

Glencoe Health

Student Activity Workbook Teacher Annotated Edition



New York, New York Columbus, Ohio Chicago, Illinois Peoria, Illinois Woodland Hills, California



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Chapter 1**Vocabulary**

health
wellness
prevention
health education
Healthy People 2010

health literacy
heredity
environment
peers
culture

media
risk behaviors
cumulative risks
abstinence

Directions: Use the clues to solve the puzzle. Write one letter of each answer in each space provided. Then copy the boxed letters in order, and they will complete the sentence at the bottom of the page.

- The collective beliefs, customs, and behaviors of a group
- The sum of your surroundings
- Practicing health and safety habits to remain free from disease and injury
- All the traits that were biologically passed on to you from your parents
- Actions that can potentially threaten your health or the health of others
- An overall state of well-being, or total health
- Planned learning experiences that help people make healthy choices
- Related risks that increase in effect with each added risk
- All forms of mass communication

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Your health at any given moment is a point along a(n)

_ _ _ _ _ .

Activity 1**Applying Health Skills**

FOR USE WITH CHAPTER 1, LESSON 1

Choices Make the Difference

Directions: Read the following health situations and, using the information in your textbook as a guide, offer suggestions that would make a positive impact on the person's health.

1. Jim plays computer games to the exclusion of all physical activities. Lately, he's allowed his game playing time to cut into his sleep time. He's also eating his favorite snacks, usually chips and various types of cookies, while he plays. His friends complain that they never see him anymore.

Health suggestions: _____

2. Audra recently moved and is attending a new school. In an effort to be accepted, she's been on a crash diet, hoping that being very thin will help her make friends. She was invited to join a group of kids known for having wild parties with alcohol and marijuana available. Audra is starting to think that hanging out with them would be better than doing nothing at all.

Health suggestions: _____

3. LeBron has his sights set on getting a football scholarship to college. To prepare for the season, he's been working out twice a day during the summer. He also has a part-time job, leaving him little free time. Because LeBron is on such a tight schedule, he's been eating two of his daily meals at the fast food place. He gets home late and finds himself too wound up to sleep.

Health suggestions: _____

Activity 2**Applying Health Skills**

FOR USE WITH CHAPTER 1, LESSON 2

Where to Get Help

Directions: Health is composed of three elements: physical, mental/emotional, and social. Problems in the different areas are often the responsibility of different types of professionals. For example, a nurse can be responsible for physical health problems, a guidance counselor for mental/emotional problems, and a vice-principal for social problems. Your job is to schedule student appointments with the school nurse, guidance counselor, and vice-principal. For each of the following cases, decide which professional(s) the student(s) should see and explain why. More than one professional may be relevant in each case.

1. A 15-year-old boy has come to the office complaining of a stomachache. He has a math test during the next class period. You have noticed that he comes to the office with a stomachache every time he has a math test.

2. A ninth-grade girl wants to talk with someone because she is having a hard time catching up with her schoolwork after missing a week of school for her grandmother's funeral.

3. Two tenth-grade boys have been sent to the office for fighting. They have minor injuries and appear to be very angry. Both have been in fights before.

4. A ninth grader is unhappy about her weight problem. She says she is sick of being teased by the other kids.

Activity 3**Applying Health Skills**

FOR USE WITH CHAPTER 1, LESSON 3

Risky Behaviors

Directions: Read the following excerpts from journal entries written by teens. In each case, identify behaviors that are health risks. Then, rewrite each excerpt to eliminate the health risks and reflect a healthier lifestyle.

1. Devon picked me up after school today in his dad's car. It's an antique from the 1950s and doesn't even have safety belts! Devon drives really fast, but other than that he's a good driver.

Health Risks _____

Your Rewrite _____

2. We stopped at Hamburger Haven for lunch on the way home from shopping and ordered the jumbo shakes, burgers, and fries. After lunch, Tiara wanted me to go for a walk with her, but I was too tired from all the shopping. I took a nap instead.

Health Risks _____

Your Rewrite _____

3. I have finally been invited to a party at Nick's house. He's the most popular guy in school and has really cool parties. Everybody there will be drinking beer. I'm going to go, I want to fit in.

Health Risks _____

Your Rewrite _____

Chapter 1

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. What is health? Why is good health important?

2. Give examples that show why health is dynamic.

3. What is wellness? How is it achieved?

4. List lifestyle factors that promote good health.

Study Guide, Chapter 1 *(Continued)*

5. Define *prevention* and give two examples of behaviors that help prevent illness or injury.

6. Compare and contrast health education and health literacy.

7. Describe *Healthy People 2010*.

Lesson 2

8. Name the three elements of health in the health triangle.

9. What is physical health? Mental/emotional health? Social health?

Study Guide, Chapter 1 *(Continued)*

10. Define *heredity* and explain how it influences health.

11. Distinguish between your physical and social environments. Provide an example of a factor in each type of environment.

12. How are attitude and behavior related to health?

13. Give examples to show how technology can lead to better health.

Study Guide, Chapter 1 *(Continued)***Lesson 3**

14. List six categories of teen risk behaviors that have negative effects on health.

15. Use an example to explain cumulative risks.

16. What is abstinence? Identify risk behaviors that are best avoided by practicing abstinence.

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*?

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*.

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

a. _____

b. _____

c. _____

3. Name four strategies for managing stress.

4. What are three internal influences on your health?

5. What are three external influences on your health?

Lesson 2

6. Define *values*.

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

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.

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

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

Lesson 3

11. List three examples of core ethical values.

12. Define *role model*.

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

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

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

Chapter 3

Vocabulary

health consumer	health care system	fraud
media	primary care physician	health fraud
advertising	specialist	malpractice
comparison shopping	preventive care	consumer advocates
warranty	health insurance	public health
online shopping	medical history	epidemiology

Directions: Read the following passage. For each underlined phrase, write the term from the list above that can replace it.

Making consumer choices can be a difficult process. Today, there are more forms of (1) written or spoken messages designed to interest consumers in purchasing a product or service than ever. It is especially important to make careful decisions about health products and services. (2) Judging the benefits of different products by comparing factors such as cost, features, and quality is one way to make careful choices.

You should carefully avoid (3) the sale of worthless products or services claimed to prevent or cure health problems. Obtaining a(n) (4) written agreement to repair a product or replace a defective product can protect you from wasting money on defective products. When (5) using the internet to buy goods and services you should be a careful (6) person who purchases or uses health products or services. A(n) (7) person or group whose purpose is to address consumer issues can provide help if you have consumer problems.

Choosing a health care provider is another important decision. The type of (8) private company or government program that pays for all or part of your medical costs you have may affect your choice of health care provider. Your provider can't effectively help you maintain your health unless you provide a(n) (9) complete and comprehensive information about your immunizations and any health problems you have had. Occasionally health care providers are guilty of (10) failure by a health care professional to meet accepted standards. You should contact the American Medical Association or the state's licensing board in these cases.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Activity 7**Applying Health Skills**

FOR USE WITH CHAPTER 3, LESSON 1

It's Influential

Directions: Many factors, both internal and external, influence your consumer choices. Advertising is an external influence that can profoundly affect your choice of products. Television, magazines, the Internet, and radio are some of the most effective ways for advertisers to reach potential customers. This activity will help you analyze how much advertising affects your thoughts about particular products. For each category of product listed, name the first brand of the product that comes to mind. Then, describe what you know about the product. In the last column, list the source of your information. At the end of the activity, answer the questions to analyze how advertising influenced your thoughts about these products.

Product	Brand	Knowledge about the Product	Source of Information about the Product
Shampoo			
Body soap			
Toothpaste			

1. For which of the products above was your information based on advertising?

2. For which of the products above was your information based on personal experience with the product? _____

3. Were any of the words or phrases you used to describe the product the same as the words and phrases used in an advertisement for the product?

4. Based on the activity and your answers to the questions, how much do you feel advertising affects you and your consumer choices? _____

Activity 8**Applying Health Skills**

FOR USE WITH CHAPTER 3, LESSON 2

See the Specialist

Directions: General health care is provided by primary care physicians, school nurses, and dentists. Often these are the first health professionals you see when you have a health problem. Primary care physicians and dentists can refer their patients to specialists for treatment of certain medical problems. Read the descriptions below. For each, name the specialist to which the person could be referred and provide a brief description of the types of problems handled by the specialist.

1. Matt has been suffering from acne for several months now. What started as a small problem has become severe, so he made an appointment with his primary care physician.

2. Juan visited his dentist for a check-up. The dentist noted that the position of Juan's permanent teeth has made it difficult for Juan to chew properly. Juan also feels embarrassed about his crooked teeth.

3. Hannah has had cold symptoms for a month now. Even though she has been taking cold medicine, she doesn't feel much better. Hannah made an appointment with her primary care physician, and at her appointment she described her symptoms: watery eyes and constant sneezing.

4. Erica made an appointment with her primary care physician to discuss the severity of her menstrual cramps. She misses several days of school each month, and wonders if there is a treatment that could alleviate her cramps.

Activity 9**Applying Health Skills**

FOR USE WITH CHAPTER 3, LESSON 3

Sandra's Suggestions

Directions: Pretend you are Sandra, an online consumer advocate. Answer the following questions that have been submitted to your Web site.

1. "Sandra: I'm going to send my new hair dryer back. It just doesn't work! The store manager said to send it back to the manufacturer. How can I increase my chances of getting a refund?"

2. "Dear Sandra: The prescription my doctor gave me was for the wrong medicine, which landed me in the hospital. What can I do about my problem?"

3. "Dear Sandra: I tried to return some defective merchandise to a local store, and I was told that they wouldn't take returns. Since I had my receipt, and the merchandise was still in the original box, I thought they would take care of the problem. My neighbor said the same thing happened to her at that store. Who can help us out?"

4. "Sandra: I bought an exercise device I saw on TV. It was supposed to give results in less than a week. All I've got to show for my week's work is sprained muscles and a big doctor bill. Any advice?"

Activity 10**Applying Health Skills**

FOR USE WITH CHAPTER 3, LESSON 4

Public Health in the World and in Your Community

Directions: There are many organizations that advocate for public health. There are large multinational organizations. Other agencies are national. Still others are local organizations, which promote health in the cities and towns in which they are located. All of these organizations, regardless of size, depend on the efforts of individuals to succeed. Complete the worksheet below. Consider how you can make a difference in your town.

1. Name two international public-health agencies and describe their functions.

2. Name one national public-health organization.

3. Name one local public-health organization.

4. Research volunteer opportunities with this organization. Talk to someone at the organization and determine present volunteer opportunities, as well as new volunteer possibilities that require staffing. Find out how someone becomes a volunteer. Describe your findings here.

5. Which of the volunteer opportunities sounds the most interesting to you? Why?

6. If you decide to perform one of these volunteer opportunities, write a paragraph describing your volunteer work and share it with the class.

Chapter 3

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 *comparison shopping*.

2. Describe two techniques used by advertisers to convey messages to consumers.

3. Name four factors you should consider when deciding between two consumer products.

Lesson 2

4. Define *medical history* and explain why it is important for your health care provider.

5. Define *health insurance*. How are managed care plans different from conventional plans?

6. Define and give three examples of *specialists*.

Study Guide, Chapter 3 *(Continued)*

7. Give three examples of types of health care professionals who provide general care.

Lesson 3

8. Name two government agencies that protect consumers' rights.

9. Describe health fraud, and mention two types of products that are particularly susceptible to health fraud.

10. Define *malpractice*.

11. What is small claims court, and how can it be used by consumers to resolve complaints?

Lesson 4

12. Identify three ways public health is overseen at the local level.

13. Define *epidemiology*.

14. What are three agencies that work at the national level to maintain health?

Chapter 4**Vocabulary**

physical activity
 physical fitness
 sedentary lifestyle
 osteoporosis
 cardiorespiratory endurance
 muscular strength
 muscular endurance
 flexibility
 body composition
 exercise
 aerobic exercise

anaerobic exercise
 overload
 progression
 specificity
 warm-up
 workout
 F.I.T.T.
 cool-down
 resting heart rate
 training program
 hydration

anabolic steroids
 health screening
 overexertion
 heat cramps
 heat stroke
 frostbite
 hypothermia
 muscle cramp
 strain
 sprain

Directions: Words and phrases and the ideas they represent have similarities and differences. Words and phrases can be *compared*. A comparison tells the similarities of and differences between words or phrases. Words and phrases can be *contrasted*. A contrast focuses on the differences between words and phrases. Use this information to answer the questions that follow.

1. Contrast the phrases *aerobic exercise* and *anaerobic exercise*.

2. Compare and contrast the terms *frostbite* and *hypothermia*.

3. Compare and contrast the phrases *muscular strength* and *muscular endurance*.

4. Contrast the phrases *sprain* and *strain*.

Activity 11**Applying Health Skills**

FOR USE WITH CHAPTER 4, LESSON 1

Voice an Opinion

Directions: Most articles in newspapers are factual reports about news events, written by reporters. Newspapers also employ editorial writers: writers who offer their opinion of current news events. You have been asked to fill in for the editorial writer at the local newspaper. After each description of a current news event, write some notes for an editorial column concerning the issue. Decide what opinion your editorial will express, and list four facts you will use to support your opinion. Use your knowledge of physical fitness and information from the lesson when forming your opinion.

1. The state legislature voted today to decrease the amount of physical education required for high school graduation.

The opinion I will express in my editorial: _____

Supporting facts: _____

2. The mayor today announced support for construction of a physical fitness center open to all city residents. Construction of the center will require a tax increase. A traffic impact study will be required. The issue will be put to a public vote in the next election. Voter concerns about increased taxes will be addressed by the mayor at a town meeting Thursday evening.

The opinion I will express in my editorial: _____

Supporting facts: _____

Activity 12**Applying Health Skills**

FOR USE WITH CHAPTER 4, LESSON 2

Pump It Up!

Directions: Cardiovascular disease is the number one cause of death in the United States. Heart attack and stroke are two of the cardiovascular diseases with which you may be familiar. Good cardiorespiratory endurance can reduce your risk of developing cardiovascular disease. Follow the steps below to plan ways to improve your cardiorespiratory health.

Part 1: Measure your cardiorespiratory endurance by using the three-minute step test described in the lesson. Find your pulse rate on the chart in the text to determine your rating, and record it here:

Part 2: Develop a plan to improve your cardiorespiratory endurance. If your rating is already excellent, develop a plan to maintain your cardiorespiratory endurance. While making your plan, consider which types of activities improve cardiorespiratory endurance. How can you incorporate these activities into your lifestyle? Your plan should include three specific examples of activities and the ways that you will make the activities a part of your life.

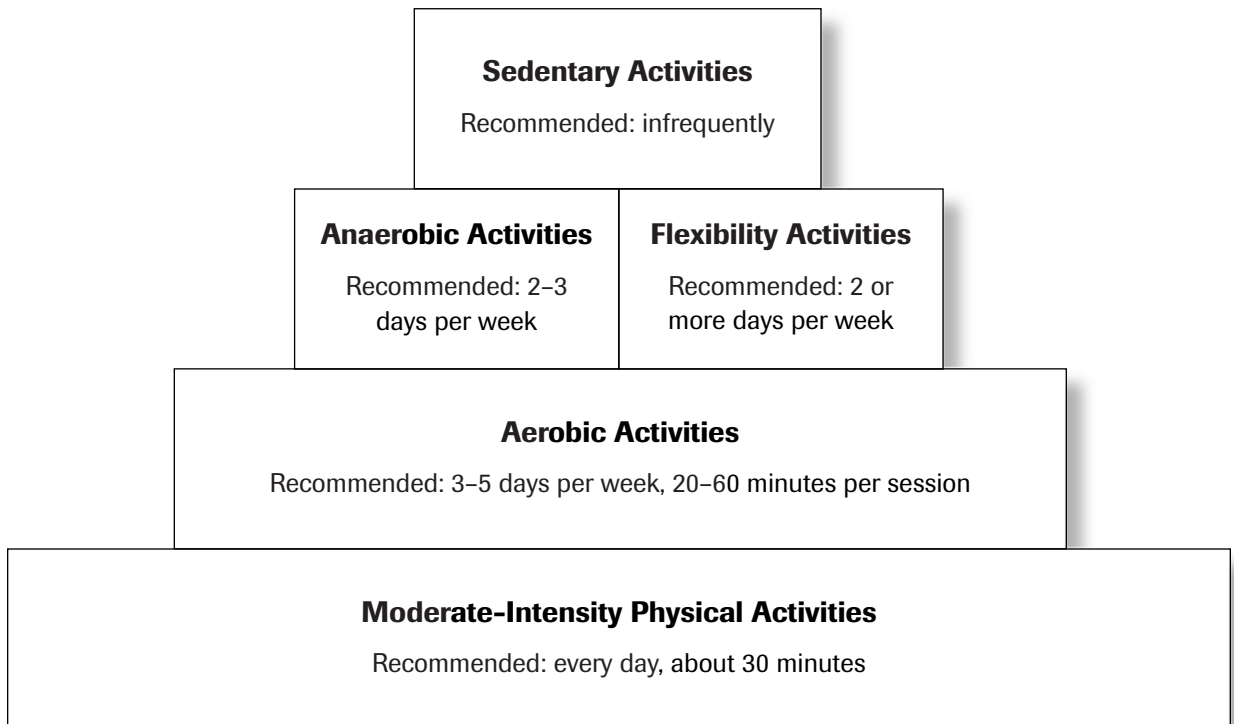
Activity 13**Applying Health Skills**

FOR USE WITH CHAPTER 4, LESSON 3

Pyramid Power

Directions: Use this copy of the Physical Activity Pyramid to assess the variety and frequency of your physical activity over the course of a week. For seven consecutive days use tally marks to record your physical activities in the appropriate areas of the Physical Activity Pyramid. At the end of the week, evaluate how variety and frequency of your activities compare to the recommendations.

Summary evaluation:

Physical Activity Pyramid

Activity 14**Applying Health Skills**

FOR USE WITH CHAPTER 4, LESSON 4

First Practice of the Season

Directions: Jean-Luc, an experienced youth hockey player, eagerly anticipates his high school team's first practice of the season. He wants to be prepared to perform at his best in order to make varsity. He has two months to get himself into condition. He hopes to run, inline skate, or play ice hockey every day. He has decided to prepare checklists to ensure that his training program is safe and productive. What training and safety suggestions would you recommend for Jean-Luc? Write four for each activity.

Hockey

Running

In-line skating

Activity 15**Applying Health Skills**

FOR USE WITH CHAPTER 4, LESSON 5

What's the Plan?

Directions: Read each description of an injury or illness resulting from physical activity. Then decide what type of injury or illness is probably occurring. What would be your plan of action for dealing with each of the illnesses or injuries? Explain what you would do if you were present in each of these situations.

1. Mario has been in-line skating for the past hour. It's 94°F outside, but he and his friends are having so much fun they decide to continue skating. After a while, Mario starts to feel dizzy and nauseous, and he has difficulty breathing.

Type of Illness/Injury: _____

Plan of Action: _____

2. Jenny slid into home plate at the championship game. Unfortunately, as she slid she hurt her shoulder, which made a horrible popping noise. She is now in extreme pain.

Type of Illness/Injury: _____

Plan of Action: _____

3. Yesterday, Latasha practiced hard at swimming practice to get ready for the all-city swim meet. Today her shoulder and leg muscles ache.

Type of Illness/Injury: _____

Plan of Action: _____

Chapter 4

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. List three benefits of physical activity for physical health.

