

Your Health and Wellness



Chapter Preview

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▲ Working with the Photo

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

Start-Up Activities

Before You Read

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

HEALTH INVENTORY

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

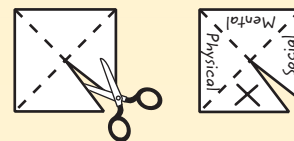
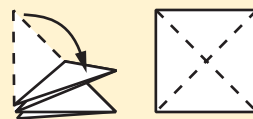
FOLDABLES® Study Organizer

As You Read

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

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

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



Go Online

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

Your Total Health

Guide to Reading

Building Vocabulary

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

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

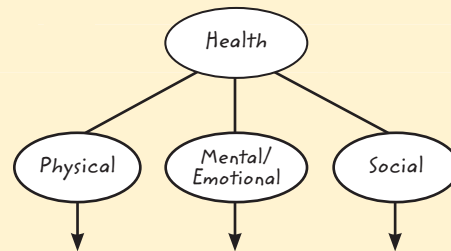
Focusing on the Main Ideas

In this lesson, you will learn to

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

Reading Strategy

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



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

Quick Write

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

What Is Health?

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

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

◀ **FIGURE 1.1**

THE HEALTH TRIANGLE

Maintaining a balanced health triangle is the key to good total health.

What are some ways you keep your health triangle in balance?



Physical Health

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

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



Go Online

Healthy Habits

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

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



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

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

Mental/Emotional Health

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

You can develop good mental/emotional health by learning to think positively and to express your feelings in healthy ways. Positive thinking is a good strategy to use when you are feeling sad or down. Try focusing your attention on all of the good things in your life, such as your friends, family, and activities you enjoy. Then the cause of your sadness might not seem so bad. Likewise, recognizing and building your strengths will help you feel good about yourself. When negative thoughts and feelings come up, look to express them in ways that won't hurt you or others. You should also recognize that it is normal to feel sad from time to time. If problems feel overwhelming, don't be afraid to talk to adults you trust. Knowing when to ask for help is a sign of good mental/emotional health.

Social Health

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

Go Online

Visit www.ck12.com and complete the Interactive Study Guide for Lesson 1.

Reading Check

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

Healthy Habits and Wellness

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

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

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

Reading Check Define What is wellness?

Lesson 1 Review

After You Read

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

What I Learned

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

Thinking Critically

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

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

Applying Health Skills

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

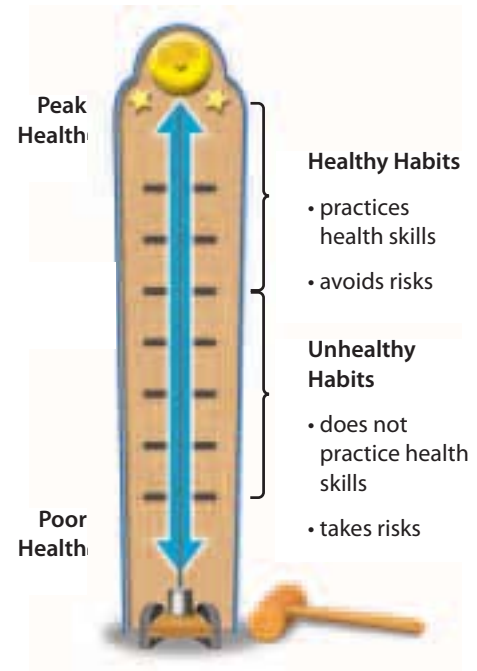


FIGURE 1.2

THE WELLNESS SCALE

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

Influences on Your Health

Guide to Reading

Building Vocabulary

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

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

Focusing on the Main Ideas

In this lesson, you will learn to

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

Reading Strategy

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

Quick Write

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

Factors that Affect Your Health

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

Heredity

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

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



Environment

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

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



Family and Culture

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

Peers

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

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

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

Academic Vocabulary

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

What **Teens** THINK



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

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

Caity M.
Linwood, NJ



Media

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

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

Technology

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

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



Reading Check

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

Your Health Choices and Behaviors

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

Personal Attitudes

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



Reading Check

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

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Visit [glencoe.com](#) and complete the Interactive Study Guide for Lesson 2.

Lesson 2 Review



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

What I Learned

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

Thinking Critically

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

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

Applying Health Skills

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

Building Health Skills

Guide to Reading

Building Vocabulary

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

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

Focusing on the Main Ideas

In this lesson, you will learn to

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

Reading Strategy

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

Quick Write

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

Skills for a Healthy Life

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

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



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

FIGURE 1.3

THE HEALTH SKILLS

These ten skills affect your physical, mental/emotional, and social health.

Why are these skills important throughout your entire life?

