process be?
   a. Making an action plan
   b. Considering her values
   c. Stating the situation
   d. Identifying sources of support

20. Which of the following teens is NOT an informed health consumer?
   a. One who buys a product that claims to cure acne overnight
   b. One who compares prices and ingredients of different health care products
   c. One who checks for a warranty before buying a hair dryer
   d. One who asks the pharmacist about an over-the-counter medication

IV. Directions: On a separate sheet of paper, write a short paragraph to answer each question.

21. Your best friend has inherited genes that put her at risk for diabetes. What are two lifestyle factors that could help your friend reduce her chances of developing diabetes?

22. Summarize the goal-setting process. Then explain why setting goals is an important health skill for teens.
Chapter 1, Lesson 1, Reading Strategy
1. Student responses will vary. Students should evaluate how they perceive their physical, mental/emotional, and social health.
2. Students' plans will vary but should include steps they can take to improve all three sides of their health triangle.
3. Students should expand their plans by incorporating information they learned in Lesson 1.

Chapter 1, Lesson 1, Reteaching Activity
1. Any three, in any order: Get eight to ten hours of sleep each night; eat nutritious meals and drink eight cups of water each day; get at least 30 to 60 minutes of physical activity per day; avoid the use of tobacco, alcohol, and other drugs; bathe daily and floss and brush your teeth every day.
2. Any three, in any order: Enjoy challenges; accept responsibility; have a sense of control over life; express emotions in appropriate ways; deal with life's stresses and frustrations; have a positive outlook; make thoughtful and responsible decisions.
3. Any three, in any order: Seek and lend support when needed; communicate clearly and listen to others; show respect and care for yourself and others.
4. Premature death
5. High level of wellness

Chapter 1, Lesson 1, Enrichment Activity
Students' bumper stickers will vary. Sample bumper sticker: Good Breakfast = Great Start (to promote eating a nutritious breakfast each day).

Chapter 1, Lesson 1 Quiz
1. +
2. social
3. +
4. +
5. +
6. d
7. a
8. a
9. d
10. d

Chapter 1, Lesson 2, Reading Strategy
1. Students should read lesson 2.
2. Questions will vary. Sample question: What are the important ideas of the lesson?
3. Questions will vary but should address each of the factors that influence health as described in the lesson. Sample question: What are some different environmental influences on a person's health?
4. Student responses will vary. Sample question: Why is analyzing influences on health important to me?
5. Students should discuss their answers in small groups.

Chapter 1, Lesson 2, Reteaching Activity
Student responses will vary. Students should list any four of the factors and describe how they influence health.

Chapter 1, Lesson 2, Enrichment Activity
Students' collages will vary.

Chapter 1, Lesson 2, Health Skills Practice
Environment: Sample answer: Negative Impact: Air or water pollution can cause disease. Positive Impact: Safe outdoor areas encourage physical activity.
Peers: Sample answer: Negative Impact: Friends encouraging one another to smoke, which leads to cancer. Positive Impact: Friends encouraging one another to wear bike helmets promotes safety.
Culture: *Sample answer*: Negative Impact: A cultural background that includes a diet high in fat can cause health problems. Positive Impact: A cultural background that encourages strong family relationships can improve health.


Technology: *Sample answer*: Negative Impact: Choosing to sit and play video games instead of getting physical activity leads to weight gain. Positive Impact: The Internet can be used to find reliable health information.

**Chapter 1, Lesson 2 Quiz**

1. peers
2. Heredity
3. environment
4. media
5. Culture
6. social
7. +
8. +
9. Some
10. +

**Chapter 1, Lesson 3, Reteaching Activity**

1. *In any order*: tobacco use; unhealthy dietary behaviors; inadequate physical activity; alcohol and other drug use; sexual behaviors that may result in HIV infection, other sexually transmitted diseases, and unintended pregnancies; behaviors that contribute to unintentional injuries and violence
2. *Any six in any order*: Get eight to ten hours of sleep each night; start each day with a nutritious breakfast; eat a variety of nutritious foods each day; be physically active most days of the week; maintain a healthy weight; abstain from sexual activity; abstain from the use of tobacco, alcohol, and other drugs; manage stress; maintain positive relationships; practice safe behaviors to prevent injuries
3. *Sample answer*: Risks can accumulate when an individual takes part in a single risk behavior repeatedly or when an individual takes part in more than one risk behavior at a time.
4. *Sample answer*: Abstinence is the deliberate avoidance of risk behaviors, which means that individuals who practice abstinence avoid risks and enhance their health by doing so. Prevention is taking steps to keep something from happening, which means taking actions like wearing a safety belt to avoid injuries, an action that can help to maintain health.