2. List three benefits of physical activity for mental health.

3. List three benefits of physical activity for social health.

4. Identify four possible negative effects of a physically inactive lifestyle.

Lesson 2

5. Describe each element of fitness.

- a. **Cardiorespiratory endurance:** _____

- b. **Muscular strength:** _____

Study Guide, Chapter 4 *(Continued)*

c. **Muscular endurance:** _____

d. **Flexibility:** _____

e. **Body composition:** _____

6. What category of exercise can improve cardiorespiratory endurance?

7. What category of exercise can improve muscular endurance and strength?

Lesson 3

8. Identify three factors that influence your choice of physical activities.

9. Define the three principles of an effective fitness program.

a. **Overload:** _____

b. **Progression:** _____

c. **Specificity:** _____

10. Explain each term in the *F.I.T.T.* formula.

a. **Frequency:** _____

b. **Intensity:** _____

c. **Time/duration:** _____

d. **Type:** _____

Study Guide, Chapter 4 *(Continued)***Lesson 4**

11. Define *training program*. _____

12. What is a health screening? Explain the importance of having a health screening before beginning any new activity. _____

13. Identify the amount of water that should be consumed before and during a workout.

Lesson 5

14. Identify two hot-weather health risks.

15. Identify two cold-weather health risks.

16. What are three minor injuries that might occur during physical activity?

17. What do each of the letters in the *R.I.C.E.* procedure stand for?

Chapter 5**Vocabulary**

Directions: Below is a list of vocabulary words from this chapter. The letters of the words have been scrambled. Unscramble each word and match it with its correct meaning on the right. Write the letter of the correct meaning in the blank.

_____ 1. aleriocs	_____	_____ 7. eptiatpe	_____
_____ 2. ugehrn	_____	_____ 8. iidlp	_____
_____ 3. ofod elarlg	_____	_____ 9. iunrnitto	_____
_____ 4. aezptrinsuiato	_____	_____ 10. rnespoti	_____
_____ 5. ativnsmi	_____	_____ 11. odfo eetioranlcn	_____
_____ 6. ttisnnure	_____	_____ 12. ribfe	_____

- a. a natural physical drive that protects you from starvation
- b. the process by which the body takes in and uses food
- c. a negative reaction to a food or part of food caused by a metabolic problem, such as the inability to digest parts of certain foods or food components
- d. the process of treating a substance with heat to destroy or slow the growth of pathogens
- e. the units of heat that measure the energy used by the body and the energy that foods supply to the body
- f. a desire, rather than a need, to eat
- g. a condition in which the body's immune system reacts to substances in some foods
- h. an indigestible complex carbohydrate
- i. a fatty substance that does not dissolve in water
- j. nutrients that help build and maintain body cells and tissues
- k. the substances in food that your body needs to grow, to repair itself, and to supply you with energy
- l. compounds that help regulate many vital body processes, including the digestion, absorption, and metabolism of other nutrients

Activity 16**Applying Health Skills**

FOR USE WITH CHAPTER 5, LESSON 1

What Influences Your Food Choices?

Directions: As you learned in the lesson, many factors influence what foods you choose to eat. Examine the foods you ate for breakfast, lunch, dinner, and snacks in a recent one-day period. List the foods in the spaces provided in the chart. For each food, check the factor that most influenced your choice.

Advertising				
Schedules/ Budgets				
Cultural/ Ethnic Background				
Family, friends, & peers				
Emotions				
Appetite				
Hunger				
FOODS	<i>Breakfast</i>	<i>Lunch</i>	<i>Dinner</i>	<i>Snacks</i>

Applying Health Skills, Activity 16 *(Continued)*

FOR USE WITH CHAPTER 5, LESSON 1

1. Analyze your food choices. For example, do you choose pizza because you really love it, or are you influenced by your friends? Is cost a factor when you eat out?

2. Based on the results in the chart, write a generalization that describes which factors most influence your food choices. _____

Activity 17**Applying Health Skills**

FOR USE WITH CHAPTER 5, LESSON 2

You Are What You Eat

Directions: You have learned that in order to function properly, your body needs the nutrients found in food. Take on the role of a writer of a health column in a local newspaper. This week's column focuses on nutrients. Your job is to advise your readers about the nutrients necessary for healthful living. Read each situation below. Write your response in the blanks provided.

1. Sylvia writes: "I keep reading about the importance of getting the proper nutrients in the food I eat. What exactly are the nutrients I need?" _____

2. Jenna writes: "I heard that eating foods rich in carbohydrates is recommended for healthful living. What are carbohydrates, and what do they do for the body? What foods should I eat to increase my intake of carbohydrates?" _____

3. Joel writes: "My doctor suggested that I increase my intake of protein. What foods would you suggest that I eat?" _____

Applying Health Skills, Activity 17 *(Continued)*

FOR USE WITH CHAPTER 5, LESSON 2

4. Marty writes: "I always thought that fat was bad for you. Now, I read that some fat is good for you. What are the facts?" _____

5. Sam writes: "I know I get vitamins and minerals from my food, but does the body store and use all vitamins in the same fashion?" _____

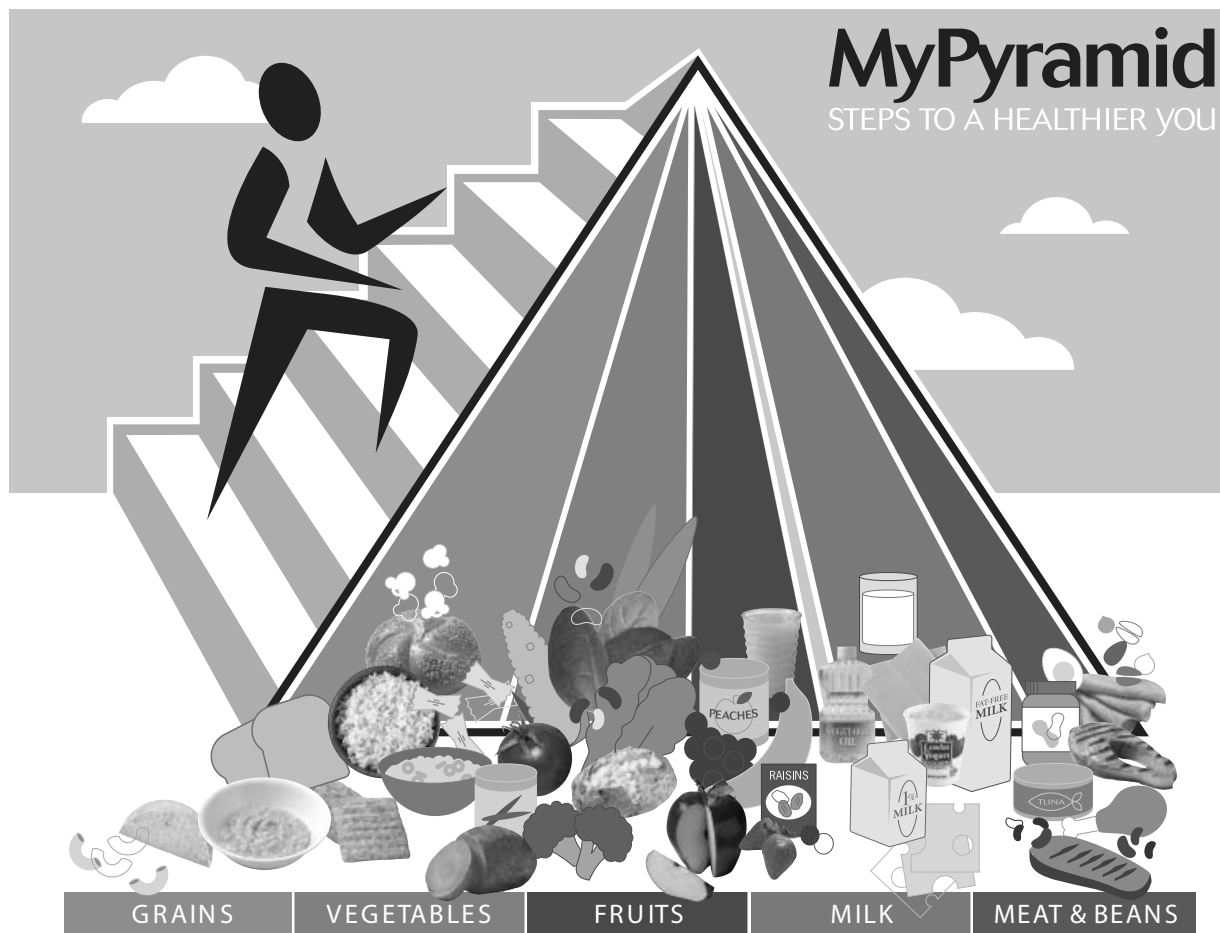
6. Tess writes: "Everyone says that you have to drink a lot of water every day. What is so important about water?" _____

Activity 18**Applying Health Skills**

FOR USE WITH CHAPTER 5, LESSON 3

Guiding Your Food Choices

Directions: You are determined to have a healthful eating plan. List a day's worth of meals and snacks based on a 2,000-calorie per day diet. Use MyPyramid to guide your choices from each food group. Also include the number of servings for each of the foods you choose.



For a 2,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

Eat 6 oz. every day

Eat 2½ cups every day

Eat 2 cups every day

Get 3 cups every day;
for kids aged 2 to 8, it's 2

Eat 5½ oz. every day

Refer to your completed chart. How well do your meal plans follow the recommended foods and number of servings suggested in MyPyramid? How can you adjust your food choices to better follow the recommendations?

Activity 19**Applying Health Skills**

FOR USE WITH CHAPTER 5, LESSON 4

Knowing What You Eat

Directions: As you have learned, the law requires that packaged and prepared foods include a Nutrition Facts panel. The information on this panel can help you determine the nutritional needs the food will meet. Choose a packaged food that you enjoy. Find the Nutrition Facts panel on the food and record the information listed on the panel in the diagram below.

Nutrition Facts	
Serving size:	
Number of servings per container:	
<hr/>	
Number of Calories per serving:	
<hr/>	
Calories from fat per serving:	
<hr/>	
Total Fat Grams:	
<hr/>	
Saturated Fat:	
<hr/>	
Trans Fat:	
<hr/>	
Cholesterol:	
<hr/>	
Sodium:	
<hr/>	
Total carbohydrate:	
<hr/>	
Dietary fiber:	
<hr/>	
Sugars:	
<hr/>	
Protein:	
<hr/>	
Percentage of the Daily Value of vitamins and minerals:	
<hr/>	

1. What are the three main ingredients in the food product you chose? _____

2. How does the food product meet the body's nutritional needs? _____

3. How can using the Nutrition Facts panel help you maintain a healthful diet?

Chapter 5

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 *nutrition*. _____
2. Identify three reasons good nutrition is important.

3. What is the difference between hunger and appetite?

4. Describe three environmental factors that influence your food choices.

Lesson 2

5. Identify the six groups of nutrients. _____
6. What kinds of foods are high in fiber?

7. Describe three things that proteins do.

8. What kinds of fats are high in saturated fatty acid?

9. Which type of vitamins can be stored in the body?

Study Guide, Chapter 5 *(Continued)***Lesson 3**

10. What is the *Dietary Guidelines for Americans*?

11. What is MyPyramid?

12. From which food group should most of your daily servings come?

13. Explain why moderating your salt intake can benefit your health.

14. Identify the three factors that are the foundation of a healthful eating plan.

Lesson 4

15. How are a food's ingredients listed on most food labels?

16. Define *food allergy* and *food intolerance*.

17. Describe three ways of reducing the risk of foodborne illnesses.

Chapter 6**Vocabulary**

body image
body mass index (BMI)
overweight
obesity
underweight
nutrient-dense foods

fad diets
weight cycling
eating disorder
anorexia nervosa
bulimia nervosa
binge eating disorder

electrolytes
rehydration
vegetarian
vegan
dietary supplement
megadose
herbal supplement

Directions: Words and phrases can be general or specific. A specific term describes a single idea. A general term describes a broad range of ideas or meanings. For example, *eating disorder* is a general term, while *bulimia nervosa* is a specific type of eating disorder.

Some of the terms used in this chapter are general, others are specific. Define each of the general terms below. Then, in the provided space define a more specific term or terms related to the same concept or idea.

1. **General term:** Dietary supplement _____

Specific term: _____

2. **General term:** Vegetarian _____

Specific term: _____

3. **General term:** Eating disorder _____

Specific term: _____

Activity 20**Applying Health Skills**

FOR USE WITH CHAPTER 6, LESSON 1

Strategy Sessions

Directions: Students in Mr. Jackson’s health class have written paragraphs describing their weight, their BMI, and their physical activity. Read the paragraphs and identify health risks each student might be facing. Then, offer recommendations for healthy weight-management strategies for each student.

1. **Celina:** I am at an appropriate weight for my height and my BMI is 21. Since my weight and BMI are okay, I don’t really pay attention to what or how much I eat. Usually my brother drives me to school. I work at the library checking out books, and then I go home and do my homework.

Possible Health Risks: _____

Recommendations: _____

2. **Raphael:** My BMI is 29, and I know I weigh too much. I play football in the fall, but now it’s the off-season. I try to lift weights sometimes, too. In the fall I’m in better shape, but the position I play requires me to be big.

Possible Health Risks: _____

Recommendations: _____

3. **Jen:** My weight is a bit below what it should be for my height, and my BMI is at 18. I work out every day—sometimes I jog, other times I do aerobics, and I swim.

Possible Health Risks: _____

Recommendations: _____

Activity 21**Applying Health Skills**

FOR USE WITH CHAPTER 6, LESSON 2

Buyer Beware

Directions: Look at the following advertisements for weight-management products, articles, and services. Draw a line through any claims for a fad diet or other risky weight-management strategy. Circle any statements that indicate a healthy weight-management plan.

**LOSE 20 POUNDS IN A WEEK!**

Miracle Powder
burns fat naturally!!!

**GRAND
OPENING
SPECIAL!**

Free Classes at MIKE'S GYM

Exercise for Beginners 7:30–8:30
Fitness for Older Adults 8:30–9:30
Nutrition 2:30–3:45

**Teen Talk**

In This Issue of *Teen Talk* Magazine:

The Amazing Grapefruit Diet 28

Walking—Great Exercise for Everyone 32

School Lunches—Low-Fat Choices 33



Sonic Shakes—Delicious Weight-Loss

Have a shake for breakfast and lunch—
eat whatever you want for dinner!

**BODY BUILDERS**

Protein Powder Increases Muscle Size—**Build Bulk Fast!**

Activity 22**Applying Health Skills**

FOR USE WITH CHAPTER 6, LESSON 3

Nutrition Notes

Directions: Christina is preparing a report that discusses proper nutrition at different stages of life. Unfortunately, her computer crashed while she was making the outline for the report. Reorganize Christina's notes by placing the statements from the list under the appropriate headings. Some statements may belong under more than one heading.

Should increase intake of folate.

Should follow the *Dietary Guidelines* and MyPyramid.

Diet should include milk and a wide variety of foods.

See a health-care professional for recommendations about dietary supplements.

May need fewer calories to balance lower activity levels.

Should increase intake of calcium.

Breastfeeding is the best possible source of nutrition.

Should increase intake of iron.

May need assistance preparing and selecting food for proper nutrition.

Formula is an alternative if breastfeeding isn't possible.

Young Children

Older Adults

Pregnant Women

Infants

Chapter 6

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 *body composition*, and explain why it is an important consideration when determining an individual's appropriate weight range.

2. Name three health risks for adults who are overweight.

3. List five strategies for beginning a weight-management plan.

4. Identify two strategies for healthy weight loss.

5. Identify two strategies for healthy weight gain.

6. Explain two ways in which physical activity can help with weight management.

Study Guide, Chapter 6 *(Continued)***Lesson 2**

7. Define *fad diet*, and list three characteristics that distinguish fad diets from healthy weight management. _____

8. Identify two possible side effects of taking diet pills.

9. Define *eating disorder*. _____

10. What are two physical consequences of anorexia nervosa?

11. What are two health consequences of bulimia nervosa?

12. What are two ways you could help a friend who has an eating disorder?

Lesson 3

13. Define *rehydration*. _____

14. Identify three possible side effects of taking anabolic steroids.

15. Describe the best types of foods to eat before a competition.

Study Guide, Chapter 6 *(Continued)*

16. Define *vegetarian*. _____

17. What are dietary supplements? _____

18. Describe a situation in which dietary supplements are an appropriate addition to a healthy diet. _____

19. Describe how dietary supplements can be dangerous.

20. Why is a healthful diet important during pregnancy?

Chapter 7

Vocabulary

mental/emotional health
hierarchy of needs
self-actualization
personality
modeling

personal identity
developmental assets
constructive criticism
emotions
hormone

empathy
hostility
defense mechanisms
suppression

Directions: Match the definition in the left column with the vocabulary term in the right column. Write the letter of the correct answer in the space provided.

- | | |
|---|---------------------------|
| _____ 1. the building blocks of development that help people become responsible, caring adults | a. modeling |
| _____ 2. the ability to imagine and understand how someone else feels | b. hormone |
| _____ 3. nonhostile comments that point out problems and encourage improvement | c. emotion |
| _____ 4. observing and learning from the behaviors of those around you | d. empathy |
| _____ 5. a chemical secreted by your glands that regulates the activities of different body cells | e. development assets |
| _____ 6. signals that tell your mind and body how to react | f. constructive criticism |

Directions: Answer the following questions about the vocabulary terms.

7. The terms *personal identity* and *personality* are similar, but they have important differences in meaning. Compare and contrast these two terms.

8. Define *defense mechanism*. Give one example of a defense mechanism that is found in the vocabulary list.

Activity 23**Applying Health Skills**

FOR USE WITH CHAPTER 7, LESSON 1

Dear Journal

Directions: A teen wrote the following entry in her journal. In the spaces provided, identify statements that reflect traits she should change to increase her level of mental/emotional health and then rewrite the statements so they reflect better mental/emotional health.

It's me again, diary. Not much to report today. As usual, I only got a C on my algebra quiz. I'll never get a B in that course! I can't decide if I should take math again next year or give it a rest. Mom says I should keep at it because I'll need more math to get into college, but I don't know if I even want to go to college. I have no idea what I want to do in life, so why plan ahead for college? But enough about school.

Even though Taina is my best friend, you won't believe what she did today! She told me my hair looked bad, and that made me feel lousy all day. Why did she have to spoil my whole day like that? Then she expects me to want to go out for the cross country team with her next year! Running is okay, I guess, but I don't know if I'm into it that much. I can't make up my mind if I should do cross country or not. I probably wouldn't be much good at running anyway, so what's the point?

Well, I better go. Dad just said I have to get ready for bed. More tomorrow.

Statements: _____

Your rewrite: _____

Activity 24**Applying Health Skills**

FOR USE WITH CHAPTER 7, LESSON 2

Teens in the News

Directions: Below are excerpts from newspaper articles about teens in trouble. In the spaces provided, identify at least two developmental assets each teen seems to lack. Explain how the assets might have helped the teen avoid getting into trouble.

1. Teen Arrested for Underage Drinking

Last night, a 15-year-old student from Jackson Township was arrested when police found him drinking beer behind a convenience store. According to the police report, the teen had used his older brother's ID to buy beer at the store earlier in the evening. When interviewed, the teen's father said he hadn't realized his son wasn't home, but "boys will be boys."

Developmental assets: _____

Explanation: _____

2. Student Admits Vandalizing South High School

A female student was questioned by authorities today about the minor vandalism that occurred recently at South High School. The student admitted painting graffiti on the lockers of three other girls. She said she did it because the girls had been "mean" to her earlier in the week and she was trying to "get even."

Developmental assets: _____

Explanation: _____

Activity 25**Applying Health Skills**

FOR USE WITH CHAPTER 7, LESSON 3

Guilt Trip

Directions: Assume that you are Gabby, the advice columnist for a high school newspaper. Lately, you have received several letters from students who are bothered by guilty feelings. In the spaces provided, write answers that will help the students deal with their guilt.