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

Staying Informed

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

Taking Care of Yourself

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

Health Skills Activity

Analyzing Influences

Too Good to Be True?

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

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



As a Group

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

Analyzing Influences

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

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

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

Go Online

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



Reading Check

Identify What is the first step in analyzing an influence?

Communicating with Others

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

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

Advocacy

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



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

Lesson 3 Review

After You Read

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

What I Learned

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

Thinking Critically

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

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

Applying Health Skills

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

Making Responsible Decisions

Guide to Reading

Building Vocabulary

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

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

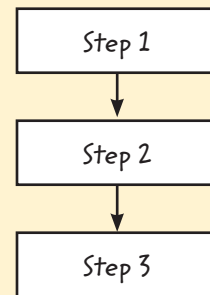
Focusing on the Main Ideas

In this lesson, you will learn to

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

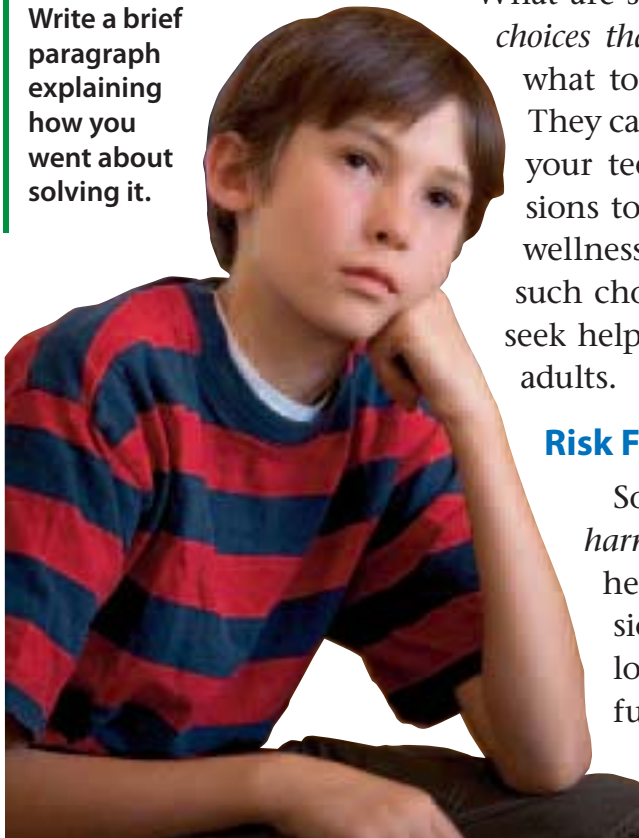
Reading Strategy

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



Quick Write

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



Your Decisions Count

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

Risk Factors

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

◀ Decisions can sometimes be difficult to make.

What are some decisions that affect your health?

The Decision-Making Process

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

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

Step 1: State the Situation.

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

Step 2: List the Options.

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

Step 3: Weigh the Possible Outcomes.

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

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

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



MediaWatch

Decisions, Decisions

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

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

Notice how characters go about solving these problems.


What do they do when solutions don't work?

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

Academic Vocabulary

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

Health Information Manager

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

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

Step 4: Consider Values.

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

Step 5: Make a Decision and Act on It.

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

Step 6: Evaluate the Decision.

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



Reading Check

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

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

Go Online

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





Health Skills Activity

Decision Making

A Test of Friendship

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



What Would You Do?