**Chapter 1, Lesson 3, Reading Strategy**

1. *Sample table*:

<table>
<thead>
<tr>
<th>Healthful Behavior</th>
<th>Why It Is Healthful</th>
<th>Risk Behavior</th>
<th>Why It Is Risky</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eating a healthy diet</td>
<td>A healthy diet helps prevent disease.</td>
<td>Unhealthy dietary behaviors</td>
<td>An unhealthy diet may lead to obesity.</td>
</tr>
</tbody>
</table>

2. Answers will vary. *Sample answer*: I would like to start flossing my teeth every night.

**Chapter 1, Lesson 3, Enrichment Activity**

1. *Sample answer*: Teens should make healthful food choices.
2. Sample answer: I will read the ingredients list from a highly-processed snack food to point out the unhealthful substances that it contains.

3. Sample answer: I will list statistics related to heart disease rates for people who consume unhealthful foods.

4. Sample answer: I will propose that teens make healthier food choices in the school cafeteria by pointing out healthful items on the school menu.

5. Sample answer: I will conclude my speech by stating some of the positive impacts that healthful eating can have on wellness.

Chapter 1, Lesson 4, Reading Strategy
1. Students should read the lesson title and then skim the lesson.

2. Students should list the four headings that make up the lesson: The Importance of Health Education, The Nation’s Health Goals, Becoming Health Literate, and What You Can Do.

3. Students should read Lesson 4. Students should list the main ideas for each section in the left column and details for each main idea in the right column of the table below.

<table>
<thead>
<tr>
<th>Main Ideas</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual, family, community,</td>
<td>A higher level of wellness means a higher quality of life. Keeping</td>
</tr>
<tr>
<td>national health requires planning</td>
<td>healthy saves money. Health education is the key to creating a</td>
</tr>
<tr>
<td>and responsible behavior on</td>
<td>healthier nation.</td>
</tr>
<tr>
<td>everyone’s part.</td>
<td></td>
</tr>
</tbody>
</table>

4. Students should compare and contrast completed tables with a partner and share their analyses with the class.

Chapter 1, Lesson 4, Reteaching Activity
1. Healthy People
2. Health literacy
3. Health disparities
4. Health education

Chapter 1, Lesson 4, Enrichment Activity
1. Answers will vary. Students should tell how they will include information about health literacy in their games.

2. Students’ questions will vary. Sample question: What are four qualities of a health-literate individual? Sample answer: Qualities of a health-literate individual include being a critical thinker and problem solver; a responsible, productive citizen; a self-directed learner; and an effective communicator.

3. Answers will vary. Students should indicate what they want players to learn from playing their games.
Chapter 1, Lesson 4, Health Skills Practice

1. *Sample answer:* My goal is to take walks five days per week to increase the amount of physical activity I get.
2. *Sample answer:* I will map a route where I can walk safely.
3. *Sample answer:* I might forget to take walks regularly. I know my aunt will remind me; she enjoys walking and would probably join me often.
4. *Sample answer:* I want to reach my goal in one month.
5. *Sample answer:* I will use a calendar to keep track of how many days I walk.
6. *Sample answer:* I will treat myself to a pedometer after a month of consistently walking several times a week.

Chapter 1, Lesson 4 Quiz

1. positive
2. +
3. differences
4. +
5. +
6–7. *In any order:* Increase length and quality of life for all Americans; reduce health disparities
8–10. *Any three, in any order:* A critical thinker and problem solver; a responsible, productive citizen; a self-directed learner; an effective communicator

Chapter 1, Health Lab Analysis

1. *Sample answer:* Family, friends, peers, television and radio, the Internet, adults, advertisements, movies
2. *Sample answer:* My peer group can affect me both positively and negatively. Usually, my friends encourage me to make healthful choices, but sometimes there are situations that involve negative peer pressure.
3. *Sample answer:* I think the most subtle influence came from the television, because I don’t take time to think about how it impacts my behavior.
4. *Sample answer:* I am a positive influence on my sister, because I encourage her to wear her bike helmet. Sometimes I am a negative influence on my friends when I encourage them to hang out instead of studying.

Further Investigation

Students’ responses will vary but should indicate that students have a clear understanding of positive and negative influences on their health.