1. **Dear Gabby:** My mom and dad are getting divorced, and I think it's mostly my fault. If I behaved better, they wouldn't get so stressed out and have so much to fight about. As it is, they seem to be fighting all the time. I feel awful! What can I do? Signed, Guilty Gus.

Dear Guilty Gus: _____

2. **Dear Gabby:** A friend keeps offering me a ride in her car, but my parents won't let me ride with inexperienced drivers. Last night, my mom had to make a special trip to bring me home. Now I feel guilty for being so much trouble. Should I just ride with my friend the next time? Signed, Undecided Rider.

Dear Undecided Rider: _____

3. **Dear Gabby:** I accidentally broke a neighbor's window while I was playing ball. Nobody knows I did it, but I feel really guilty about it. I want to confess to my neighbor, but I feel that too much time has gone by. What should I do? Signed, Anonymous Neighbor.

Dear Anonymous Neighbor: _____

Activity 26**Applying Health Skills**

FOR USE WITH CHAPTER 7, LESSON 4

On the Defensive

Directions: Assume you have been assigned to rewrite a story to make the main character, Benito, appear to have a more positive outlook and better mental/emotional health. In the spaces provided, copy statements from the excerpt below that suggest Benito is using defense mechanisms and identify the defense mechanisms that he appears to be using. Then, rewrite the statements to eliminate Benito's use of defense mechanisms so that he appears to have better mental/emotional health.

Benito felt as though it had been the worst day of his life. That morning in chemistry lab he'd made a stupid mistake that ruined the experiment. His lab partner didn't say anything to Benito about it, but Benito was sure his lab partner thought he was dumb. After all, his lab partner was a perfect student. He never made mistakes and deserved a better partner than Benito.

Later in the day, Benito found out he hadn't made the basketball team. He'd practiced some to improve his shooting, and he'd tried pretty hard to impress the coach, but neither had helped. Benito reasoned that the coach had probably already picked out his favorites, so Benito was never seriously considered.

Now that it was evening, Benito just wanted to forget the day had happened. He found a hand-held video game in his closet that he hadn't played in years. Within a few minutes, he was lost in an action-filled world of make-believe that made him feel like a happy-go-lucky 10-year-old boy.

Statements and defense mechanisms: Students should identify some or all of the following statements and the defense mechanisms: "Benito was sure his lab partner was thinking how dumb he was" (projection); "His lab partner was a perfect student. . . never made mistakes. . . and deserved a better partner than Benito" (idealization); "The coach had probably already picked out his favorites for the team, so Benito was never seriously considered" (rationalization); "Benito just wanted to forget the day had happened" (suppression); "He was lost in an action-filled world of make-believe that made him feel like a happy-go-lucky 10-year-old boy" (regression).

Your rewrites: Rewrites will vary but should demonstrate a more positive out look without the use of defense mechanisms. For example, the first two statements might be rewritten as "Benito was glad his lab partner didn't seem to mind his mistake." "His lab partner was a good student, but he made mistakes like everyone else and understood Benito's error." "Benito realized he hadn't practiced to improve his basketball game enough to make the team." "He decided to shoot baskets with his little brother."

Chapter 7

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. List five characteristics of people with good mental/emotional health.

2. Name the five levels of needs in Maslow's hierarchy and give an example of a need at each level.

3. What is self-actualization?

4. Define *personality* and identify the two main influences on personality.

Lesson 2

5. What is personal identity?

6. List five aspects of personal identity.

7. Identify eight major developmental assets.

Study Guide, Chapter 7 *(Continued)***Lesson 3**

8. Define *emotions* and give examples of several different emotions.

9. What are hormones? How can they affect emotions? _____

10. Compare and contrast *empathy* and *sympathy*. _____

11. Distinguish between *fear* and *phobia*. _____

Lesson 4

12. Describe at least three healthful ways to manage difficult emotions.

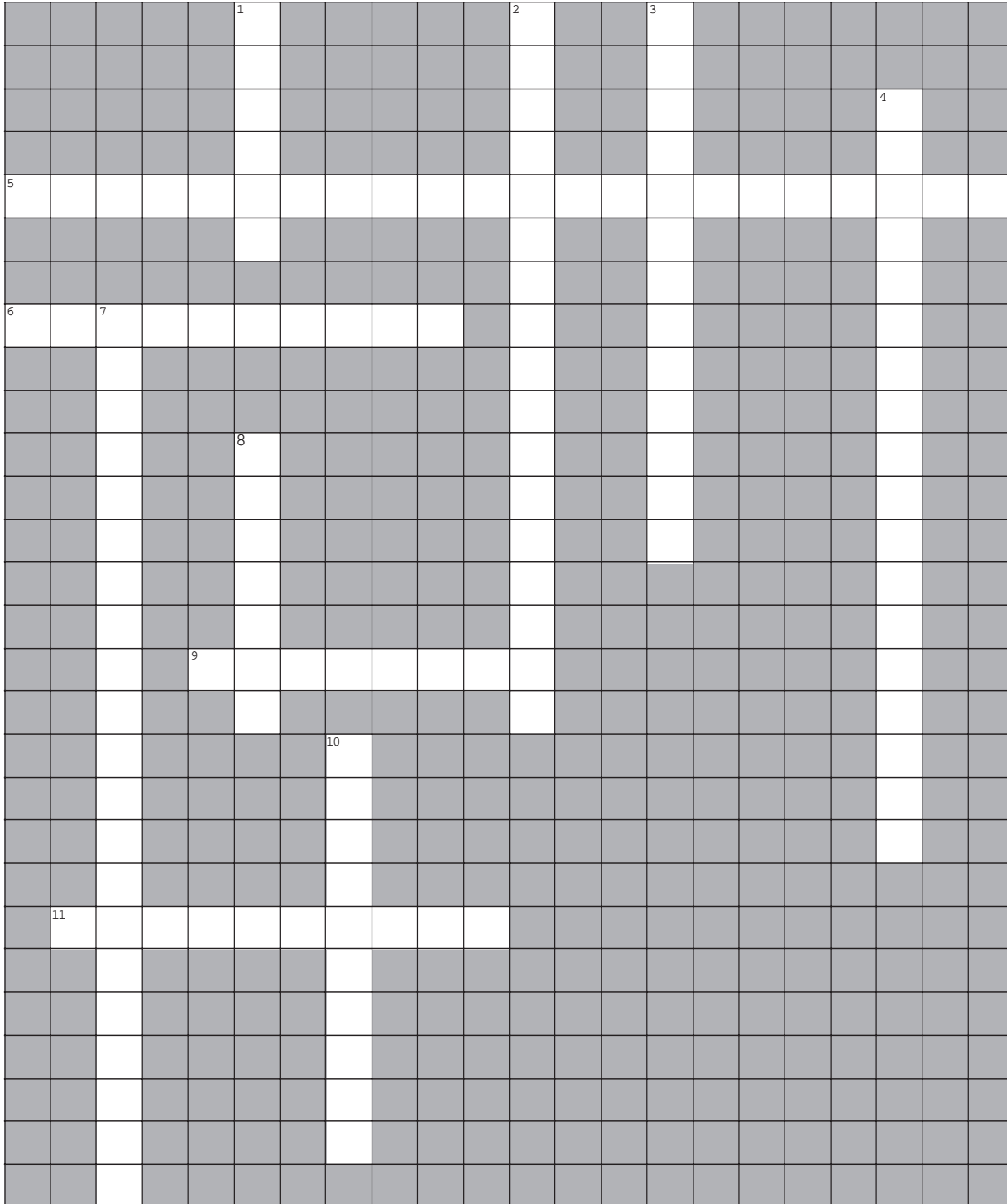
13. What are defense mechanisms? _____

14. List eight common examples of defense mechanisms. _____

15. Define *suppression*. _____

Chapter 8**Vocabulary**

Directions: Life can be puzzling—especially when you're feeling stressed! Match the vocabulary words in the list on the next page with the definitions in the clues to complete the crossword puzzle.



Vocabulary, Chapter 8 *(Continued)*

stress
 perception
 stressor
 psychosomatic response

chronic stress
 stress-management skills
 relaxation response
 anxiety

depression
 resiliency
 protective factors

Across

5. skills that help you handle stress in a healthful, effective way
6. a condition characterized by prolonged feelings of helplessness, hopelessness, and sadness
9. anything that causes stress
11. the ability to adapt effectively and recover from disappointment, difficulty, or crisis

Down

1. reaction of the body and mind to everyday challenges and demands
2. conditions that shield individuals from the negative consequences of exposure to risk
3. stress associated with long-term problems that are beyond a person's control
4. a state of calm that can be reached if one or more relaxation techniques are practiced regularly
7. a physical reaction that results from stress rather than from an injury or illness
8. the condition of feeling uneasy or worried about what may happen
10. the act of becoming aware through the senses

Activity 28**Applying Health Skills**

FOR USE WITH CHAPTER 8, LESSON 2

The “Merits” of Less Stress

Directions: Below is a brief announcement of a new merit badge recently introduced by the Girls Scouts of America. Imagine that you have been assigned the task of describing the criteria for earning this badge. Drawing from the stress-management skills studied in Lesson 2, determine what stress-management activities would be required and what techniques would be recommended. Then explain the ways these techniques help manage stress.

Selling Girl Scout cookies can lead to a lot of stress: sales goals, finding the time to sell them, collecting and counting money, delivery, and dealing with prospective customers, among other stressors. The Girl Scouts, who have been awarding merit badges since 1912, created a new merit badge designed to teach girls how to deal with such stress, and cope with all the pressures confronting children today. The Stress Less badge, officially sanctioned in September 2001, is awarded for finding ways to reduce life’s everyday stresses.

Required stress-management activities:

Techniques recommended:

Activity 29**Applying Health Skills**

FOR USE WITH CHAPTER 8, LESSON 3

Advice for Anxiety and Depression

Directions: You have three friends who seem to be exhibiting signs of anxiety or depression. Below are descriptions of their recent behaviors. Using what you learned from Lesson 3 as a guide, identify pertinent symptoms indicating reactions to stress. Then, conjecture whether the symptoms are linked to anxiety or depression, and offer helpful advice.

Ashley: You've noticed that Ashley seems distracted the last couple of days. She can't stay focused during conversations and has a hard time sitting still. Ashley complains to you that she sometimes feels lightheaded when she thinks about playing in Saturday's soccer game. She tells you she hopes Saturday doesn't come and that she wishes she could make her varsity debut without having her parents and all her friends in attendance.

Symptoms: _____

Anxiety or depression: _____

Advice: _____

Seamus: For the past week, Seamus has been irritable and disagreeable. He hasn't been hanging out with his friends or playing basketball at the park (one of his favorite pastimes). He looks tired and doesn't seem his usual confident self. You think his behavior has something to do with basketball cuts, which were last week.

Symptoms: _____

Anxiety or depression: _____

Advice: _____

Applying Health Skills, Activity 29 *(Continued)*

FOR USE WITH CHAPTER 8, LESSON 3

Keesha: You haven't seen Keesha much after school for the past few months. She no longer works on the school yearbook or comes to school activities. She doesn't go to the movies with her old friends; she didn't even try out for the volleyball team this year. She seems to have lost weight and looks tired all the time. When you talk to her, she barely responds, usually keeping her conversation to one or two word answers. You've tried to get her to do something fun on the weekends for several weeks, but she always declines and makes a negative remark about herself. She won't talk about whatever is troubling her.

Symptoms: _____

Anxiety or depression: _____

Advice: _____

Activity 30**Applying Health Skills**

FOR USE WITH CHAPTER 8, LESSON 4

Building Resiliency

Directions: Below are two scenarios involving students with low resiliency and an absence of protective factors. Using what you learned from Lesson 4 as a guide, identify some internal and external protective factors that would help the students develop their sense of self and build their resiliency.

Although relatively small in stature, Johann played sports on a regular basis until he reached high school, where he found his lack of size made it difficult to compete against his larger peers for positions on school teams. He also used to talk about becoming a pilot, but when you ask him about it, he says, "That's kid stuff." Johann no longer attends school events. Lately he's started hanging around a group of guys who seem to take pride in verbally abusing anyone who comes within their range. When you try to tell him that he's hurting people's feelings and that he's too good a guy to behave in such a way, he tells you, "That's too bad for them. As for me, well, get used to the new Johann." Later he confides to you that he feels lost and wishes there were some way to change the direction of his life.

What could Johann do to strengthen his protective factors and build his resiliency?

Applying Health Skills, Activity 30 *(Continued)*

FOR USE WITH CHAPTER 8, LESSON 4

Within the last couple of years, Sara has gradually shifted her focus from academics and athletics to dating. Her grades have fallen, and she has no interest in school activities, sports, or hanging out with her old friends. She dates many different guys, always looking for the perfect young man. Unfortunately, her relationships are brief and she spends much of her time trying to rebound from break-ups. Just recently she has told you that she feels lost and misses her friends and playing basketball on the school team.

What advice would you give Sara that would strengthen her protective factors and build her resiliency?

Chapter 8

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 *stress*. _____

2. Give examples that are common to a teen's life from each of the five categories of stressors.
 - **Biological stressors:** _____
 - **Environmental stressors:** _____

 - **Cognitive stressors:** _____

 - **Personal behavior stressors:** _____

 - **Life situation stressors:** _____

3. List and explain the three stages of your body's stress response.

4. Name four common psychosomatic responses.

Study Guide, Chapter 8 *(Continued)*

5. Name three mental/emotional and social effects of stress.

6. List four strategies to help you control the effects of chronic stress in your life.

Lesson 2

1. Fill in the blanks to list three steps in responding to stress.

_____ personal stressors, _____ the ones you can, or _____ your response to those that are unavoidable.

2. List two examples of each of the following three categories of personal stressors.

Life events: _____

Physical stressors: _____

Daily hassles: _____

3. Explain two ways you can avoid stress.

4. List three benefits of planning ahead.

5. List four benefits of getting eight to nine hours of sleep each night.

6. List three tips on eating nutritious food.

Study Guide, Chapter 8 *(Continued)*

7. List two reasons using alcohol, tobacco, or other drugs don't relieve stress.

8. What are stress-management skills?

9. List the four stress-management techniques in the order you would use them.

Lesson 3

1. Define *anxiety*.

2. List four symptoms of anxiety.

3. Explain why striving for perfection can cause anxiety.

4. Define *depression*.

5. List and describe two types of depression.

6. List four common symptoms of teen depression.

Study Guide, Chapter 8 *(Continued)*

7. What is the first step in getting help when you are feeling sad, anxious, or depressed?

Lesson 4

1. Define *resiliency*.

2. List three examples of external factors.

3. Attitudes, perceptions, and behaviors are internal factors. Name four more.

4. List two benefits of having a commitment to learning.

5. List two benefits of having positive values.

6. List two benefits of having social competency.

7. List two benefits of having a positive identity.

8. Define *protective factors*.

Chapter 9**Vocabulary**

mental disorder
 anxiety disorder
 post-traumatic stress disorder
 mood disorder
 conduct disorder
 alienation

suicide
 cluster suicides
 psychotherapy
 behavior therapy
 cognitive therapy

group therapy
 biomedical therapy
 coping
 grief response
 mourning

Directions: Use the clues to solve the puzzle. Write each letter of the answer in the spaces provided. Use the boxed letters, in order, to spell out a word that completes the sentence in number 13 below.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. An ongoing dialogue between a patient and a mental health professional 2. A pattern of behavior in which the rights of others or basic social rules are violated 3. Dealing successfully with difficult changes in your life 4. An individual's total response to a major loss 5. Feeling isolated and separated from everyone else 6. The act of intentionally taking one's own life 7. An illness of the mind that can have | <ol style="list-style-type: none"> 8. A series of acts occurring within a short period of time and involving several people 9. An illness that involves mood extremes that interfere with everyday living 10. The act of showing sorrow or grief 11. An illness or a condition in which real or imagined fears are difficult to control 12. The use of certain medications to treat or reduce the symptoms of a mental disorder |
|--|--|

1. _ _ _ _ _

2. _ _ _ _ _

3. _ _ _ _ _

4. _ _ _ _ _ _ _ _ _

5. _ _ _ _ _ _ _ _

6. _ _ _ _ _

7. _ _ _ _ _ _ _ _ _ _

8. _ _ _ _ _ _ _ _ _ _

9. _ _ _ _ _

10. _ _ _ _ _ _ _ _ _

11. _ _ _ _ _

12. _ _ _ _ _ _ _ _ _ _

Some symptoms of mental illness require intervention by a mental health _ _ _ _ _.

Activity 31**Applying Health Skills**

FOR USE WITH CHAPTER 9, LESSON 1

What's the Diagnosis?

Directions: Following are profiles of people with mental illnesses. From the description of the symptoms, in the space provided, identify and write the type of mental illness each person has.

1. Tom has difficulty getting along with others. He is in constant conflict with other people. He needs to be directed, but he resents being told what to do. He may forget to show up for an activity because he does not like to be controlled. He is uncooperative.
-

2. Alicia has difficulty keeping up with normal daily activities. She seems trapped in a pattern of repeated thoughts and behaviors that preoccupy her. In fact, she is urgent about them. When she is at home, she is constantly checking to make sure the doors are locked.
-

3. Janeen is an elementary school student. During recess one day, Janeen and her classmates witnessed an automobile accident in which one of the cars burst into flames. Ever since, Janeen has been having nightmares. She can't concentrate on her school work. She experiences flashbacks occasionally.
-

4. Juan experiences extreme mood changes. His friends can't figure him out. He's either very happy, even silly, or he is aggressive and angry. His energy levels also keep changing. Sometimes he's bored and can't concentrate. Other times, he sleeps little, and he still feels energetic.
-

5. Sue is afraid of heights. She will do anything in her power to avoid being in a tall building or on a mountain. The result is that she misses some meetings if she learns that the meeting is being held on an upper floor of a downtown building. She also misses some fun times because she won't go camping with her friends when they go to the mountains. She can't remember anything in her childhood that might have caused this irrational fear. She just knows that it is very real.
-

Activity 32**Applying Health Skills**

FOR USE WITH CHAPTER 9, LESSON 2

Some Misconceptions About Suicide

Directions: Read each misconception and answer the questions.

1. "People who talk about suicide don't go through with it."

The truth is that most people who commit suicide have communicated their intent to someone. What should you do if someone talks about committing suicide, even if it is in a casual or humorous way?

2. "Everyone who attempts suicide is suffering from depression."

Depression, other mental disorders, and the abuse of alcohol and drugs are the leading causes of suicide. What are three other suicide risk factors?

3. "The suicidal death of a person does not affect other people."

Many people with suicidal thoughts believe this. They are so overwhelmed by their problems that they become withdrawn and do not realize that others care about them. What can you do to help someone who has these thoughts?

4. "Suicides are isolated events."

Actually, cluster suicides in the United States occur mainly among teens and young adults. Define cluster suicides and give three situations that often result in cluster suicides.

Activity 33**Applying Health Skills**

FOR USE WITH CHAPTER 9, LESSON 3

Therapy Choices

I. Directions: Fill in the descriptions of the following types of therapies.

<p style="text-align: center;">Psychotherapy</p> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">Group Therapy</p> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">Behavior Therapy</p> <hr/> <hr/> <hr/> <hr/>	
<p style="text-align: center;">Cognitive Therapy</p> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">Biomedical Therapy</p> <hr/> <hr/> <hr/> <hr/>

II. Directions: Following are some feelings or behaviors that are signs that help is needed. Determine which kind(s) of therapy might be helpful in each case.