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

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

Lesson 4 Review



After You Read

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

What I Learned

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

Thinking Critically

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

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

Applying Health Skills

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

Setting Health Goals

Guide to Reading

Building Vocabulary

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

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

Focusing on the Main Ideas

In this lesson, you will learn to

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

Reading Strategy

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

Quick Write

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

Setting Goals

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



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

Types of Goals

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

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

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

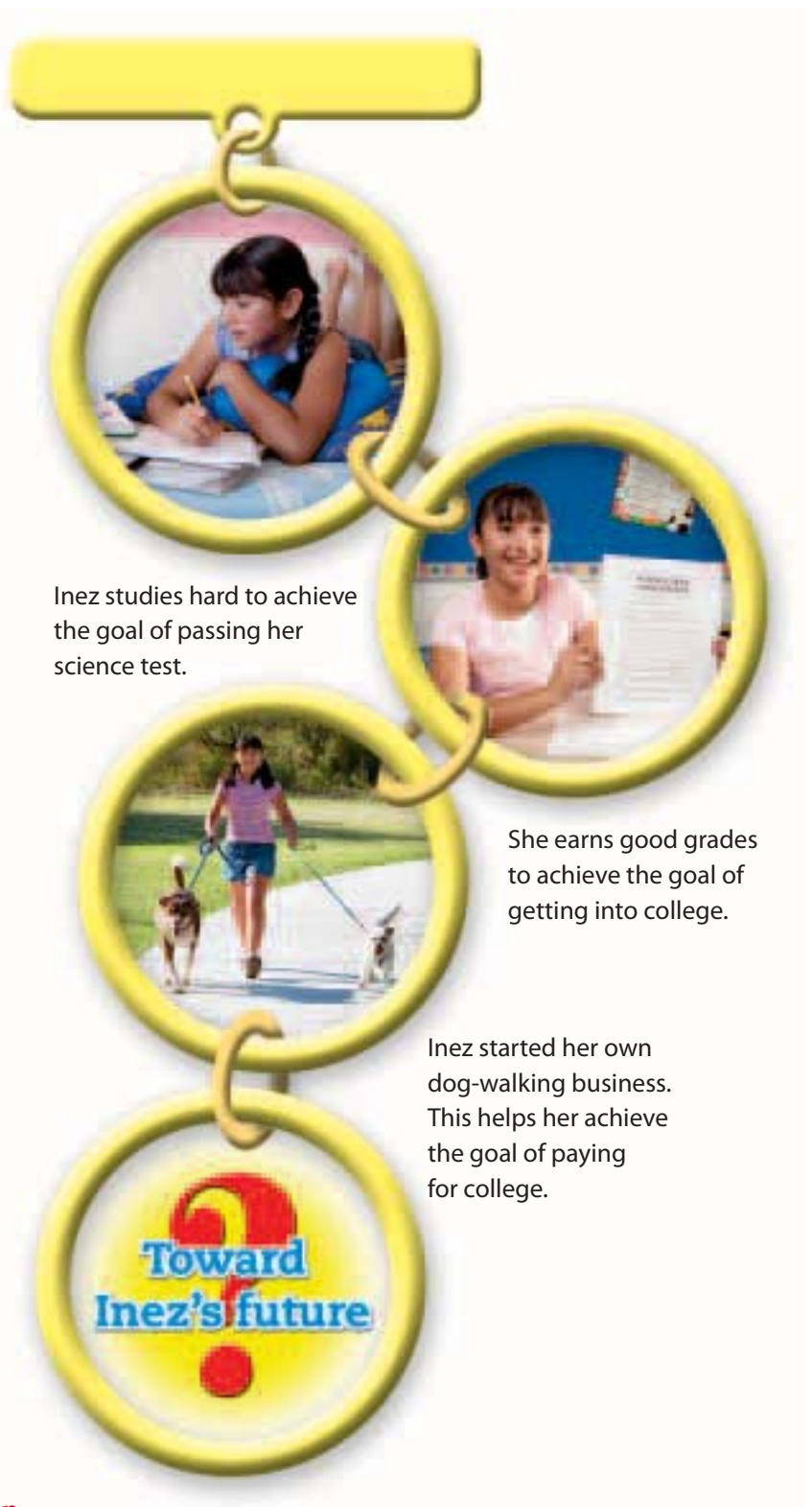
Reading Check

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

► FIGURE 1.4

THE GOAL CHAIN

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





DEVELOPING

Good Character

Setting Goals in a Group

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

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

Choosing Goals

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

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



Reading Check

Recognize Identify three tips for choosing a goal.

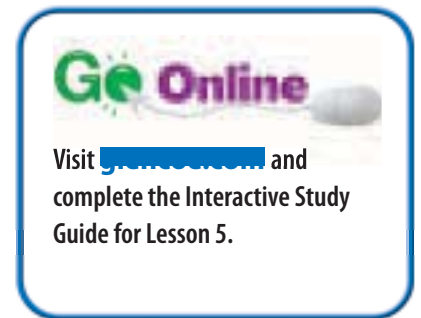
Reaching Your Goals

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

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



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



Lesson 5 Review

After You Read

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

What I Learned

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

Thinking Critically

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

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

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

Applying Health Skills

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

Building Health Skills

Accessing Information
Practicing Healthful Behaviors
Stress Management

Analyzing Influences

Communication Skills
Refusal Skills
Conflict Resolution
Decision Making
Goal Setting
Advocacy

What Does Analyzing Influences Involve?

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

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

Evaluating Influences on Your Health

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

1 Model

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

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

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

Decision: Which shoes should I buy?