Chapter 1 Test A

1. c
2. a
3. d
4. a
5. a
6. c
7. a
21. **Sample answer:** Tobacco use can cause disease, which has a negative impact on physical health. Tobacco use also may damage a teen’s social health, because his or her friends will not want to be around secondhand smoke. A teen’s mental/emotional health may also be harmed by tobacco use because the teen knows he or she is taking part in an action that causes harm.

22. **Sample answer:** Prevention is taking actions to prevent problems. Prevention is an important aspect of maintaining overall health because it helps to keep small problems from becoming major problems.

**Chapter 2, Lesson 1, Reading Strategy**

1. Students should read the lesson’s introduction, headings, and highlighted words.

2. Answers will vary. Students should choose eight of the headings or highlighted words and turn them into questions in the first column. Sample questions: What is interpersonal communication? What can refusal skills help you do?

3. Students should read Lesson 1. Answers will vary but should demonstrate an understanding of the health skills described in the lesson and why they are important. Students should write the answer to each question in the table’s right column.

4. Students should work with a partner to ask and answer five questions.

5. Students should discuss any new information they learned with their partners and evaluate the activity.

**Chapter 2, Lesson 1, Reteaching Activity**

1. I would use the skill of advocacy by explaining to my sister why it is important to brush her teeth.

2. I would use the skill of decision making to make the choice that best fits with my values and plans for the future.
3. I would use the skill of stress management by getting plenty of physical activity to help me manage the stress I feel about midterm grades.

4. I would use the skill of accessing information by asking my pharmacist for her opinion of the protein supplement.

5. I would use refusal skills by saying no, telling why not, and offering another idea.

Chapter 2, Lesson 1, Enrichment Activity

1. Sample answer: Our skit will show a teen using refusal skills to avoid drinking alcohol.

2. Sample answer: The teen will clearly tell her friends no when they first offer her alcohol at a football game. She will give a brief explanation to her friends as to why she is not going to drink. She’ll then offer to go to the concession stand for snacks and soft drinks. When her friends persist in offering her alcohol, she’ll go sit with another group of friends.

3. Sample answer: We’ll need clothing similar to what is worn at a football game and a soda can that will simulate the alcohol.

Chapter 2, Lesson 1, Health Skills Practice

Students’ scenarios will vary but should include the following communication skills: using “I” messages; speaking calmly and clearly; and listening carefully and asking appropriate questions.

Chapter 2, Lesson 1 Quiz

1–5. Any five in any order: communication skills—sharing thoughts and feelings and listening carefully to others; refusal skills—saying no to unhealthful behaviors; conflict resolution—resolving problems with others in a healthful way; accessing information—locating valid health information; analyzing influences—understanding the influences on your health; practicing healthful behaviors—reducing risk and protecting yourself against illness and injury; stress management—using healthful strategies to reduce and manage stress; advocacy—working to improve your own health and the health of others; decision making—using a thoughtful process to make healthy choices; goal setting—planning ways to achieve personal health goals

6. interpersonal communication

7. +

8. +

9. values

10. +

Chapter 2, Lesson 2, Reading Strategy

1. Answers will vary. Students should write down a short-term goal, such as achieving a good grade on a math test.

2. Answers will vary. Students should write plans for achieving their short-term goals, including steps they will take and responsible decisions they will make to achieve their goals.

3. Answers will vary. Students should write down a long-term goal, such as getting into college.

4. Answers will vary. Students should write plans for achieving their long-term goals, steps they will take, and responsible decisions they will make to achieve their goals.

5. After reading Lesson 2, students should update their plans with any useful information they learned from the lesson.
Chapter 2, Lesson 2, Reteaching Activity

Steps should be numbered in the following order:
6. Reward yourself for achieving your goal.
4. Set a reasonable time frame for achieving your goal.
1. State a specific, reasonable goal and write it down.
3. Identify sources of help and support.
2. List the steps you will take to reach your goal.
5. Evaluate your progress by establishing checkpoints.

Chapter 2, Lesson 2, Enrichment Activity

Students’ time lines will vary. Each should include a long-term goal and at least four related short-term goals.
1. Sample answer: My long-term goal is to go to college.
2. Sample answer: Get on the honor role by the end of my junior year, participate in an extracurricular activity during my senior year, have a job during the summer between my junior and senior years, fill out applications to at least three colleges.
3. Sample answer: Getting on the honor role will help me achieve my goal, because colleges accept students who have good grades; participating in an extracurricular activity will improve my chances of getting into college, because colleges accept well-rounded students; getting a job will help me reach my goal, because it will help me have the money to pay for college; filling out at least three applications will improve my chances of getting into at least one college.