1. You worry all the time. _____
2. You are becoming increasingly aggressive, violent, or reckless. _____
3. You feel you can't face your problems alone. _____
4. You are becoming involved with alcohol or other drugs. _____

Activity 34**Applying Health Skills**

FOR USE WITH CHAPTER 9, LESSON 4

All Kinds of Grief

Directions: Identify each person's stage of grief in the following descriptions.

1. Keisha's brother was killed in a car crash. The person who was driving the car was not injured. Keisha feels powerless. She misses her brother. She resents the fact that the driver continues to attend her school and seems unaffected by her brother's death.

Stage: _____

2. Joe's father and mother have just divorced, and his father has moved to another state. Joe misses his father and feels isolated because he won't be seeing him very often. He thinks the situation is hopeless.

Stage: _____

3. Manuel was the one to tell his little sister, Lisa, that her kitten ran into the street and was killed by a car. Lisa doesn't believe Manuel. She is sure that he is mistaken and that her kitten will come home when it gets hungry.

Stage: _____

4. Carla misses her best friend, Julie. Julie moved away a month ago. Before Julie left, she and Carla had a silly disagreement about Rick, a boy at school whom they both liked. Julie wouldn't speak to Carla before she moved. Now Carla realizes that she doesn't like Rick at all, and she wishes she could see Julie and straighten things out. If she had the opportunity, she would apologize. She realizes now that Julie was a good friend and the disagreement was silly and stupid.

Stage: _____

5. Pedro's sister Annette had a mental disorder, and Pedro often was impatient with her. Annette died unexpectedly a year ago. For a long time, it was very difficult for Pedro to even mention Annette's name. He had regrets about the way he had treated her. Remembering how impatient he was with her was painful. His family realized that Pedro was grieving and that eventually he would be able to talk about Annette. Pedro finally reached the point where he could remember Annette and talk about her without experiencing so much pain.

Stage: _____

Chapter 9

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. What is a mental disorder? _____

2. Name two classifications of mental disorders.

3. Name the six major types of mental disorders.

4. Which group of mental disorders is associated with real or imagined fears?

5. Name four types of anxiety disorders. _____

6. What is post-traumatic stress disorder? _____

7. Name two types of mood disorders. _____

Lesson 2

8. A person who feels isolated and separated from everyone else is experiencing what?

9. What is suicide? _____
10. Name three risk factors of suicide. _____

Study Guide, Chapter 9 *(Continued)*

11. What are cluster suicides? _____

Lesson 3

12. List three signs that professional help dealing with problems is needed.

13. What is psychotherapy? _____

14. What is behavior therapy? _____

15. What is cognitive therapy? _____

16. What is group therapy? _____

Lesson 4

17. Define *coping*. _____

18. What is closure? _____

19. Name the eight stages in the grieving process.

20. List four effective coping measures to deal with disasters and crises.

Chapter 10**Vocabulary**

relationship	“I” message	interpersonal conflict
friendship	active listening	conflict resolution
citizenship	body language	negotiation
role	prejudice	mediation
communication	tolerance	confidentiality
cooperation	constructive criticism	peer mediators
compromise	conflict	

I. Directions: Complete the following sentences by writing a term from the list above in each blank.

1. You demonstrate _____ by obeying rules, helping others, and doing your share to make your school and community clean and safe.
2. You demonstrate _____ by accepting others' differences and allowing them to be who they are without expressing disapproval.
3. You demonstrate _____ by paying close attention to what someone is saying and communicating.
4. You demonstrate _____ by working together for the good of all.
5. You demonstrate _____ by solving a disagreement through problem solving in a manner that satisfies everyone involved.
6. A process in which specially trained people help others resolve their conflicts peacefully is _____.

II. Directions: Read the following aggressive message. Then, for each vocabulary term below, write the definition and give an example of how to apply it to change the message to a positive, assertive communication.

You lied to me! You said you would meet me after school all this week to work on my serve before the tennis tryouts. Instead, you've been practicing guitar with Luis for your gig next week. Some friend you are!

1. **Constructive criticism** _____

2. **Compromise** _____

Activity 35**Applying Health Skills**

FOR USE WITH CHAPTER 10, LESSON 1

What's Going On?

Directions: Read the following scenarios and answer the questions that follow in the space provided.

1. Jan's mother belongs to a club in their community. The club has planned a bake sale to raise money for a family in the community. Her mother asked Jan to help on the following Saturday, and Jan agreed. However, on Friday, Jan learned that her friends were all going to the beach on Saturday. Jan agreed to go with them. Then she remembered her promise to her mother. She stayed and helped her mother.

What characteristic(s) of a healthy relationship did Jan demonstrate?

What trait(s) of a good character did Jan demonstrate?

2. Bill belongs to a baseball team that is not having a good season. He is frustrated and wants to quit. However, there are a few games left on the schedule. The coach is aware of Bill's attitude, and after the next game, the coach talked with Bill. As the coach talked, Bill realized that he had been totally self-centered. He had not realized that the coach was also discouraged. Bill decided not to quit. In fact, he promised to work harder and to encourage others on the team.

What skill(s) did the coach use? _____

What trait(s) of good character did Bill demonstrate?

3. Tara and her sister Kim have chores to do at home. They usually take turns washing the dinner dishes, which is one of their chores. Now, Tara has an opportunity to get a part-time job three evenings a week. She really wants the job and wonders if she can make a deal with Kim so that she can take the job. She talks with Kim and offers to do Kim's chores plus her own for three of the days she would not be working. Kim thinks it over and agrees to the proposition.

What skill(s) did Tara use? _____

What trait(s) of good character did Tara demonstrate?

Applying Health Skills, Activity 35 *(Continued)*

FOR USE WITH CHAPTER 10, LESSON 1

4. Bud's neighbor, Amad, was in an automobile accident, and his leg was broken. Amad has after-school jobs mowing lawns around the neighborhood, and now he can't work. Bud realizes that several people will be expecting Amad, and they won't like to have to look for someone else to work for them temporarily. Bud calls some of his friends and explains the situation and asks them if they would be willing to help Amad until he gets the cast off his leg. They agree. Bud then went to the neighbors who had hired Amad and explained the situation. He asked if they would be willing to have their lawns mowed by someone else while Amad is recuperating. He promises that the jobs will be done well. The neighbors agree to the plan.

What skill(s) did Bud use? _____

What traits of good character did Bud demonstrate?

Activity 36**Applying Health Skills**

FOR USE WITH CHAPTER 10, LESSON 2

What's Your Style?

Directions: Read each situation and answer the question(s) at the end of each one.

1. Angie always wants to do things with her friends. She agrees to go to the movies with them Saturday afternoon even though she knows she won't like the movie they have chosen. She is unwilling to express herself for fear of losing their friendship.

What is Angie's communication style? _____

What could she say to be more assertive?

2. Maria and Pedro are good friends. They like to do things together on the weekend. Last Saturday Pedro was really upset. He explained to Maria that he had lost his wallet. He had spent time looking for it and had not found it. Maria knew that she would be upset also if she lost her wallet. She offered to go with Pedro and help him look for the wallet.

What active listening technique did Maria use? _____

3. Jose applied for a summer job. He knew he was not the only applicant. He knew he could do a good job, and he needed the money. He was called into the office for an interview. The first question was, "Why should we hire you for this job?" Jose had anticipated a question like that, and it took him just a few seconds to respond. He said, "I'm a good worker, and I'm dependable and honest. I've researched the company's needs, and I feel confident I can fill the position. I assure you that if you hire me for this job, you won't be disappointed."

What is Jose's communication style? _____

Applying Health Skills, Activity 36 *(Continued)*

FOR USE WITH CHAPTER 10, LESSON 2

4. Jacob has a little sister, Shana, who follows him all around the house, begging him to play with her. He responds, "Get lost, you little creep. I'm tired of being pestered all the time!"

What is Jacob's communication style? _____

What "I" message could Jacob use?

5. Julie disobeyed her mother. She figured that her mother was so busy that she would not find out that Julie had not come directly home from school that day. However, her mother knew and met Julie at the door to ask her why she had not come directly home. All Julie could do was stand there and look at the floor. She did not want to see the disappointment on her mother's face, so she just shook her head when her mother asked her for a reason.

What type of communication did Julie use? _____

Activity 37**Applying Health Skills**

FOR USE WITH CHAPTER 10, LESSON 3

What's the Strategy?

Directions: Read the following situations and answer the question(s) in the space provided.

1. Marcella and Kay haven't spoken to each other for a week. They both are unhappy and wish they could resolve their conflict. Marcella is determined to try. She telephones Kay and they agree to meet.

What strategies might they choose in order to solve the disagreement?

2. Jack and Shawn are both really angry. Their problem with each other bothers their friends, who are tired of these two guys not getting along. One of their friends, Jamaal, decides to try to resolve the conflict.

What is Jamaal's role? _____

What strategy might Jamaal choose first?

3. Suki decided what movie she wanted to see on her next date with Cole. At the same time, Cole saw an ad for a movie that he thought would be great. He decided that it would be a good movie to see on his next date with Suki. When Cole called Suki to arrange their date, she suggested a movie she would like to see. It was not a movie that he wanted to see.

What steps should they follow when negotiating?

Chapter 10

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. List three types of relationships. _____

2. What are three essentials to forming a friendship? _____

3. List the "Three Cs" of a healthy relationship. _____

4. Define *compromise*. _____

5. List four characteristics of a healthy relationship. _____

6. What factor has the greatest influence on your relationship with others?

7. Name the six main traits of a good character _____

Lesson 2

8. List the three basic skills needed for effective communication. _____

9. What are the three styles of communication? _____
10. Explain what assertive communication is. _____

11. What are "I" messages? _____

12. List four techniques that good listeners use. _____

Study Guide, Chapter 10 *(Continued)*

13. Define *body language*. _____

14. List two obstacles to clear communication. _____

15. Define *constructive criticism*. _____

16. What is the importance of acknowledgements and compliments to a relationship?

Lesson 3

17. What is conflict? _____

18. List two common causes of conflict. _____

19. What is conflict resolution? _____

20. List the strategies for resolving conflicts. _____

21. What is negotiation? _____

22. List the steps to follow for effective negotiation. _____

23. Define *mediation*. _____

24. Who are peer mediators? _____

Chapter 11**Vocabulary**

family	grief	child abuse
extended family	resiliency	neglect
sibling	domestic violence	cycle of violence
affirmation	emotional abuse	crisis center
separation	physical abuse	foster care
divorce	sexual abuse	family counseling
custody	spousal abuse	mediator

Directions: Use the clues to solve the puzzle. Write one letter of each answer in each space provided. Then copy the boxed letters in order, and they will complete the sentence at the bottom of the next page.

1. A legal decision about who has the right to make decisions affecting the children in a family
2. The basic unit of society
3. Any act of violence involving family members
4. A brother or sister
5. The failure to provide for a child's physical or emotional needs
6. A temporary arrangement in which a child is placed under the guidance and supervision of a family or adult who is not related to the child by birth
7. The sorrow caused by the loss of a loved one
8. A legal end to a marriage contract
9. The ability to adapt effectively and recover from disappointment, difficulty, or crisis
10. Domestic violence directed at a spouse or live-in partner
11. A pattern of behavior that attacks the emotional development and sense of worth of an individual
12. A person who helps others resolve issues to the satisfaction of both parties
13. Providing positive feedback that helps others feel appreciated and supported
14. A facility that handles emergencies and provides referrals to an individual needing help
15. A decision between married individuals to live apart from each other

1. _ _ _ _ _

2. _ _ _ _ _

3. _ _ _ _ _ _ _ _ _ _

4. _ _ _ _ _ _ _ _

5. _ _ _ _ _ _ _ _

6. _ _ _ _ _

7. _ _ _ _ _

8. _ _ _ _ _ _ _

9. _ _ _ _ _ _ _ _

10. _ _ _ _ _ _ _ _

Vocabulary, Chapter 11 *(Continued)*

11. _____ _____

12. _____

13. _____ _____

14. _____

15. _____

It is important to break the _____
_____, which is the pattern of repeating
violent or abusive behaviors from one generation to the next.

Activity 38**Applying Health Skills**

FOR USE WITH CHAPTER 11, LESSON 1

Families on the Screen

Directions: Identify four current television programs or movies that deal with families. Choose one, and analyze the ways the family meets the members' needs and the ways that members help to strengthen or weaken the family relationships.

Name of TV program/Movie:
Ways family meets members' emotional needs:
Ways family meets members' social needs:
How members strengthen or weaken family relationships:

Name of TV program/Movie:
Ways family meets members' emotional needs:
Ways family meets members' social needs:
How members strengthen or weaken family relationships:

Name of TV program/Movie:
Ways family meets members' emotional needs:
Ways family meets members' social needs:
How members strengthen or weaken family relationships:

Name of TV program/Movie:
Ways family meets members' emotional needs:
Ways family meets members' social needs:
How members strengthen or weaken family relationships:

Activity 39**Applying Health Skills**

FOR USE WITH CHAPTER 11, LESSON 2

Dear Elinor

Directions: Elinor writes an advice column for teens. Most of the letters she receives are from teens whose families are experiencing changes in structure or circumstance. Read the following letters. Then on the lines following each letter, write the advice that you think Elinor should provide.

1. Dear Elinor: My parents are getting a divorce. They've been fighting a lot and have been arguing over custody of my sister and me. Sometimes I feel like I'm a big reason they're getting divorced. All of this has really stressed me out. What should I do?

Advice: _____

2. Dear Elinor: My dad died a few months ago. I miss him a lot. I try to talk to my friends about it. They try to be there for me, but I don't think they completely understand how I feel. It's getting hard for me to do the things I've always done. I need some help.

Advice: _____

3. Dear Elinor: My family has been experiencing some financial problems. My mom lost her job, and that makes it difficult enough for us to pay our bills, much less to buy the extras we sometimes want. Mom has been upset, and she and I fight a lot. I want to know what I can do to change things.

Advice: _____

Activity 40**Applying Health Skills**

FOR USE WITH CHAPTER 11, LESSON 3

Crises on Elm Street

Directions: Elm Street is a typical residential street in any American city. Elm Street in the past several months has experienced a number of family crises, several of which are described below. Read each description and identify the crisis.

1. Lucinda, age five, lives at 304 Elm Street with her mother and sister Rachel, age two. Lucinda hasn't seen her father in ten months. Lucinda's mother is so distraught that she ignores Lucinda and Rachel for days at a time.

Crisis: _____

2. Neighbors have become suspicious of activities at 847 Elm Street. The one adult female in the house frequently emerges wearing sunglasses, and even the thick coating of makeup she applies fails to cover what appear to be bruises.

Crisis: _____

3. People rarely see the children at 1300 Elm Street playing outside. Neighbors often hear the parents in the home yelling at the children and threatening them with physical harm.

Crisis: _____

4. The teachers in the nearby school have observed that Jake, who lives at 1910 Elm Street, has little or no interaction with his peers. They have called his father to talk about Jake's withdrawn behavior. His father, however, has refused to discuss the problem. The teachers have noticed that when the father picks Jake up from school, he generally ignores Jake, barely acknowledging his presence.

Crisis: _____

Activity 41**Applying Health Skills**

FOR USE WITH CHAPTER 11, LESSON 4

Help Is on the Way

I. Directions: Below are descriptions of family health crises that require community support services. Read each crisis and identify which community support service should be contacted. Use the descriptions of available social services in Lesson 4 as a guide.

1. Jimmy has a hard time dealing with his father's constant drinking. Jimmy knows his father wants to quit, but can't seem to stop. Jimmy is worried about his father losing his job and is concerned about the effect his father's drinking is having on Jimmy's mom and little brother.

Recommended social service: _____

2. Juanita's parents are in the process of getting a divorce. They both want custody of Juanita, as well as possession of the family home.

Recommended social service: _____

3. Shawn, age 13, and his brother, age 11, have a hard time getting along at home. At first, they just said mean things to each other and took each other's possessions. Recently, however, their disagreements have escalated into physical altercations. So far, their parents have been unable to find a solution to this problem.

Recommended social service: _____

II. Directions: Find out what services to assist families are available in your community. On the lines below, write the names of the agencies and a brief description of the types of services each agency provides.

Chapter 11

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. Describe three main roles of the family. _____

2. How does a family meet the mental/emotional needs of its members?

3. In what ways does a family help meet the social needs of its children?

4. Describe four ways in which you can help strengthen family relationships.

Lesson 2

5. What two kinds of changes cause stress in families? _____

6. In what three ways can a family's structure change? _____

7. Describe four ways in which a family's circumstances can change.

Study Guide, Chapter 11 *(Continued)*

8. What strategy do you think is the most effective for coping with family stress?

Lesson 3

9. What is domestic violence? _____

10. Explain each of the following kinds of domestic violence.

a. **Physical abuse:** _____

b. **Emotional abuse:** _____

c. **Sexual abuse:** _____

d. **Spousal abuse:** _____

e. **Child abuse:** _____

11. What is child neglect? _____

12. Define *the cycle of violence*. _____

13. What are the three Rs for helping to avoid or prevent domestic abuse? Explain each one.

Lesson 4

14. What is a crisis center? _____

Study Guide, Chapter 11 *(Continued)*

15. What community service is available for children whose basic needs are not met?

16. How do support groups help individuals?

17. How does family counseling help families address problems?

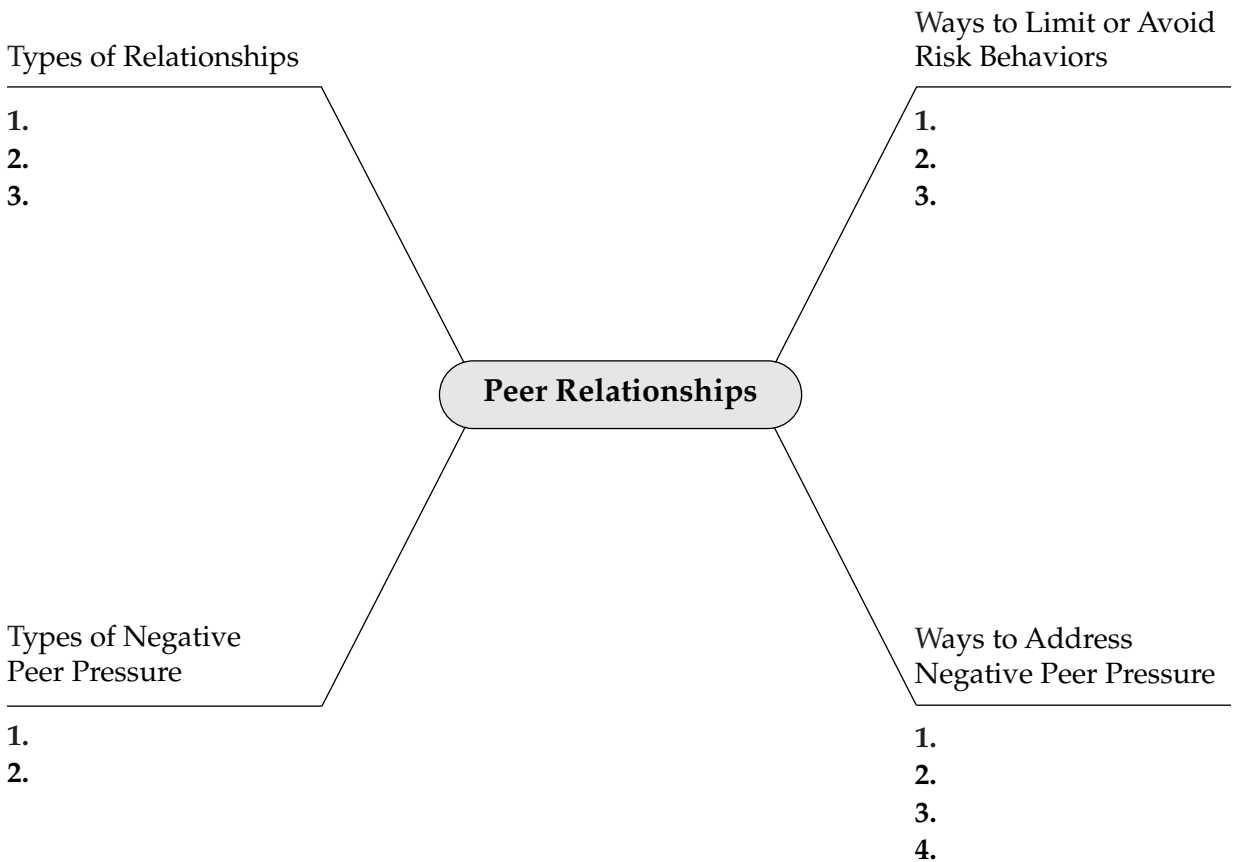
Chapter 12**Vocabulary**

peers
 friendship
 platonic friendship
 clique
 stereotype
 peer pressure
 harassment

manipulation
 assertive
 refusal skills
 passive
 aggressive
 infatuation
 affection

curfew
 abstinence
 sexually transmitted
 diseases (STDs)
 priorities
 self-control

Directions: Complete the word map by writing the term from the list above under its correct heading.



