

# Chapter 2

## Vocabulary

health skills	advocacy	long-term goal
interpersonal communication	decision-making skills	action plan
refusal skills	values	character
conflict resolution	goal	role model
stress management	short-term goal	

- I. Directions:** Read the following passage. For each underlined phrase, write the term from the list above that can replace it. Some terms may be used more than once.

How do you choose a personal (1) person whose success or behavior is an example to others? Begin by examining your (2) ideas, beliefs, and attitudes about what is important. Look for a person whose (3) distinctive qualities that describe how a person thinks, feels, and behaves demonstrates core ethical values.

Perhaps you could be a(n) (4) person whose success or behavior is an example to others. This is an admirable (5) something you aim for that takes planning and work to set for yourself. This achievement requires excellent (6) strategies that can help you say no to behaviors that are unhealthful, unsafe, or against your values and (7) steps that enable you to make healthful decisions. (8) The exchange of thoughts, feelings, and beliefs between two or more people is also very important. You should develop a(n) (9) multistep strategy to achieve your goal to follow that will develop these qualities.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

- II. Directions:** Answer the following question in the space provided.

10. The word *advocacy* contains the root *voc*, which is from the Latin word *vox*, meaning *voice*. How does the word *voice* relate to the meaning of the term *advocacy*?

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**Activity 4****Applying Health Skills**

FOR USE WITH CHAPTER 2, LESSON 1

# In So Many Words

**Directions:** Teens are often pressured by their friends to take part in risky behavior. Refusal skills, the strategies used to say no to unsafe behavior, are an important health tool for teens. Read the conversations below. In the space provided, identify the refusal strategy being used. Then make a suggestion of one other refusal strategy that may also be effective in this situation.

1. Justin: "Come on! I've asked you 12 times to watch the door so I can sneak a smoke. What's your problem?"

Mike: "I'm leaving now. You won't listen, and I'm not discussing it any more."

**Refusal strategy:** \_\_\_\_\_

**Possible suggestion:** \_\_\_\_\_

2. Tasha: "We're going to be late unless we take the shortcut on the train tracks. Let's go!"

Ebony: "No. I don't want to take the risk of walking on the tracks."

**Refusal strategy:** \_\_\_\_\_

**Possible suggestion:** \_\_\_\_\_

3. Brad: "It's just one drink, and it's only beer. Why won't you have some?"

Keiko: "I don't drink alcohol. It's against the law and against my family's beliefs."

**Refusal strategy:** \_\_\_\_\_

**Possible suggestion:** \_\_\_\_\_

**Activity 5****Applying Health Skills**

FOR USE WITH CHAPTER 2, LESSON 2

# The Long and Short of It

**Directions:** What are your plans for your life? What are your plans for next week? Both long-term and short-term goals are important for a healthy life. An action plan can help you identify and achieve your goals. Use the blank action plans below to create one short-term goal and one long-term goal.

**Personal Action Plan—Short-Term Goal**

1. My goal: \_\_\_\_\_
2. Steps to reach this goal: \_\_\_\_\_
3. Sources of help and support: \_\_\_\_\_
4. Time frame for this goal: \_\_\_\_\_
5. Checkpoints for evaluation of progress: \_\_\_\_\_
6. Reward for achieving this goal: \_\_\_\_\_

**Personal Action Plan—Long-Term Goal**

7. My goal: \_\_\_\_\_
8. Steps to reach this goal: \_\_\_\_\_
9. Sources of help and support: \_\_\_\_\_
10. Time frame for this goal: \_\_\_\_\_
11. Checkpoints for evaluation of progress: \_\_\_\_\_
12. Reward for achieving this goal: \_\_\_\_\_

**Activity 6****Applying Health Skills**

FOR USE WITH CHAPTER 2, LESSON 3

# A Personal Role Model

**Directions:** Role models are examples of success and good character. Having a role model helps you to see the traits of good character in action. Even adults have role models—often other adults who somehow inspire or encourage good character traits or values.

Choosing a role model shouldn't be easy. It's often tempting to choose a famous athlete or musician for a personal role model—after all, they're rich and famous. Remember, good character traits and strong values are what's important when choosing a role model.

In the spaces below, name a role model you have chosen. After each trait of good character, give an example of how your role model displays this trait.

1. **My Role Model:** \_\_\_\_\_

2. **Traits of Good Character**

a. **Trustworthiness** \_\_\_\_\_

\_\_\_\_\_

b. **Respect** \_\_\_\_\_

\_\_\_\_\_

c. **Responsibility** \_\_\_\_\_

\_\_\_\_\_

d. **Fairness** \_\_\_\_\_

\_\_\_\_\_

e. **Caring** \_\_\_\_\_

\_\_\_\_\_

f. **Citizenship** \_\_\_\_\_

\_\_\_\_\_

# Chapter 2

## Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
  - Look up the meaning of any unfamiliar vocabulary terms.
  - Read the questions below before you read the chapter.

**Directions:** As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

### Lesson 1

1. Define *interpersonal communication*.

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2. What are three steps to use when dealing with a conflict?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Name four strategies for managing stress.

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4. What are three internal influences on your health?

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5. What are three external influences on your health?

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### Lesson 2

6. Define *values*.

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7. Define *goal*. Give one example of a short-term goal and one example of a long-term goal.

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**Study Guide, Chapter 2 (Continued)**

8. The acronym *HELP* can help you weigh the consequences of a decision. Identify the word each letter represents. Then, write a question about decision making that is based on each word.

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9. What is the first step in the decision-making process?

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10. Identify the final step in the decision-making process.

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**Lesson 3**

11. List three examples of core ethical values.

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12. Define *role model*.

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13. Give two examples of how you can display the character trait of good citizenship.

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14. Identify one way that demonstrating good character can make a positive difference at school.

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15. List two ways in which you can take an active role in developing your character.

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