Chapter 2, Lesson 2 Quiz
1. c
2. a
3. d
4. a

Chapter 2, Lesson 3, Reteaching Activity
1. Students should read Lesson 3.
   Student questions will vary but should include key ideas from Lesson 3.
2. Sample question: “How can advertising, product evaluation, and comparison shopping affect a consumer’s decision to buy a product?”
3. Sample question: “What specific techniques do advertisers use to encourage consumers to buy their products?”
4. Sample question: “What factors should I consider when comparison shopping?”
5. Sample question: “How can consumers use their knowledge of advertising and product comparison to help them make better choices when buying products?”
6. Students should discuss possible answers to their questions in a small group.

Chapter 2, Lesson 3, Enrichment Activity

Students’ time lines will vary. Each should include a long-term goal and at least four related short-term goals.
1. Sample answer: My long-term goal is to go to college.
2. Sample answer: Get on the honor role by the end of my junior year, participate in an extracurricular activity during my senior year, have a job during the summer between my junior and senior years, fill out applications to at least three colleges.
3. Sample answer: Getting on the honor role will help me achieve my goal, because colleges accept students who have good grades; participating in an extracurricular activity will improve my chances of getting into college, because colleges accept well-rounded students; getting a job will help me reach my goal, because it will help me have the money to pay for college; filling out at least three applications will improve my chances of getting into at least one college.

Chapter 2, Lesson 3 Quiz
1. c
2. a
3. d
4. a

Chapter 2, Lesson 2 Quiz
1. c
2. a
3. d
4. a

Chapter 2, Lesson 3, Enrichment Activity
1. Sample answer: Web sites offering miracle cures are not valid.
2. Sample answer: Not all health information on the Web is valid; promises of miracle cures are an example of health fraud; consumers who carefully evaluate information on the Internet can avoid health fraud.
3. Sample answer: I’m going to use a large image of the words “miracle cure” in a circle with an X over the top.
Chapter 2, Lesson 3, Health Skills Practice

1. The product with the lower price.
2. Sample answer: Reading the Product’s Intended Use section lets you be sure that the product can meet your needs.
3. Sample answer: If a product is used incorrectly, it could damage your health or cause injury.
4. If a consumer has a question about Sunbuster Lotion, the contact information will allow him or her to ask someone who knows the answer.

Chapter 2, Lesson 3 Quiz

1–5. Any five in any order: bandwagon, rich and famous, free gifts, great outdoors, good times, testimonial
6. comparison shopping
7. warranty
8. advertising
9. health consumer
10. product labels

Chapter 2, Lesson 4, Reading Strategy

1. Students should skim the section on Health Fraud.
2. Answers will vary. Students should predict what the section will be about.
3. Students should read and summarize the section. Sample answer: Health fraud is the sale of worthless products or services that claim to prevent disease or cure other health problems.
4. Answers will vary. Sample question: What organization should I contact to see if there have been complaints about a product or service?
5. Answers will vary. Sample answer: I can contact the Better Business Bureau to find out if there have been complaints about a product or service.

6. Student responses will vary. Students should select another topic in the lesson, preview it, and make a prediction about its subject matter. Students should then summarize the topic, write three questions about it, and write answers to their questions. Student pairs should teach their respective topics to each other by asking and answering their questions.

Chapter 2, Lesson 4, Reteaching Activity

1. Consumer Product Safety Commission
2. Consumers Union
3. Food and Drug Administration
4. American Medical Association
5. Better Business Bureau
6–10. Any five in any order: secret formula, overnight results, all natural, available only through mail order, hurry this offer expires soon, onetime offer

Chapter 2, Lesson 4, Enrichment Activity

Students’ paragraphs will vary but should include a thorough comparison of health fraud in the 1800s and now.

Chapter 2, Lesson 4, Health Skills Practice

Students’ letters will vary. Each letter should follow the format used in the sample letter on the worksheet.

Chapter 2, Lesson 4 Quiz

1. +
2. +
3. Health fraud
4. +
5. malpractice
6. a
7. d
8. c
9. c
10. b

Chapter 2, Vocabulary Practice

1. advertising
2. Comparison shopping
Answer Key

3. health fraud
4. warranty
5. consumer advocate
6. malpractice
7. health skills
8. goals
9. health consumer
10. stress

II.
1. federal
2. +
3. +
4. involve
5. pursue
6. +
7. enable

Chapter 2, Health Lab

Analysis
1. Sample answer: The result that surprised me most was that every student surveyed volunteered to help others in some way. The comments that surprised me included those that mentioned being unable to see a doctor regularly because of lack of health insurance. A pattern I see is that students who eat breakfast in the morning are those who are most likely to get 8 hours of sleep at night.