Activity 42**Applying Health Skills**

FOR USE WITH CHAPTER 12, LESSON 1

Jackson High

Directions: Below is a description of the relationships among the characters in a new television drama series. The new show involves teens at a typical high school. Read the description. Then answer the questions that follow.

Brenda, the show's star, has many acquaintances, among them Felicia, who's on her tennis team, and Carly, who is in her French class. Brenda spends much of her time, however, with Maria and Carlos, who have been her best friends since elementary school. The three are able to share their deepest feelings, and in the first show, Maria is talking about how upset she is about her recent breakup with Ahmed. As the three sit talking during lunch in the cafeteria, Wendy, Adam, and their group enter. Adam tells the three in his typically superior way that the table they are sitting at is *his group's* and that "not just anyone" can sit at that table.

1. Which two characters have a platonic relationship? Explain what makes the relationship platonic.

2. What type of friendship do Brenda and Carly share?

3. What kind of relationship did Maria and Ahmed have?

4. What kind of relationship does Brenda have with Maria and Carlos? Explain.

5. What are groups like Wendy and Adam's called? What is the danger of such groups?

Activity 43**Applying Health Skills**

FOR USE WITH CHAPTER 12, LESSON 2

Be Assertive!

Directions: As you have learned in Lesson 2, people respond to negative peer pressure in three ways—passive, aggressive, and assertive. Read each situation below. Then identify which way the teen has responded to the pressure. If the response was *passive* or *aggressive*, suggest an assertive response.

1. Some friends were watching TV at Micah's house when an ad for beer came on. Several people began to boast about drinking. When Craig remained silent, the group challenged him to drink one of the beers in Micah's family's refrigerator—or admit he was a wimp. Craig knew that Micah's parents were not home. He also knew that he would never live down the teasing if he refused. "Well, maybe . . .," he uttered weakly.

Craig's response: _____

Assertive response: _____

2. Jose just made the varsity basketball team. When one of the older members of the team offered him pills that would have him "slam-dunking the ball in no time flat," Jose replied, "Thanks, but no thanks. The coach wouldn't have chosen me unless he thought I had something to offer as I am."

Jose's response: _____

Assertive response: _____

3. Alyssa sat behind Elizabeth in algebra class. Tomorrow the class would be taking an exam that counted for a third of their grade. Alyssa begged Elizabeth to let her copy off her paper. Elizabeth told Alyssa, "All I have to do is tell the principal about our little conversation, and you'll get kicked out of school so fast your head will spin. Now bug off!"

Elizabeth's response: _____

Assertive response: _____

4. Trina is tired of her 19-year-old neighbor "coming on" to her all the time. When he suggested they take a ride in his new car, she replied, "Get lost!"

Trina's response: _____

Assertive response: _____

Activity 44**Applying Health Skills**

FOR USE WITH CHAPTER 12, LESSON 3

Dear Sammy

Directions: You are the advice columnist in a teen magazine. The column deals with relationships. Below are three letters you received. Respond to each letter, using the information in Lesson 3.

- Dear Sammy: I am 15 years old. I have a lot of friends, both boys and girls. Some of my friends have started dating, and lately they have been pushing me to do the same. I just don't feel ready to do it. My parents don't believe kids should begin dating until they are at least 16. I've always figured that I wouldn't date until then, but I don't want to lose my friends. What should I do?

Tony

Dear Tony: _____

- Dear Sammy: My boyfriend and I have been dating for about six months. I have a feeling that he thinks we should become sexually active. I'm not sure how I feel about that, but I feel funny asking him about it. How should I handle this?

Rebecca

Dear Rebecca: _____

- Dear Sammy: My parents are driving me crazy! I just started dating Neal, but with the way my parents are treating me, I don't know how long I'll be dating. They want to know everything—where I'm going, who will be there, etc. How can I get them off my back?

Rayna

Dear Rayna: _____

Activity 45**Applying Health Skills**

FOR USE WITH CHAPTER 12, LESSON 4

Abstinence Makes the Heart Grow Fonder

Directions: Practicing abstinence requires planning, preparation, and self-control. The following six steps serve as a guide to help practice abstinence. For each situation below, decide if one of these steps was taken and, if not, what step could have been taken to help commit to abstinence.

Establish your priorities.

Set personal limits on how you express affection.

Talk with a trusted adult.

Do not use alcohol and other drugs.

Avoid high-pressure situations.

Share your feelings with your partner.

1. Andres and Zina have been dating for three months. Andres has started pressuring Zina to be sexually active. They decide to drive to a secluded, private spot to talk things over. Talking didn't happen.

Did Andres and Zina follow one of the steps above? _____

If yes, what step? _____

If no, what step should they have taken? _____

2. Enrique and Jenny date and have committed to abstinence. They practice self-control and respect each other. Then they go to a party where alcohol is being served. They each drink a couple of beers. They are not feeling as clear-headed as usual.

Did Enrique and Jenny follow one of the steps above? _____

If yes, what step? _____

If no, what step should they have taken? _____

3. Kelly believes she is falling in love with Justin. She's afraid and confused about her feelings. She knows their relationship has become serious, and she doesn't want to lose him. She doesn't know how to express her feelings of affection toward him. She makes an appointment with Mrs. Rosenthal, her school counselor, to discuss her situation.

Did Kelly follow one of the steps above? _____

If yes, what step? _____

If no, what step should she have taken? _____

Applying Health Skills, Activity 45 *(Continued)*

FOR USE WITH CHAPTER 12, LESSON 4

4. Kareem and Afi are dating and are considering becoming sexually active. Afi is a good student and grades are important to her. She hopes to go to college and then to medical school to become a pediatrician. Kareem also thinks school is important and hopes to become a teacher. They are both on track to receive merit scholarships. They decide to commit to abstinence because they don't want to do anything that could interfere with their education plans.

Did Kareem and Afi follow one of the steps above? _____

If yes, what step? _____

If no, what step should they have taken? _____

5. Isaiah is very attracted to Emma, a cute and popular girl at school. Emma is very pleased by Isaiah's attention. She shows her appreciation with overt shows of hugging, kissing, and hanging on Isaiah. She often tries to arrange times when they can be alone at her house. All this makes Isaiah feel uncomfortable. He wants to practice abstinence, mainly because he isn't ready for a commitment; but, he's afraid that if he says something she'll lose interest.

Did Isaiah follow one of the steps above? _____

If yes, what step? _____

If no, what step should he have taken? _____

Chapter 12

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. Who are your peers?

2. Describe three kinds of friendship.

3. Name two characteristics of close friendships.

4. What is a clique?

5. Identify three characteristics of positive friendships.

Lesson 2

6. Define *peer pressure*.

7. What is positive peer pressure?

Study Guide, Chapter 12 *(Continued)*

8. What are two ways that peers can exert negative pressure?

9. What is the difference between passive and aggressive responses to peer pressure?

10. What is usually the best approach for dealing with negative peer pressure? Explain.

11. What are the three steps in effective refusal skills?

Lesson 3

12. Define *infatuation*.

13. What kinds of skills can dating relationships develop?

14. One way to set limits is by having a curfew. What does this mean?

15. What are three techniques for avoiding risk behaviors?

Study Guide, Chapter 12 *(Continued)***Lesson 4**

16. Define *abstinence*.

17. What are STDs?

18. What are six steps you can take to help practice abstinence?

19. What effects on physical health can sexual activity have on teens?

20. What effects on emotional and social health can sexual activity have on teens?

Chapter 13**Vocabulary**

body language	peer mediation	sexual assault
self-defense	assailant	rape
assertive	prejudice	abuse
violence	assault	physical abuse
bullying	random violence	verbal abuse
sexual harassment	homicide	stalking
gang	sexual violence	date rape

Directions: Match the word or phrase in the right column with the correct definition in the left column.

- | | |
|--|----------------------|
| _____ 1. uninvited and unwelcome sexual contact | a. verbal abuse |
| _____ 2. an unfair opinion or judgment of a particular group of people | b. random violence |
| _____ 3. any form of sexual intercourse that takes place against a person's will | c. gang |
| _____ 4. threatened or actual use of physical force to harm a person or damage property | d. body language |
| _____ 5. forced sexual intercourse within a dating relationship | e. assailant |
| _____ 6. the repeated following, harassment, or threatening of an individual | f. date rape |
| _____ 7. a person who commits a violent act against another | g. homicide |
| _____ 8. a group of people who associate for the purpose of taking part in criminal activity | h. rape |
| _____ 9. nonverbal communication | i. sexual harassment |
| _____ 10. the willful killing of one human being by another | j. prejudice |
| _____ 11. violence committed for no particular reason | k. stalking |
| _____ 12. using words to mistreat another person | l. violence |

Activity 46**Applying Health Skills**

FOR USE WITH CHAPTER 13, LESSON 1

Staying Safe

Directions: There are many common sense actions that can increase safety. Imagine that you have been hired to produce a safety brochure for the teens in your community. Your brochure will have a section about safety inside the home and a section about safety while out in the community. What safety tips would you include? Answer the following questions. After using this worksheet to organize your ideas, you may want to use your ideas to produce an actual brochure.

1. What tips to increase teens' safety at home would you choose to include? List at least three tips appropriate for teens.

2. What is a slogan you could use to make the home safety tips memorable?

3. Name three or more tips you would include that could increase a teen's safety while out in the community. Remember, the brochure is for the teens in your community, so you can include locations and other specific information.

4. What is a slogan you could use to make the community safety tips memorable?

5. What art could you use to illustrate your brochure?

Activity 47**Applying Health Skills**

FOR USE WITH CHAPTER 13, LESSON 2

Dear Sadie

Directions: Imagine you are Sadie, the advice columnist for the Westmont High School newspaper. Below are some letters to be answered in this week's edition. Answer each letter using the information in the lesson.

1. Dear Sadie,

I don't know what to do! Every time I walk by Mark and Jamal, they make some kind of comment about my appearance. Their comments are suggestive and way too personal. I've changed the route I take to class, but they find me anyway. Mark and Jamal haven't touched me, so my friends say they aren't guilty of anything. Am I just too sensitive?

—Uncomfortable

Dear Uncomfortable,

2. Dear Sadie,

It seems that every time I turn on the news, they are reporting another incidence of school violence. Are schools getting more dangerous every day?

—Scared

Dear Scared,

3. Dear Sadie,

I can't even walk down the halls anymore. I'm not popular, and several kids have started knocking the books out of my hands every time they see me. This is happening every day, and it's making me angry!

—Mad at the World

Dear Mad at the World,

Activity 48**Applying Health Skills**

FOR USE WITH CHAPTER 13, LESSON 3

In the Headlines

Directions: The table below lists reasons violence occurs, influences on violence, and types of violence. Look at the following newspaper headlines. For each, find at least five words or phrases from the table that apply to the headline. Your answer should include at least one word or phrase from each column.

Reasons Violence Occurs	Influences on Violence	Types of Violence
• To deal with conflicts	• Weapons availability	• Assault
• Frustration about poverty	• Media messages	• Random violence
• Need to control others	• Substance abuse	• Homicide
• Way of expressing anger	• Mental/emotional issues	• Sexual harassment
• Prejudice		• Sexual assault
• Retaliation		• Rape
		• Gang-related violence

1. Drive-By Shooting Blamed on Gangs—3 Injured

2. Husband Arrested for Beating Wife

3. Man Arrested for 2 Rapes

4. Student With Gun Arrested at School—He Was Often a Victim of Bullying

possible answers: way of expressing anger, retaliation, weapons availability, mental/emotional issues, assault, homicide

Activity 49**Applying Health Skills**

FOR USE WITH CHAPTER 13, LESSON 4

Dear Diary

Directions: Read the following diary entries. Identify the type of abuse being described. Then, list actions the individuals involved should take to protect themselves from being abused or from being an abuser in the future.

1. Dear Diary,

A boy at school, Ken, is beginning to bother me. Lately he has been watching me at school, and he has called me at home several times. This afternoon after school I saw him standing in front of my house. He is beginning to scare me; I don't know what to do.

—Stephanie

Type of Abuse:

Recommended Actions:

2. Dear Diary,

Everything was going great with Michael until the night of the Homecoming Dance. We went to the beach afterward. Even though I told him "no," he forced me to have sexual intercourse with him. He is my boyfriend, and we were on a date. Does that make it okay?

—Keesha

Type of Abuse:

Recommended Actions:

Chapter 13**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. List two safety precautions that can help prevent you from becoming a victim.

2. Define *self-defense*, and use it in a sentence.

3. List two safety precautions that can increase safety at home.

4. Explain how body language can communicate information.

5. List two strategies for making communities safer.

Lesson 2

6. Define *violence*.

Study Guide, Chapter 13 *(Continued)*

7. Name two actions that are forms of bullying.

8. Define *sexual harassment*.

9. List three warning signs of violence.

10. Give two reasons peer mediation programs are often successful.

11. What effect does violence, or the threat of violence, have on the school environment?

Lesson 3

12. Name two causes of violence.

13. What are two strategies to reduce accidents and intentional injuries caused by firearms?

14. How do messages from the media influence violent behavior?

Study Guide, Chapter 13 *(Continued)*

15. What are two ways that alcohol and other drugs contribute to violent behavior?

16. How do mental/emotional issues affect violent behavior?

17. What is random violence?

18. Define *sexual violence*.

Lesson 4

19. Define *physical abuse* and give examples.

20. Define *stalking behavior* and give examples.

21. What types of people are affected by abuse?

22. What actions should you take if you or someone you know is raped?

23. Explain how date rape drugs are used.

Activity 50**Applying Health Skills**

FOR USE WITH CHAPTER 14, LESSON 1

Three Points of View

Directions: Your appearance is a part of your physical health. It is also important to your mental/emotional health. Decisions about hair and skin care can affect your relationships with others. Read the following descriptions of choices about hair and skin care. After each description, write a sentence describing the positive or negative effects these choices have on each area of health. For example, getting a tattoo might have a (temporary) positive effect on social health, and negative effects on physical and mental/emotional health.

1. Deciding to skip the tanning bed and to use sunscreen outside.

Effect on —

a. **Physical Health:** _____

b. **Mental/Emotional Health:** _____

c. **Social Health:** _____

2. Deciding to skip the shower and sleep until 5 minutes before the bus arrives.

Effect on —

a. **Physical Health:** _____

b. **Mental/Emotional Health:** _____

c. **Social Health:** _____

3. Deciding to get your eyebrow pierced since your friends did.

Effect on —

a. **Physical Health:** _____

b. **Mental/Emotional Health:** _____

c. **Social Health:** _____

Activity 51**Applying Health Skills**

FOR USE WITH CHAPTER 14, LESSON 2

Terrific Teeth

Directions: The following list gives suggestions for maintaining good dental health. Pick five of the items on the list. Compare your current habits with the suggested practices. Then decide how you could improve or change your habits to meet the suggested practice.

- a. brush your teeth twice daily
- b. brush for a full two minutes
- c. see your dentist regularly—not just when you have a problem
- d. floss daily
- e. avoid sugary and sticky snacks
- f. avoid all tobacco products
- g. eat a well-balanced diet
- h. wear a mouth guard when participating in sports

1. **Suggestion:** _____

Comparison to current habits: _____

Ways I can improve: _____

2. **Suggestion:** _____

Comparison to current habits: _____

Ways I can improve: _____

3. **Suggestion:** _____

Comparison to current habits: _____

Ways I can improve: _____

4. **Suggestion:** _____

Comparison to current habits: _____

Ways I can improve: _____

5. **Suggestion:** _____

Comparison to current habits: _____

Ways I can improve: _____

Activity 52**Applying Health Skills**

FOR USE WITH CHAPTER 14, LESSON 3

The Eyes Have It

Directions: Read the conversations below. Using the information found in the lesson, identify the eye-health risks mentioned in each conversation. Then, make suggestions for better eye care.

1. Tasha: "I can't believe how awesome your eyes look with those purple-tinted contact lenses!"

Steph: "Thanks! Here, I'll take them out, and you can wear them to our next class."

Risk: _____

Suggestions: _____

2. Kara: "I forgot my safety goggles for wood shop again. I'm going to have points taken off my grade again."

Jackson: "When I do projects at home, I never wear those goofy-looking things, and I've never gotten hurt."

Risk: _____

Suggestions: _____

3. Tim: "Hey, why do you get to leave school early?"

Mia: "I've got an eye exam. Call me tonight and let me know what the math assignment is, okay?"

Tim: "What's an eye exam? I've never had one, and I see just fine."

Risk: _____

Suggestions: _____

4. Pete: "I'm starved. I can't believe rehearsal is running late again tonight."

Hannah: "I can't remember the last time I've eaten a regular meal. It's been candy from the vending machine every night, and it looks like tonight will be the same."

Risk: _____

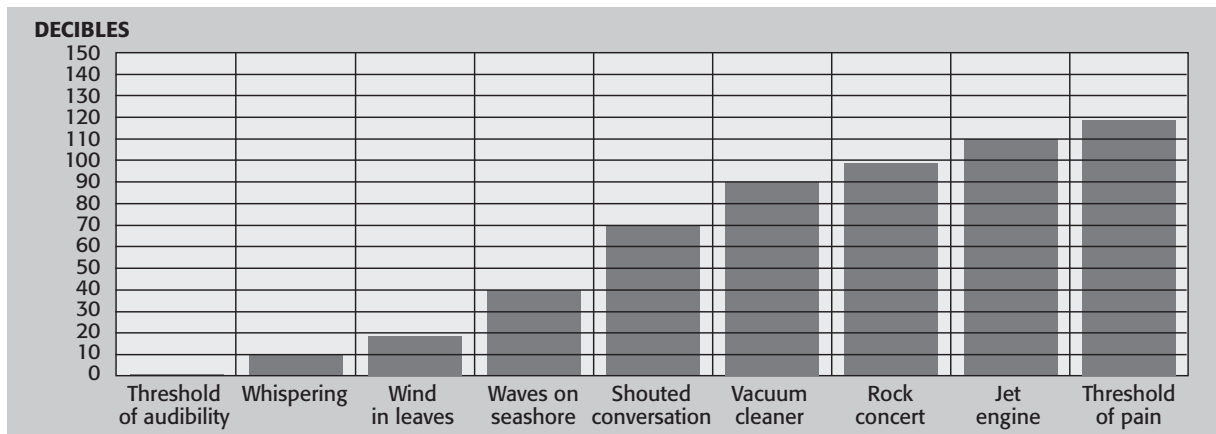
Suggestions: _____

Activity 53**Applying Health Skills**

FOR USE WITH CHAPTER 14, LESSON 4

Hear Ye, Hear Ye

Directions: The intensity, or energy, of sounds is measured by a unit called a *decibel* (dB). The bar graph below shows the range of intensities the human ear can perceive. The threshold of audibility is the lowest intensity at which a human can detect any sound. The threshold of pain is a sound with a level of intensity high enough to cause severe damage to the human ear.