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



2 Practice

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

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



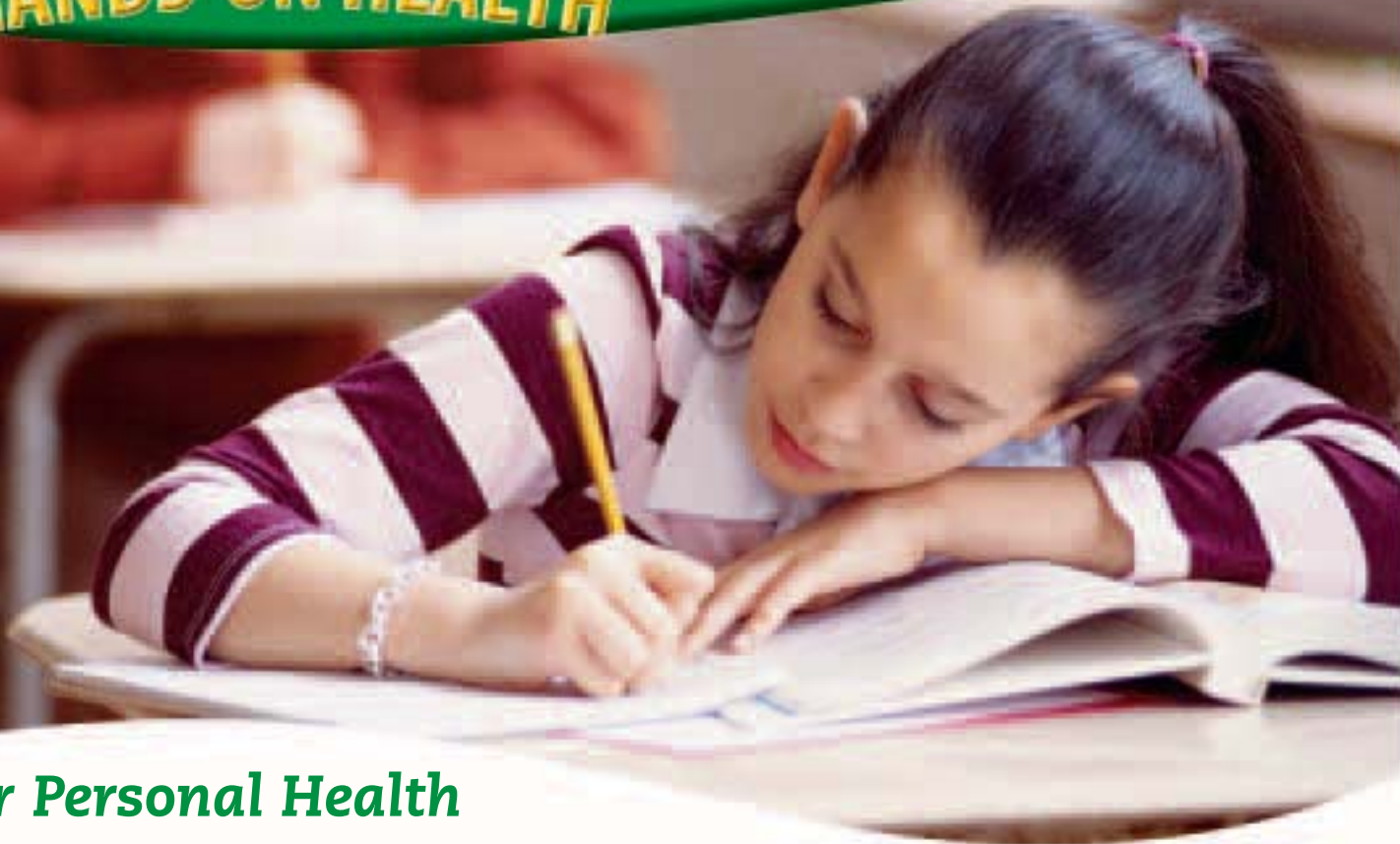
3 Apply

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

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

Self-Check

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



Your Personal Health

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

What You Will Need

- Pencil or pen
- Paper



What You Will Do

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

Physical Health

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

Mental/Emotional Health

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

Social Health

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

Wrapping It Up

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

Reading Review



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

FOLDABLES® Study Organizer

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

Lesson 1 Your Total Health

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

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

Lesson 2 Influences on Your Health

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

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

Lesson 3 Building Health Skills

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

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

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

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

Lesson 4 Making Responsible Decisions

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

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

Lesson 5 Setting Health Goals

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

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

Assessment

After You Read

HEALTH INVENTORY

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

Reviewing Vocabulary and Main Ideas

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

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

Lesson 1 Your Total Health

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

Lesson 2 Influences on Your Health

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

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

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

Lesson 3 Building Health Skills

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

Lesson 4 Making Responsible Decisions

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

Lesson 5 Setting Health Goals

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



Applying Technology

Healthy Habits

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

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

Thinking Critically

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

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

Write About It

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

Standardized Test Practice

Reading

Read the passage and then answer the questions.

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

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

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

TEST-TAKING TIP

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

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