2. Sample answer: Volunteering to help others and avoiding illegal drugs were the two statements that got the most always and usually responses. I think this is because volunteering is a graduation requirement at our school and not many people would admit to using illegal drugs on a school survey.

3. Sample answer: “I can cope with disappointment” and “I can disagree without being rude” got the most sometimes and never responses. These must be skills that teens in our school need to work on. They were also probably questions people felt comfortable being honest about.

4. Sample answer: There were no major differences in the responses from males and females.

5. Sample answer: I can conclude that many teens do volunteer work, and that lack of health insurance is a barrier to healthful behavior.

6. Sample answer: My responses were very similar to the responses of other students.

Further Investigation

Students’ responses will vary but should indicate at least one health skill and its benefits. Action plans should include the steps of goal setting as found in the chapter.

Chapter 2 Test A

1. d
2. a
3. c
4. b
5. d
6. c
7. a
8. e
9. b
10. d
11. +
12. stress management
13. +
14. bandwagon
15. +
16. +
17. +
18. is
19. Food and Drug Administration
20. +
21. Sample answer: Refusal skills allow you to avoid risk behaviors. This has a positive impact on health. Refusal skills can help you say no in a way that does not offend others, so refusal skills can also have a positive impact on social health.
22. Sample answer: The HELP strategy gives you a series of factors to think about when you are evaluating choices. It asks you to consider if a choice is healthful, ethical, legal, and if your parents or guardians would approve of the choice.

Chapter 2 Test B
1. c
2. e
3. b
4. d
5. a
6. short-term goal
7. make decisions
8. +
9. +
10. ethical
11. c
12. d
13. c
14. b
15. a
16. a
17. c
18. d
19. d
20. d
21. Sample answer: Decision-making has a positive impact on health because it helps me to avoid risk behaviors and the stress I would feel if I took part in risk behaviors. Analyzing influences has a positive impact on my health because it helps me understand the factors that affect my decisions about health. Communication skills help me to share my ideas and feelings, which improves my social health.

22. Sample answer: Short-term goals and long-term goals are similar in that they both take planning and hard work. Short-term goals can be achieved much more quickly than long-term goals and often lead to the achievement of a long-term goal.

Unit 1, Health Behavior Contract
Answers will vary but should include the following:
1. Students should choose one of the health skills described in Chapter 1, Lesson 2.
2. Students should indicate the health benefits of improving their chosen health skill.
3. Students should provide a specific date as to when they would like to achieve their goals.
4. Students should describe measurable steps they will take toward achieving their goals.
5. Students should provide a specific date as to when they will evaluate their progress.
6. Charts will vary.
7. Evaluations will vary.
8. Students should describe the specific steps they will take to continue to improve this health skill in the future.

Unit 1, Family Involvement Activity
Student responses will vary. Students should complete their assignments at home and keep their results confidential.

Unit 1, Community Involvement Activity
1. Charts will vary. Students should list specific local organizations that provide a service to their communities.
2. Student responses will vary but should include specific information about the group or organization.
3. Students should get their parents’ or guardians’ permission to volunteer at the organization they have chosen. Students should describe how and when they will help out at the organization.
4. Student responses will vary. Answers should describe their volunteer experiences in detail.
**Answer Key**

**Unit 1, Health Career Research Activity**

1. Students should review the “Jobs in Health Care” chart. They should then take career inventories online and choose careers to research.

2. Student responses will vary. Answers should indicate an understanding of the main tasks a person with this occupation must perform, and which areas of knowledge, skills and abilities, and values are necessary or helpful to a person in this career.

**Unit 1 Test**

1. +
2. behaviors
3. abstinence
4. warranty
5. +
6. c
7. e
8. a
9. b
10. d
11. a
12. c
13. a
14. b
15. d
16. c
17. a
18. a
19. c
20. a
21. *Sample answer:* I would recommend that my best friend get plenty of physical activity and eat a nutritious diet.

22. *Sample answer:* The goal-setting process involves setting a realistic goal, listing the steps it will take to reach the goal, identifying sources of help and support, setting a reasonable time frame for achieving the goal, evaluating progress toward the goal, and rewarding yourself when you reach the goal. Goal setting is an important skill for teens because the teen years are a time when many plans for the future are made.
Notes