1. A busy street has a sound intensity of about 80 decibels. Which bar on the graph shows an intensity of 80 decibels?

2. What is one sound you are exposed to on a daily basis?

Compare the sound to the data on the graph. What would you estimate the decibel level of this sound to be?

3. The decibel scale is a logarithmic scale. That means for every increase of 10 decibels the intensity of the sound is multiplied by 10. So, a sound with an intensity of 20 decibels is 10 times more intense than a sound with an intensity of 10 decibels. How many times more intense is a sound with an intensity of 50 decibels than a sound with an intensity of 30 decibels?

4. Tinnitus can be caused by exposure to high-intensity sounds. What precautions can you take to limit damage to your ears?

Chapter 14**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. Describe three functions of skin.

2. What are the ABCDs of melanoma? List and explain what each letter stands for

3. List three behaviors that will help keep your skin healthy.

4. List three behaviors that will help keep your hair healthy.

Lesson 2

5. What are the three main parts of a tooth?

6. What is plaque? How does plaque become tartar?

7. Describe how a cavity forms in a tooth.

Study Guide, Chapter 14 *(Continued)*

8. Define *halitosis*, and list three steps to help avoid it.

Lesson 3

9. Describe the role of the rods and cones found in the retina.

10. List three behaviors that will help keep your eyes healthy.

11. Describe a symptom of cataracts. What is one treatment for cataracts?

12. What is the function of the optic nerve? It transmits nerve impulses from the eye to the brain.

Lesson 4

13. Describe the symptoms and causes of tinnitus.

14. What are three behaviors that can help keep your ears healthy?

15. What part of the ear is responsible for balance?

16. What structures are parts of the outer ear?

Chapter 15**Vocabulary**

axial skeleton
 appendicular skeleton
 cartilage
 ossification
 ligament
 tendon
 osteoporosis
 scoliosis

repetitive motion injury
 smooth muscles
 skeletal muscles
 flexors
 extensors
 cardiac muscle
 muscle tone
 tendonitis

hernia
 neurons
 cerebrum
 cerebellum
 brain stem
 reflex
 epilepsy
 cerebral palsy

Directions: Many of the words in the list above are related in some way. Look at the headings below. Then list the vocabulary words that fit under each heading.

Types of Muscles	Parts of the Brain	Disorders of the Nervous System	Problems of the Muscular System

Activity 54**Applying Health Skills**

FOR USE WITH CHAPTER 15, LESSON 1

Fabulous Functions

Directions: The skeletal system serves five main functions in the human body. You have learned about these functions while reading the lesson. Read the paragraphs below. Which functions of the skeletal system are being discussed? On the spaces provided, list the function(s) of the human skeletal system that is(are) discussed in the paragraph.

1. Julie and her mom spent Saturday shopping. As they walked around the mall, they saw several friends and neighbors. At 3:00, Julie's mom mentioned they needed to leave so she would have time to take Julie home before she went to donate blood at the Red Cross.

2. Tia and Keyona are members of the track team. Both girls enjoy running the 100-meter dash. After practice they enjoy sitting down for dinner together at the sandwich shop.

3. Jeremy's dad fell while playing hockey. He was wearing his pads, but he still got pretty banged up. Some of his bruises were terrible! Luckily, he didn't receive any major injuries and was back to work two days later.

Activity 55**Applying Health Skills**

FOR USE WITH CHAPTER 15, LESSON 2

Physician's Assistant

Directions: The waiting room at the doctor's office is full. Can you assist the doctor? Review the notes below. For each patient, decide on a possible diagnosis. Then, suggest a treatment for the patient.

1. Juan, an office worker who does a lot of computer work, complains of tingling, pain, and weakness in his hands.

Diagnosis: _____

Treatment: _____

2. Stephanie, a sixth grade student, has been brought in by her mother. Stephanie's mother reports that Stephanie doesn't seem to stand up straight, in fact, one of Stephanie's shoulders appears to be higher than the other.

Diagnosis: _____

Treatment: _____

3. Maria limped in after a tennis match. She had twisted her knee and is complaining of severe pain. She's sure that the injury occurred while she was playing tennis.

Diagnosis: _____

Treatment: _____

Activity 56**Applying Health Skills**

FOR USE WITH CHAPTER 15, LESSON 3

Strong Words

Directions: Imagine that the muscles in your body wanted to advertise their importance and their specific function in the body. What slogans might an advertising agency develop to “advertise” each of the three types of muscles in the human body? In the spaces below, help the advertising agency develop three slogans for each muscle type. Be creative, but make sure the slogans accurately describe the type of muscle or its function.

1. Cardiac Muscle

2. Skeletal Muscle

3. Smooth Muscle

Activity 57**Applying Health Skills**

FOR USE WITH CHAPTER 15, LESSON 4

Act on Impulse

Directions: Imagine that the nerve impulses in your body kept a travel journal. What would they describe? What “sites” would they see as they travel through your body? What destinations do they visit? On what type of neuron do they travel? Read the two situations below. Then, write a travel journal for the nerve impulses involved.

1. Latasha’s hand comes in contact with the hot stove, then quickly jerks away.

2. Marcos is backstage at the piano recital, waiting for his turn to perform. His heart is beating quickly, and he is breathing rapidly.

Activity 58**Applying Health Skills**

FOR USE WITH CHAPTER 15, LESSON 5

Poster Project

Directions: Paul and Michelle have decided to do a health-education project for middle school. As a part of their project they are making posters that illustrate ways to keep the nervous system healthy and protected from injury. Each poster will have a specific topic, an illustration, and a slogan. Help Paul and Michelle develop slogans for the following posters. Make sure the slogan tells how to protect the health of the nervous system in a catchy way. Make sure the slogans are short enough to fit on a poster.

Poster 1: Topic—Horseback Riding

Poster 2: Topic—Riding in a Car

Poster 3: Topic—In-Line Skating

Poster 4: Topic—Diving

Poster 5: Topic—Bike Riding

Poster 6: Topic—Playing Football

Poster 7: Topic—Playing Hockey

Poster 8: Topic—Hanging Out with Friends

Chapter 15

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. Name five functions of the skeletal system.

2. Identify four types of bones, and give an example of each.

3. Define *ossification*.

Lesson 2

4. Describe three ways to care for your skeletal system.

5. Identify and describe two types of injuries to joints.

6. Define *carpal tunnel syndrome*. What type of injury is it?

Lesson 3

7. Identify one body function performed by muscles under involuntary control.

Study Guide, Chapter 15 *(Continued)*

8. Identify and describe the three types of muscles.

9. Describe muscle strain and muscular dystrophy.

10. Define *tendonitis*.

Lesson 4

11. What is the function of sensory neurons?

12. Identify the two organs that make up the central nervous system.

13. What is the function of the sympathetic nervous system?

Lesson 5

14. Name three ways to avoid injury to the nervous system.

15. Name and describe two types of head injuries.

16. Describe *cerebral palsy*.

Chapter 16

Vocabulary

plasma	congenital	larynx
hemoglobin	anemia	bronchitis
arteries	leukemia	pneumonia
capillaries	Hodgkin's disease	pleurisy
veins	respiration	asthma
platelets	diaphragm	sinusitis
lymph	pharynx	tuberculosis
lymphocytes	trachea	emphysema
blood pressure	bronchi	

- I. **Directions:** Complete the paragraph by writing a term from the list above in each blank.

The components of blood are the white blood cells; the red blood cells, which contain 1. _____; and 2. _____, the fluid in which the other parts of blood are suspended. Blood moves through the body in blood vessels. The 3. _____ are small vessels that reach almost every body cell. These same vessels surround the alveoli in the lungs, allowing external 4. _____ to take place. If the alveoli swell and get clogged with mucus, 5. _____ can be the result.

- II. **Directions:** Match the term in the right column with the correct definition in the left column.

- | | |
|---|----------------------|
| _____ 6. A condition in which the ability of the blood to carry oxygen is reduced | a. leukemia |
| _____ 7. An inflammation of the tissues that line the sinuses | b. Hodgkin's disease |
| _____ 8. A disease that progressively destroys the walls of the alveoli | c. emphysema |
| _____ 9. A type of cancer that affects the lymph tissue | d. anemia |
| _____ 10. A form of cancer that affects the white blood cells | e. sinusitis |

Activity 59**Applying Health Skills**

FOR USE WITH CHAPTER 16, LESSON 1

What's Going on Here?

Directions: Our bodies carry out hundreds of different functions every day. We rarely stop to think about many of these. For each situation described below, write several sentences explaining “what’s going on here” with the heart, blood vessels, or cells.

1. You fall off your skateboard and cut your arm. Later the cut stops bleeding.

2. You are sitting at the football game with your friends. As the sun goes down, the temperature falls and you begin to get cold.

3. You have come down with a cold—just like everyone else in your family. After a few days, the cold symptoms go away and you feel better.

4. For warm-ups, you are running extra laps before tennis practice.

Activity 60**Applying Health Skills**

FOR USE WITH CHAPTER 16, LESSON 2

The Case of the Missing Notes

Directions: A medical student has misplaced some of her class notes. The missing notes are case studies of patients with cardiovascular or lymphatic problems. Help the student replace her lost notes by filling in the following case studies.

Case Study 1**Patient:** 78-year-old male**Symptoms:** unable to fight off infections, frequently ill**Possible Diagnosis:** _____**System Involved:** _____**Case Study 2****Patient:** 15-year-old female**Symptoms:** frequently tired, blood tests show low red blood cell count**Possible Diagnosis:** _____**System Involved:** _____**Possible Treatment:** _____**Case Study 3****Patient:** 39-year-old male**Symptoms:** none, blood pressure reading 160/100, 30 pounds overweight, smoker**Possible Diagnosis:** _____**System Involved:** _____**Possible Treatment:** _____**Case Study 4****Patient:** 39-year-old female**Symptoms:** severe pain in legs after long periods of standing**Possible Diagnosis:** _____**System Involved:** _____**Possible Treatment:** _____

Activity 61**Applying Health Skills**

FOR USE WITH CHAPTER 16, LESSON 3

What's My Line?

Directions: See if you can guess the structures of the respiratory system that are being described below. For each structure, there is a series of clues. Use the clues to guess the structure, and write your answer in the space provided.

1. Clues:

The site of gas exchange in the lungs

Microscopic structures at the end of each bronchiole

Thin-walled air sacs covered with capillaries

Structure: _____

2. Clues:

Connects the throat and the trachea

Contains the vocal cords

Allows you to speak and make sounds

Structure: _____

3. Clues:

Dome-shaped muscle

The base of the chest cavity

Causes chest cavity to expand and contract

Structure: _____

4. Clues:

Part of the upper respiratory system

Lined with cilia

Lined with cells that produce mucus

Structure: _____

5. Clues:

Air moves into the lungs through this

Branches out into bronchi

Also known as the windpipe

Structure: _____

Activity 62**Applying Health Skills**

FOR USE WITH CHAPTER 16, LESSON 4

Write a Letter

Directions: Read each of the following situations. In each situation, a person is putting his or her health at risk. Use the information in the chapter and your knowledge of health to write a letter expressing your concern and suggesting ways the person could take better care of his or her health.

1. Your best friend Sasha has taken up smoking.

Dear Sasha,

Your friend,

2. Your cousin Josh has stopped exercising. Last time you played football in the yard, you noticed Josh fighting to catch his breath.

Dear Josh,

Your cousin,

3. Your little sister Jenna insists on playing with her friend's cat, even though she always has an asthma attack afterward.

Dear Sis,

Your sister,

Chapter 16

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. What is the main function of the cardiovascular system?

2. List three structures found in the heart.

3. What is blood?

4. What is blood composed of?

5. What are two similarities of arteries and veins?

6. What are two differences between arteries and veins?

7. Describe two functions of the lymphatic system.

8. What is lymph?

9. What is the function of lymphocytes and name the two types.

Study Guide, Chapter 16 *(Continued)***Lesson 2**

10. What three healthful behaviors can you practice to help avoid problems with your cardiovascular and lymphatic systems?

11. What does blood pressure measure?

12. Name two possible problems of the cardiovascular system.

13. Define *anemia* and describe one way to avoid this condition.

14. Name three problems that can affect the lymphatic system.

Lesson 3

15. Define each of the following:

a. **Internal respiration:** _____

b. **External respiration:** _____

16. Explain how the diaphragm allows breathing to occur.

17. How does gas exchange take place in the lungs?

Study Guide, Chapter 16 *(Continued)*

18. What is the role of cilia?

19. What is another name for

a. **pharynx** _____

b. **trachea** _____

c. **larynx** _____

Lesson 4

20. What are two strategies you can use to maintain the health of your respiratory system?

21. Name two irritants that can cause bronchitis.

22. Describe pneumonia and name two causes of this disease.

23. Describe what happens during an asthma attack.

24. Describe the symptoms and treatment of tuberculosis.

Chapter 17**Vocabulary**

digestion
 absorption
 elimination
 mastication
 peristalsis
 gastric juices
 chyme

bile
 indigestion
 heartburn
 hiatal hernia
 appendicitis
 peptic ulcer
 urine

nephrons
 ureters
 bladder
 urethra
 cystitis
 urethritis
 hemodialysis

Directions: Many of the words in the list are related. Create headings under which the words can be grouped, then fill in the table. Use as many of the chapter vocabulary words as possible in your table.

Functions of the Digestive System			
	indigestion	nephrons	cystitis

Activity 63**Applying Health Skills**

FOR USE WITH CHAPTER 17, LESSON 1

Dinner's Destinations

Directions: You and your family have just had a great dinner. Your dad made his famous green salad, and your mom made a veggie pizza. You also enjoyed a large glass of cold milk and some fruit for dessert. What happens to your dinner after it's been eaten? Through which organs does the food pass? What occurs in each of these organs? In the spaces provided below, describe the passage of food through your body. For each of the five numbered lines, describe the actions and process that occur in the organ listed.

1. Mouth:

2. Esophagus:

3. Stomach:

4. Small intestine:

5. Large intestine:

Activity 64**Applying Health Skills**

FOR USE WITH CHAPTER 17, LESSON 2

Health Tips

Directions: As a classroom project, your class is preparing a series of posters showing tips for keeping the digestive system healthy. Each poster lists one health behavior, and explains why that health behavior is important for maintaining a healthy digestive system. Unfortunately, the student who prepared the “why” section of each of the posters lost her work. Help your classmates by filling in the “why” section of each of the posters.

1. Wash Your Hands Before You Eat

Why: _____

2. Chew Your Food Thoroughly

Why: _____

3. Eat Plenty of Fiber

Why: _____

4. Drink at Least Eight 8-ounce Glasses of Water a Day

Why: _____

Activity 65**Applying Health Skills**

FOR USE WITH CHAPTER 17, LESSON 3

Doctor on Call

Directions: A doctor received a list of phone messages after she returned from her lunch break. Read each of the following phone messages. For each patient, give a possible diagnosis and possible treatments.

1. The lab report for a 29-year-old male states that salts in his urine have crystallized.

Possible Diagnosis: _____

Possible Treatment: _____

2. A 39-year-old female complains of burning pain during urination and increased frequency of urination.

Possible Diagnosis: _____

Possible Treatment: _____

3. The hospital admitting department called to report that one of your patients has been admitted due to a decrease in blood filtration by the kidneys.

Possible Diagnosis: _____

Possible Treatment: _____

4. An 18-year-old male complains of fever and blood in his urine.

Possible Diagnosis: _____

Possible Treatment: _____

Chapter 17

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. List three functions of the digestive system.

2. What are three structures involved in ingestion?

3. What is peristalsis? Why is it essential to the process of digestion?

4. What are three functions of the stomach in the process of digestion?

5. What organ produces bile? What is the function of bile?

6. Explain the role of the small intestine in the digestive process.

Lesson 2

7. Describe two behaviors that can help maintain the health of the digestive system.

8. Describe indigestion and name two causes of indigestion.

Study Guide, Chapter 17 *(Continued)*

9. Why should laxatives only be used when recommended by a health care provider?

10. What are the symptoms of appendicitis? What are the possible treatments?

11. What are the symptoms of a peptic ulcer? What are two of the causes of peptic ulcers?

Lesson 3

12. What are the main components of urine?

13. Describe the structure of a nephron. Where are nephrons found?

14. What are ureters? What is their function?

15. Describe the symptoms of urethritis.

16. Explain how hemodialysis can be used to treat kidney problems.

Chapter 18**Vocabulary**

endocrine glands	reproductive system	ova
hormones	sperm	uterus
thyroid gland	testosterone	ovaries
parathyroid glands	testes	ovulation
pancreas	scrotum	fallopian tubes
pituitary gland	penis	vagina
gonads	semen	cervix
adrenal glands	sterility	menstruation

Directions: In the appropriate spaces in the box below, write the number of the term on the right that matches each definition on the left. When you are finished, the rows, columns, and diagonals should all add up to the same number.

- | | |
|---|------------------|
| A. Chemical substances produced in glands | 1. pancreas |
| B. Gland that serves the digestive and endocrine systems | 2. menstruation |
| C. Gland that regulates bone growth and metabolism | 3. cervix |
| D. Sac of skin holding the testes | 4. ova |
| E. Thick fluid containing sperm and other secretions | 5. semen |
| F. Opening to the uterus | 6. hormones |
| G. Shedding of the uterine lining | 7. scrotum |
| H. Muscular passageway from the uterus to the outside of the body | 8. thyroid gland |
| I. Female reproductive cells | 9. vagina |

A	B	C	=	<u> 15 </u>
D	E	F	=	<u> 15 </u>
G	H	I	=	<u> 15 </u>
=	=	=		
<u> 15 </u>	<u> 15 </u>	<u> 15 </u>		

Activity 66**Applying Health Skills**

FOR USE WITH CHAPTER 18, LESSON 1

Name That Gland

Directions: Endocrine glands control a wide range of body functions. When a problem arises, the pituitary gland triggers the appropriate endocrine gland to release hormones. Sometimes, however, the various endocrine glands malfunction. The passages below are parts of conversations overheard in an endocrinology clinic waiting room. Analyze the conversations to identify each patient's symptoms and condition. Then identify the gland involved and explain what causes the symptoms.

1. **Patient A:** "These new pants are too tight. I must have gained weight since I bought them last month. Do you think it's cold in here, or is it just me? It seems like I'm always cold. I'd walk around to warm up, but I feel too tired to leave my chair. By the way, have you noticed that I've lost some of my hair?"

Analysis:

2. **Patient B:** "Yeah, I broke my arm again. It's the third broken bone in the last six months. And, I'm always covered with bruises. Every time I bump something I get huge bruises. Oh, I was wondering, do you think my face looks round?"

Analysis:

3. **Patient C:** "They sure keep it hot in here. I hope the doctor sees me soon because I'm too edgy to sit still much longer. My heart is racing. I also have to go to the bathroom, again. Remind me to tell the doctor that I've lost weight."

Analysis:

4. **Patient D:** "I went to the bathroom before we left home, but I have to go again. If the nurse calls for me before I get back, ask her to get me a glass of water, because I'm really thirsty. Geez, I'm tired; maybe it's because I lost all that weight."

Analysis:

Activity 67**Applying Health Skills**

FOR USE WITH CHAPTER 18, LESSON 2

Mix and Match

Directions: Carlos has a big health test tomorrow on the male reproductive system. During study hall, he made up a set of study cards with the names of various structures of the male reproductive system on one card and the role of that system on another card. On the way home from school, Carlos dropped the cards. One of the cards fell into a storm sewer and was washed away, and the others are now out of order. Help Carlos organize the cards so he can study for his test. Determine which cards go together and which one is missing.

1. produces secretions that neutralize acid in semen	2. stores sperm	3. prostate gland
4. produces fluid that nourishes sperm	5. testes	6. seminal vesicles
7. produces secretions that combine with sperm to form semen	8. Cowper's glands	9. vas deferens
10. propels sperm to urethra	11. produces sperm	12. Missing card

Matching cards: _____

Activity 68**Applying Health Skills**

FOR USE WITH CHAPTER 18, LESSON 3

Problems of the Female Reproductive System

Directions: Problems relating to the female reproductive system can range from temporary discomfort to life threatening illnesses. Read the descriptions below and identify the specific problems and treatments.

1. **Symptoms:** nervous tension, anxiety, irritability, bloating, weight gain, depression, mood swings, and fatigue

Problem: _____

Treatment: _____

2. **Symptoms:** vaginal infection, discharge, odor, pain, itching, and burning

Problem: _____

Treatment: _____

3. **Symptoms:** vomiting, diarrhea, sunburn-like rash, red eyes, dizziness, and muscle aches

Problem: _____

Treatment: _____

4. **Symptoms:** abdominal cramps, ranging from mild to severe

Problem: _____

Treatment: _____

5. **Symptoms:** painful and chronic abdominal or low back pain, painful menstruation, or sometimes there are no symptoms (tissue that lines uterus migrates and grows on nearby organs or reproductive components).

Problem: _____

Treatment: _____

Chapter 18

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. Why is the pituitary gland known as the master gland of the endocrine system?

2. What are the roles of the thyroid and parathyroid glands?

3. State two functions of the adrenal glands.

4. What is a goiter, and what causes it?

Lesson 2

5. What are two purposes of testosterone in males?

6. What are the testes and scrotum, and how are they related?

7. List five ways of caring for the male reproductive system.

Study Guide, Chapter 18 *(Continued)*

8. How do the symptoms of gonorrhea and genital herpes differ in males?

9. What is sterility? What causes it in males?

10. Why is it important for males to do testicular self-exams?

Lesson 3

11. State the reproductive roles of the ovary, fallopian tube, and uterus.

12. What is menstruation?

13. When should breast self-exams be performed?

14. Name three health problems related to menstruation.

15. List three common causes of infertility in females.

Chapter 19**Vocabulary**

fertilization
implantation
embryo
fetus
amniotic sac
umbilical cord
placenta
labor

prenatal care
birthing center
fetal alcohol syndrome (FAS)
miscarriage
stillbirth
heredity
chromosomes
genes

DNA
genetic disorder
amniocentesis
CVS
gene therapy
developmental task
autonomy
scoliosis

Directions: Use the clues to solve the puzzle. Write one letter of each answer in the space provided. Then unscramble the letters in boxes to complete the sentence at the bottom of the page.

- Confidence that a person can control his or her own body, impulses, and environment
- The spontaneous expulsion of a fetus before the twentieth week of pregnancy
- The union of a male sperm cell and a female egg cell, also known as conception
- The passing of traits such as eye color from parents to children
- The name for an embryo after eight weeks of development
- An abnormal sideways curvature of the spine that may begin in childhood
- The thick, blood-rich tissue that lines the walls of the uterus during pregnancy and nourishes the embryo
- Inserting normal genes into cells to correct genetic disorders
- The zygote attaching to the uterine wall
- Most body cells contain 23 pairs of these threadlike structures that carry the genetic code
- Ropelike structure that connects the embryo and the mother's placenta
- Procedure in which a syringe is inserted into the amniotic fluid to test for genetic disorders

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Regular examinations; proper nutrition; plenty of water; regular , moderate exercise; and avoidance of all harmful substances help ensure a(n) _____
_____.

Activity 69**Applying Health Skills**

FOR USE WITH CHAPTER 19, LESSON 1

It All Happens Before Birth

Directions: Read the following list of events in the stages of embryonic and fetal development. Then fill in the chart by placing each event in the trimester when it usually occurs.

1. Fetus may dream
2. Heart begins beating
3. Fingers and toes form
4. Weight increases rapidly
5. Embryo becomes fetus
6. Fetus can hear conversations
7. Fetus passes water from the bladder
8. Baby is ready to be born
9. Nervous system responds to stimuli
10. Fetus weighs 6 to 9 pounds
11. Fetus has regular sleep/wake cycle
12. Fetus uses all five senses
13. Fetus develops human profile
14. Limbs reach full proportion
15. Fetus can kick

First Trimester	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Second Trimester	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Third Trimester	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Activity 70**Applying Health Skills**

FOR USE WITH CHAPTER 19, LESSON 2

Ask the Doctor

Directions: Dr. Maybelle writes a daily newspaper column and welcomes questions from her audience of readers. Using information from Lesson 2, help the doctor by responding to each writer.

1. Dear Dr. Maybelle:

Since I learned that I was pregnant, my husband has nagged me if I have a beer or a glass of wine. Why should I give up alcoholic drinks while I am pregnant? What is so urgent about that?

2. Dear Dr. Maybelle:

This is my first pregnancy and I am concerned about proper nutrition for me and the baby. Are there certain foods I should be eating or not eating?

3. Dear Dr. Maybelle:

Someone told me that now that I am pregnant, I have to be sure to eat plenty because, after all, I am eating for two people—me and my baby. Is this true? I don't want to be too fat after the baby is born.

Activity 71**Applying Health Skills**

FOR USE WITH CHAPTER 19, LESSON 3

Early Tests

I. Directions: It is important to diagnose genetic disorders early. Read the following scenarios and decide which genetic test, if any, would be appropriate.

1. Kaya is 27 years old. She is six weeks pregnant. Although she is perfectly healthy, she has just learned that she is a cystic fibrosis (CF) carrier and so is her husband. They want to test their baby for chromosome abnormalities as soon as possible.

2. Alison is 16 weeks pregnant. She is 42 years old and is concerned about chromosome abnormalities. Not only is her age an issue, but more important, she and her husband have four children, one with Down syndrome. They want to find out whether their next baby has Down syndrome.

3. Shani is 24 years old and is pregnant for the first time. Her mother wants to knit booties and hats and has to know whether the baby is a boy or a girl and needs an idea of size. Shani and her husband agree that buying clothes and decorating would be easier if they knew the baby's gender and size.

II. Directions: Some of the following statements are true. Some are false. In the space provided, indicate if the statement is true or false. If the statement is false, restate it to make it true.

1. Scientists have identified 2,000 human genetic disorders.

2. If a person has poor nutrition, none of the inherited traits will be affected.

Applying Health Skills, Activity 71 *(Continued)*

FOR USE WITH CHAPTER 19, LESSON 3

3. In humans, gender is determined by two pairs of chromosomes.

4. DNA is composed of chemical compounds called bases.

5. Genetic engineering is a well-established tool that is used by the medical profession.

6. All cells in the human body contain 23 pairs of chromosomes.

7. All human traits are determined by a single pair of genes.

8. Genetic disorders are always evident at birth.

9. The Human Genome Project is an international effort to map all the genes on the human chromosomes.

10. Cells in your body use your genetic code to build glucose molecules.

Activity 72**Applying Health Skills**

FOR USE WITH CHAPTER 19, LESSON 4

Growth Means Changes

Directions: Read the following descriptions of some developmental tasks. In the space provided, identify which stage of infancy and childhood is being described.

1. Damone is sorry that he lied to his mother. _____
2. Julia's mother is happy that Julia has developed self control.

3. Ceil has learned to control her emotions. _____
4. Jon depends on others for all his needs. _____
5. Ernesto is proud because he has learned to dress himself. _____
6. Jacob spends a lot of time working on his model airplane. _____
7. Brad starts talking in sentences. _____
8. Carlos has his own ideas about playing. He doesn't always want to do what Joey is doing. _____
9. Maria's weight has tripled. _____
10. Chun tells his uncle that his favorite subject in school is math.

11. Pam's mother says she has never known anyone who asks as many questions as Pam does. _____
12. Juyong develops a sense of trust in people. _____
13. Jose has learned to climb. _____
14. Susie's height has increased by 50 percent. _____
15. Rhondelle and her friends love to play make believe with their dolls.

16. Mike is especially pleased that his dad noticed the hard work he did to clean up the yard and put the fence back together after the storm.

Chapter 19**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. Explain how a zygote is formed. _____

2. What is implantation? _____

3. What is an embryo? _____

4. What is a fetus? _____

5. What is the relationship of the amniotic sac and the umbilical cord to the developing embryo? _____

6. How are the usual nine months of pregnancy divided? _____

7. What is labor? _____

Lesson 2

8. Explain what prenatal care is. _____

9. What is involved during prenatal visits with an obstetrician or a certified nurse-midwife? _____

10. Explain fetal alcohol syndrome (FAS) and what causes it. _____

Study Guide, Chapter 19 *(Continued)*

11. How might the use of tobacco by a pregnant female affect her fetus and her child after birth? _____

12. What is the best policy for a pregnant female regarding medicines? _____

13. What are some possible effects if a pregnant female uses illegal drugs? _____

14. What are four environmental hazards that can affect a fetus? _____

15. Explain the difference between a miscarriage and a stillbirth. _____

16. What is an ectopic pregnancy? _____

17. What are symptoms of preeclampsia and why is it serious? _____

Lesson 3

18. Give three examples of hereditary traits in humans. _____

19. Explain the relationship between chromosomes and genes. _____

20. What is DNA? _____

Study Guide, Chapter 19 *(Continued)*

21. What happens to chromosomes as the zygote continues to divide? _____

22. What is the difference between dominant and recessive genes? _____

23. What determines the sex of an individual? _____

24. What are genetic disorders? _____

25. What are two common procedures used to test for genetic disorders? _____

26. What is the Human Genome Project? _____

27. Explain what gene therapy is. _____

Lesson 4

28. How many developmental stages do individuals pass through during a lifetime?

29. What are developmental tasks? _____

30. What are the first four stages of development? _____

31. Explain what autonomy means. _____

Activity 73**Applying Health Skills**

FOR USE WITH CHAPTER 20, LESSON 1

Friendship Under the Microscope

Directions: Even though Kate and Sasha are 15 and 17, and total opposites, they've been best friends for ten years. Kate says that differences, like how she's a junior and Sasha is a freshman, don't matter when it comes to friendship. *"Our differences give us a chance to learn from each other," she says. "I love dance, fashion, and am a terrible romantic. Sash is big on sports, lives for excitement, and takes life for what it is. She's the best person anyone could want as a friend, and that's all that counts."*

After reading the lesson on changes in adolescence, and learning the foundations most lasting friendships are built on, answer the following questions.

1. Do you think Kate and Sasha will remain close friends in the future? Why? Why not?

2. What about your close friendships? Explain the "cement" that holds you together.

3. Do you think future changes in your life will change the friendship? Why? Why not?

Activity 74**Applying Health Skills**

FOR USE WITH CHAPTER 20, LESSON 2

You Can Help

Directions: As the scope of a devastating natural disaster is realized, a need to help seems to take over. People everywhere collect clothes, food, and money for relief workers and victims—they want to make a difference. Lesson 2 lists learning to contribute to society as one of the tasks of young adulthood. Read the lesson, and answer the following questions.

1. Identify what needs exist in your neighborhood or community.

2. What can you do to help meet those needs?

3. Why would it be important to your development as a teen to do so?

Activity 75**Applying Health Skills**

FOR USE WITH CHAPTER 20, LESSON 3

Marriage: It's All About Choices

Directions: Read the following scenarios and, using the information from your book as a guide, identify the problem and offer helpful advice. Explain your reasoning.

1. Jamie and Brent have been dating for a year, seeing only each other. Now, as high school seniors, they have talked about marriage. Lately, Brent talks about their future as if they were already married; he refers to educational, housing, and financial quandaries all within the context of marrying immediately after school ends. He wants them both to find jobs, a small apartment, and go to a local community college. Jamie isn't so sure. She has a scholarship offer to study engineering at a prestigious out-of-state university. She feels she loves Brent, but finds the prospect of going away to school and a career in engineering alluring.

Problem: _____

Advice: _____

2. When Jessica and Eamon were first married, they had the same ambition: finish college and find good jobs. They met these goals together. Lately, however, there has been a growing friction between them. She complains he works too many hours. He says he does so because he wants to earn enough money to buy a house. Getting a house would allow them to start a family. Jessica, on the other hand, has her sights set on a new car and a European vacation. Eamon has also been unhappy with the amount of time she spends with her friends.

Problem: _____

Advice: _____

Activity 76**Applying Health Skills**

FOR USE WITH CHAPTER 20, LESSON 4

Transitions

Directions: Read the following passage about a married couple and describe possible physical, mental, emotional, and social transitions facing them in the years to come. Then, offer suggestions to reduce the effects of these transitions.

Sam and Linda have been married for 22 years. Sam is 48 and Linda is 45. They have two children, Maria and Richie, ages 18 and 16, respectively. Sam has been an architect for 26 years, while Linda has taught school for 24 years.

Physical transitions: _____

Suggestions: _____

Mental transitions: _____

Suggestions: _____

Emotional: _____

Suggestions: _____

Social: _____

Suggestions: _____

Chapter 20**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. What is adolescence? _____

2. What is puberty, and when is it experienced? _____

3. What are hormones, and what do they do? _____

4. Why are there such variations in size, shape, and maturity among adolescents of the same age? _____

5. What mental changes does adolescence bring about? _____

6. Define *cognition*. _____
7. Describe the emotional changes experienced in adolescence. _____

8. What are the five developmental tasks connected to the transition from adolescence to adulthood? _____

Lesson 2

9. Define *physical maturity*. _____

10. Define *emotional maturity*. _____

Study Guide, Chapter 20 *(Continued)*

11. Define *emotional intimacy*. _____

12. List the four major aspects of life that impact a person's emotional balance.

13. List two ways a young person can begin to achieve self-actualization. _____

14. Name two things that can influence an adolescent's ideas about a career or occupation.

Lesson 3

15. Define *commitment*. _____

16. List three differences between a dating relationship and marriage.

17. Name three factors that impact marital adjustment. _____

18. Name seven issues that often cause problems in marriages. _____

19. Explain why 60% of teen marriages end in divorce. _____

Study Guide, Chapter 20 *(Continued)*

20. Name the primary responsibilities of parenthood. _____

21. Explain why you think giving unconditional love is such an important part of parenting. _____

Lesson 4

22. Define *transitions*. _____

23. Name the major transitions of middle adulthood and give an example of how each affects a person. _____

24. Name methods to make each of the four transitions less severe. _____

25. Define *integrity* and explain its value in late adulthood. _____

26. What are some options for adults in late adulthood for remaining mentally and physically active? _____

27. Name two government programs that benefit older adults. _____

Chapter 21**Vocabulary**

addictive drug
nicotine
stimulant
carcinogen
tar

carbon monoxide
smokeless tobacco
leukoplakia
nicotine withdrawal

nicotine substitutes
environmental tobacco smoke (ETS)
mainstream smoke
sidestream smoke

Directions: Use the clues to solve the puzzle. Write one letter of each answer in each space provided. Then copy the boxed letters in order, and they will complete the sentence at the bottom of the page.

1. Drug that increases the action of the central nervous system, the heart, and other organs
2. Poisonous gas found in cigarette smoke
3. Addictive drug found in tobacco leaves
4. Exhaled from the lungs of a smoker
5. Cancer-causing substance
6. Sticky, dark fluid that destroys the alveoli and lung tissue
7. Addictive substance that is sniffed, held in the mouth, or chewed
8. Process that occurs in the body when nicotine is no longer used
9. Smoke from the burning end of a cigarette, pipe, or cigar
10. White spots in the mouth, caused by smokeless tobacco, that can develop into oral cancer
11. Substance that causes physiological or psychological dependence
12. Products that deliver small amounts of nicotine into the body to help users give up the tobacco habit
13. Secondhand smoke—air contaminated by tobacco smoke

1. _ _ _ _ _

2. _ _ _ _ _ _ _ _ _

3. _ _ _ _ _ _ _ _

4. _ _ _ _ _ _ _ _

5. _ _ _ _ _ _ _ _

6. _ _ _ _ _ _ _

7. _ _ _ _ _

8. _ _ _ _ _ _ _ _ _ _

9. _ _ _ _ _ _ _ _ _ _

10. _ _ _ _ _ _ _ _ _

11. _ _ _ _ _ _ _ _ _

12. _ _ _ _ _ _ _ _ _ _

13. _ _ _ _ _

(_ _ _ _)

A reliable source that offers free counseling and materials to smokers who want to quit is the _____.

Activity 77**Applying Health Skills**

FOR USE WITH CHAPTER 21, LESSON 1

Smoke Gets in Your Eyes

Directions: Your sources of information about tobacco might include advertisements, teachers, news articles, and discussions with friends. Sometimes you can take this information at face value, but other times that information masks the truth. For example, friends who praise tobacco may really be trying to justify their own smoking habits. An informational pamphlet may be an advertisement published by a tobacco company. For this reason, it's very important to be able to separate the accurate information from misleading propaganda. Below are brief descriptions of several propaganda techniques. Study the table and then name the technique used in each example of the exercises. Explain your reasoning.

Propaganda Techniques		
Technique	Explanation	Example
Name-calling (or attacking the person)	Instead of addressing the issues, an opponent or idea is tagged with an ugly label.	Calling an opponent in a debate "arrogant," but failing to talk about meaningful issues
Glittering generality	A catchy-sounding slogan is, in fact, utterly meaningless.	A candidate's slogan is, "A vote for me is a vote for a happy America."
Euphemism (or mincing words)	The opposite of name-calling, an unpleasant or frightening idea is given a bland, or even vaguely positive, label.	An analyst calls a large crash in the stock market a "market adjustment."
Hasty generalization	One example is used to make broad generalizations.	Your friend says, "I met a guy from the west side who was really self-centered. All those west-siders are self-centered."
Symbols	An idea or product is associated with positive symbols.	A politician gives a speech from a podium draped in an American flag.

Exercises

1. An industry spokesperson says, "Sure smoking is risky, but we believe risk-taking is a fundamental right of all adults."

Applying Health Skills, Activity 77 *(Continued)*

FOR USE WITH CHAPTER 21, LESSON 1

2. A friend says, "My great-aunt smoked until she was ninety-two, so I don't think smoking shortens your life."

3. An ad's slogan is, "Smoke Enchant cigarettes and be transported."

4. A magazine ad for smokeless tobacco pictures a tin of tobacco with an eagle and a red, white, and blue color scheme.

5. A politician says that the move to restrict public smoking is an extremist attack on American freedoms.

6. An ad shows a tall, rugged man walking through the wilderness and smoking a cigarette.

Activity 78**Applying Health Skills**

FOR USE WITH CHAPTER 21, LESSON 2

Under Pressure

Directions: In the classroom you've learned a lot about the dangers and harm of using tobacco, but outside the classroom you might encounter pressure to use tobacco or to view it in a positive way. It's easy to see some of the pressures in the everyday world, but other pressures are more difficult to see and understand. For example, if an acquaintance calls you a name because you refuse to try a cigarette, it's obvious what's going on. On the other hand, you might see a person smoking who appears to really enjoy it. In this case, it might be tougher to understand how the smoker's behavior can affect the attitude of others. In order to help transfer classroom knowledge to other situations, use the spaces below to anticipate and defend against the real-world pressures you might face in choosing a tobacco-free lifestyle.

1. Lists the benefits of a tobacco-free lifestyle.

2. Describe three real-world situations in which you might face pressure to use tobacco. Try to think of at least one obvious situation and one less obvious situation. You can include situations you have actually encountered and situations you feel you are likely to encounter in the future.

3. Develop a strategy for resisting the pressure in each situation you described above, including the consequences of tobacco use.

Activity 79**Applying Health Skills**

FOR USE WITH CHAPTER 21, LESSON 3

An Open-Ended Question

Directions: In 1998, the attorneys general of 46 states signed the Master Settlement Agreement (MSA) with the largest tobacco producers in the United States. The MSA addressed issues relating to the damage tobacco causes society, including advertising aimed at teens and teen access to tobacco products. However, the MSA did not create any regulations specific to one important area—the Internet. Imagine that you are working for the governor of your state. The governor has become increasingly concerned that the Internet represents an avenue of access to tobacco for teens. You have been assigned the task of designing a statewide program to address this problem. Complete the following outline by filling in ideas you think will help restrict illegal Internet access to tobacco products.

I. Enforcement of existing laws

II. Passing new laws

III. Online advertising

IV. Education

Chapter 21

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. What is the addictive drug in tobacco? How does it affect the body?

2. What effect does tar have on the body? What effect does carbon monoxide have?

3. How is leukoplakia related to cancer? Which cancers are more common among users of smokeless tobacco?

4. Describe the short-term effects of tobacco on respiration and heart rate.

5. Describe three long-term effects of tobacco use.

Study Guide, Chapter 21 *(Continued)*

6. What is the estimated yearly cost of tobacco use to society? Name two ways that tobacco use is an expense to society.

Lesson 2

7. What are three factors that have contributed to the recent decline in teen smoking?

8. Give one physical, one mental or emotional, and one social benefit of a tobacco-free lifestyle.

9. What percentage of adult smokers start when they are teens? Give two strategies that can help you avoid tobacco use in your teen years.

10. How do nicotine substitutes help a person who genuinely wants to stop using tobacco?

11. What are three tips that can help a tobacco user who is trying to quit?

Study Guide, Chapter 21 *(Continued)***Lesson 3**

12. How does environmental tobacco smoke (ETS) harm nonsmokers?

13. What are the consequences of tobacco smoke for infants?

14. Do you think laws can help promote a smoke-free society? Explain your answer.

15. What are three ways the effort to curb tobacco use in public places is gaining ground?

16. What are three steps that teens can take to help the program Healthy People 2010 reach its goal of reducing the number of people who use tobacco and the number of deaths associated with tobacco use?

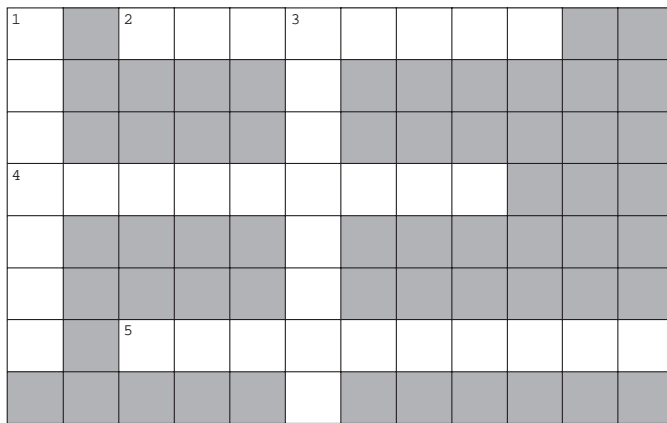
Chapter 22**Vocabulary**

ethanol
fermentation
depressant
intoxication
alcohol abuse

metabolism
blood alcohol concentration
binge drinking
alcohol poisoning
fetal alcohol syndrome (FAS)

alcoholism
alcoholic
recovery
detoxification
sobriety

I. Directions: Use the terms from the list above to fill in the crossword puzzle.

**ACROSS**

- 2 Living without alcohol
- 4 Addict who is dependent on alcohol
- 5 Drug, such as alcohol, that slows the central nervous system

DOWN

- 1 Powerful drug that is a type of alcohol
- 2 Process of learning to live an alcohol-free life

II. Directions: Fill in the term from the list above that matches the definition.

- _____ 6. the amount of alcohol in a person's blood expressed as a percentage
- _____ 7. state in which the body is poisoned by alcohol and physical and mental control is reduced
- _____ 8. a disease in which a person has a physical or psychological dependence on drinks that contain alcohol
- _____ 9. a process in which the body adjusts to functioning without alcohol
- _____ 10. the process by which the body breaks down substances

Activity 80**Applying Health Skills**

FOR USE WITH CHAPTER 22, LESSON 1

Good Advice

Directions: You are a substance abuse counselor assigned to temporary duty at a local high school. Your job is to evaluate and counsel students who might have a drinking problem. The following are excerpts from interviews with two students. Read each excerpt. Note any comments in the interviews that contain misconceptions or myths regarding the use of alcohol. Then correct the misinformation.

1. Transcript: Sasha: "I don't think I have any kind of problem with drinking alcohol. I mean, I have a beer once in a while with my friends, but an occasional drink is no big deal. Besides, I'm 18 years old, so it's legal. I've been to parties where some of the kids are drinking, but I usually don't. If they offer me a beer, I usually say no; but if they keep asking me and looking at me as if I'm weird because I said no, then I'll give in and have at least one beer. If I'm on a date, I sometimes have a drink, but I don't think alcohol has any effect on sexual activity."

Misconceptions: _____

Corrections: _____

2. Transcript: Joel: "I admit that I drink sometimes, maybe even two or three times a week. My friends offer me alcohol and I drink it, but it doesn't seem to affect me at all. Depending on how you drink, alcohol can be harmless. Even after I have a few beers, I can drive as well as always. I know I'm not drunk because I don't act drunk. Some of my friends drink a lot, but they don't get drunk. They act normal."

Misconceptions: _____

Corrections: _____

Activity 81**Applying Health Skills**

FOR USE WITH CHAPTER 22, LESSON 2

At the Movies

Directions: You are one of several technical advisers for a movie that is being filmed in your city. Your job is to review several scenes to ensure that the action in the film relating to alcohol use is realistic and accurate. The film is a detective movie in which Sam Slade, a famous sleuth, tries to track down a group of professional thieves. Like Sherlock Holmes, Sam Slade is supposed to solve crimes by making remarkable observations and inferring facts from them. So every detail of the movie must be just right. Read the scenes below and decide whether they accurately reflect existing knowledge about alcohol use. If they do, place a plus (+) in the space provided. If they don't, write in the correct information.

1. Through the window in the kitchen door, Sam Slade watched two of the suspects as they had a few drinks at the bar. It was Roy and Evie. They had not eaten all day, but they ordered alcohol instead of food anyway. Evie was thin and no taller than five feet. Her companion was at least six feet tall. They drank steadily, throwing down one drink after another; but neither one seemed phased by the alcohol, even after about six drinks each. Finally Roy said, "It's time." They both stood up and walked to the front door. They had just had a session of binge drinking, but their steps were as confident and as precise as always.

2. Sam watched from the corner as the police officer asked Roy and Evie to step out of the car. He gave them both a breathalyzer test. Roy's reading was 0.19. "You're okay," the officer told him. He looked at Evie and said, "I won't test her. She looks sober enough."

Applying Health Skills, Activity 81 *(Continued)*

FOR USE WITH CHAPTER 22, LESSON 2

3. Sam retrieved the arrest record of 17-year-old Johnny Dunn, the suspect's son. He had one DWI on his record. He was arrested, spent a week in jail, and was given a heavy fine. His driver's license was also confiscated. Twelve months later, after he got his license back, he discovered that his insurance rates had tripled.

Activity 82**Applying Health Skills**

FOR USE WITH CHAPTER 22, LESSON 3

Drinking on the Job

Directions: You are a medical adviser for a business in your town. Your job is to do the screening of all prospective employees. After the interviews, you must assign each person to one of the following categories: “problem drinker,” “alcoholic,” or “unknown risk.” The last category is reserved for alcohol users who are neither problem drinkers nor alcoholics but require further assessment. If anyone is thought to be an alcoholic, specify the probable stage of alcoholism.

Interview 1:

John, 23 years old, has two traffic tickets on record, one is a DWI. Drinks only occasionally, about every two weeks. Drinks three or four beers at a time. Admits to being late for work three times in the past year because of a hang-over. No record of alcohol problems at previous job. Reports that most of his friends drink. His mother was an alcoholic.

Evaluation: _____**Interview 2:**

Taslina, 33 years old, has two DWI convictions on record. She reports regular drinking to deal with stress, consuming four to six drinks several days a week. Previous employee claims that Taslima has been drunk on the job a few times. She admits that after drinking she has no memory of anything she did while drunk. However, she still denies that she has a problem with alcohol.

Evaluation: _____**Interview 3:**

Titus, 43 years old, no DWI convictions, but he was fired from his last job for drunkenness and has not been able to hold a regular job for two years. Last employer had him evaluated by the company physician. The report says that he has a physical dependence on alcohol. Titus says that he drank because his boss was unreasonable.

Evaluation: _____

Chapter 22**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 *ethanol*.

2. What is peer pressure?

3. Identify three factors that can influence a teen's choice to use or not use alcohol.

4. Identify three questions that you can use to critically examine the content of alcohol advertising.

5. Identify three negative consequences for teens that can result from their use of alcohol.

6. Name three benefits of being alcohol free.

Lesson 2

7. Identify three factors that can influence the onset and severity of alcohol's effects on you.

Study Guide, Chapter 22 *(Continued)*

8. Why do females become intoxicated faster and stay that way longer than males of comparable size?

9. Define each of the following:

a. metabolism: _____

b. blood alcohol concentration: _____

c. binge drinking: _____

10. What is the multiplier effect?

11. What is the legal definition in most states of driving while intoxicated?

12. Identify four consequences for a teen caught driving while intoxicated.

13. Define *alcohol poisoning*.

14. Name five symptoms that indicate a person has alcohol poisoning.

Lesson 3

15. Define *problem drinker*.

Study Guide, Chapter 22 *(Continued)*

16. Name three changes to the brain caused by long-term alcohol use.

17. Why do experts recommend that pregnant women not drink any alcohol at all during pregnancy?

18. Name five possible symptoms displayed by alcoholics.

19. Name the three stages of alcoholism.

20. What is the relationship between alcohol consumption and the four leading causes of accidental death (car accidents, falls, drownings, and house fires)?

21. Define *recovery*.

22. Define *detoxification*.

Chapter 23**Vocabulary**

medicines

drugs

vaccine

analgesics

side effects

additive interaction

synergistic effect

antagonistic interaction

substance abuse

illegal drugs

illicit drug use

overdose

psychological dependence

physiological dependence

addiction

marijuana

inhalants

anabolic-androgenic steroids

paranoia

psychoactive drugs

stimulants

euphoria

depressants

narcotics

hallucinogens

designer drugs

drug-free school zone

drug watches

Directions: Many of the words in the list above are related in some way. Look at the groups of words below. Then develop a heading for each category that illustrates how the words are related. For example, "*paranoia*" and "*euphoria*" might be grouped under the heading "Effects of Substance Abuse." Add your headings to the chart below.

vaccines	additive interaction	overdose	stimulants	drug-free
analgesics	synergistic effect	psychological dependence	depressants	school zones
	antagonistic interaction	physiological dependence	narcotics	drug watches
			hallucinogens	

Activity 83**Applying Health Skills**

FOR USE WITH CHAPTER 23, LESSON 1

The Importance of Labeling

Directions: As you have learned, reading the product label on over-the-counter (OTC) medicines is important to your health and safety. This is particularly true because these medicines are taken without a doctor's prescription. The Food and Drug Administration (FDA) has ensured that labels on all OTC medicines have information listed in the same order and the same style as shown below. Examine the label below and answer the questions below.

1. What is the active ingredient in this medicine? How much of the ingredient is found in each tablet? _____
2. What two side effects may occur as a result of taking this medicine?

3. In what situations should people contact a doctor before taking this medicine? _____

Drug Facts	
Active ingredient (in each tablet)	Purpose
Chlorpheniramine maleate 2 mg	Antihistamine
Uses temporarily relieves these symptoms due to hay fever or other upper respiratory allergies: ■ sneezing ■ runny nose ■ itchy, watery eyes ■ itchy throat	
Warnings	
Ask a doctor before use if you have	
■ glaucoma ■ a breathing problem such as emphysema or chronic bronchitis	
■ trouble urinating due to an enlarged prostate gland	
Ask a doctor or pharmacist before use if you are taking tranquilizers or sedatives	
When using this product	
■ drowsiness may occur ■ avoid alcoholic drinks	
■ alcohol, sedatives, and tranquilizers may increase drowsiness	
■ be careful when driving a motor vehicle or operating machinery	
■ excitability may occur, especially in children	
If pregnant or breast feeding, ask a health professional before use.	
Keep out of reach of children. In case of overdose, get medical help or contact a Poison Control Center right away.	
Directions	
adults and children 12 years and over	take 2 tablets every 4 to 6 hours: not more than 12 tablets in 24 hours
children 6 years to under 12 years	take 1 tablet every 4 to 6 hours; not more than 6 tablets in 24 hours
children under 6 years	ask a doctor
Drug Facts (continued)	
Other Information ■ store at 20-25°C (68-77°F) ■ protect from excessive moisture	
Inactive Ingredients D&C yellow no. 10, lactose, magnesium stearate, microcrystalline cellulose, pregelatinized starch	

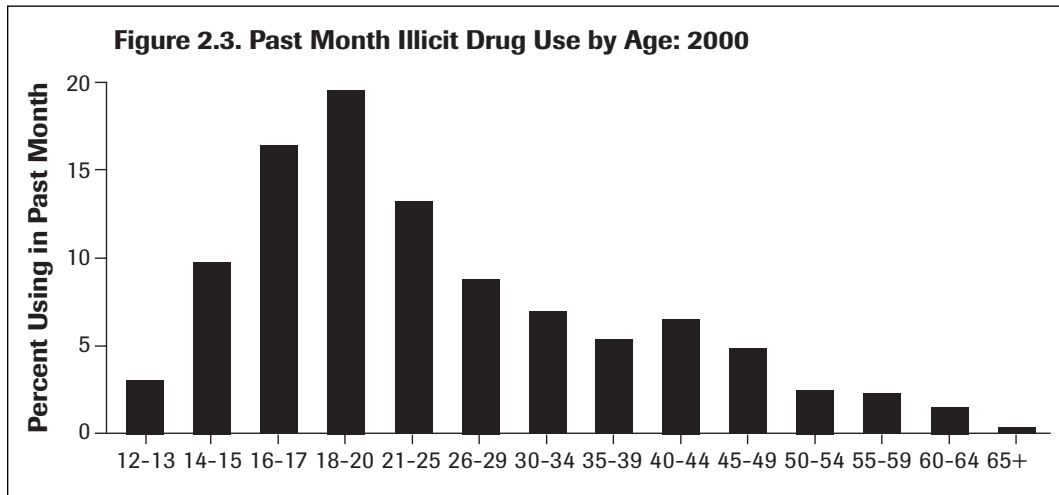
Activity 84

Applying Health Skills

FOR USE WITH CHAPTER 23, LESSON 2

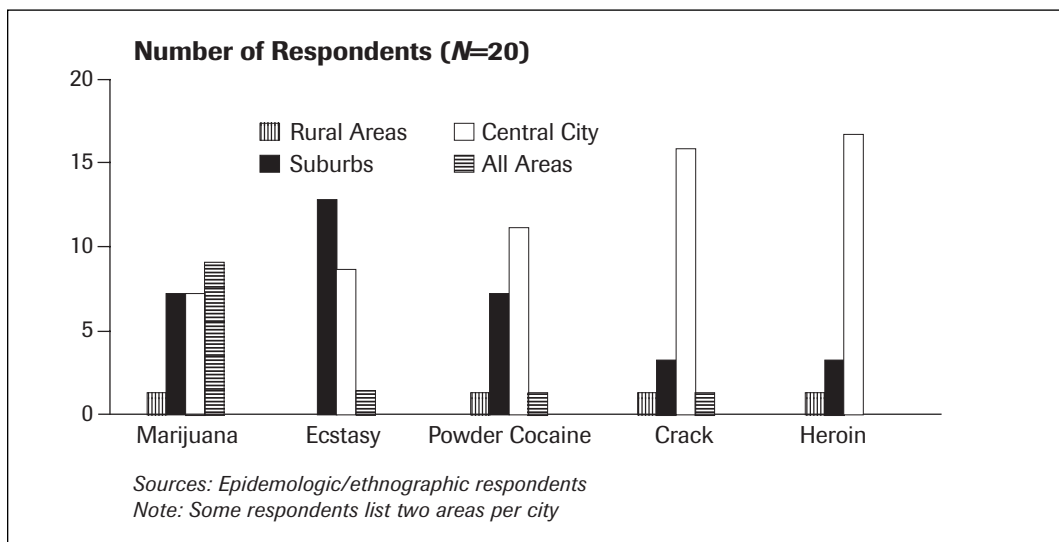
Knowing the Trends

Directions: As you have learned, substance abuse has consequences on various levels. The government has set up a national drug control program to help reduce the use of illicit drugs and drug-related health consequences. The government depends on a variety of data to help determine what efforts would best address the problems. Two pieces of data appear below. Examine the graphs and complete the activity that follows.



Source: http://www.samhsa.gov/news/click3_frame.html

Where are drug users most likely to reside?



Source: <http://www.whitehousedrugpolicy.gov/publications/drugfact/pulsechk/2001/marijuana.html>

Applying Health Skills, Activity 84 *(Continued)*

FOR USE WITH CHAPTER 23, LESSON 2

1. According to the graphs, what three age groups are most likely to take part in illicit drug use? What age group is least likely to be involved?

2. In what areas would law enforcement agencies most likely deal with the use of club drugs such as Ecstasy?

3. Based on the data in the graphs, what generalization can government agencies make about where people who use crack and heroin are most likely to live?

4. How can having the kind of data shown in the graphs be helpful to government agencies?

Activity 85**Applying Health Skills**

FOR USE WITH CHAPTER 23, LESSON 3

At the Front Gate

Directions: Ridgefield is a community that—unfortunately, like so many others across the country—has a drug problem. Below are “come-ons” from drug pushers that have been overheard near the front gate of Ridgefield High. Each contains misinformation. Using the facts presented in the lesson, correct the information in each.

1. “Interested in making the football team—the easy way? These steroids are your answer. There are no side effects. You just take them and get bigger and stronger; it’s as easy as that. Don’t worry about anyone finding out, either. They’re strictly legal. You have my word.”

Corrected information: _____

2. “Hey, you seem really stressed out. I’ve got some weed that will get you high and kick the stress. It’s so much safer than smoking cigarettes!”

Corrected information: _____

3. “Hey, here’s a way to get a great high just by sniffing something you can find in your house. It’s a lot of fun and it’s safe. “

Corrected information: _____

Activity 86**Applying Health Skills**

FOR USE WITH CHAPTER 23, LESSON 4

More from Ridgefield High

Directions: Below are more “come-ons” from drug pushers that have been overheard near the front gate of Ridgefield High. Each contains misinformation. Using the facts presented in the lesson, correct the information in each.

1. “So, you got problems at home. Well, I’ve got something that will help you escape. It’s called crack. There’s no dirty needle with this drug, no pills to stay in your system a long time. This drug you smoke. Best of all, you can’t get hooked on it. When you decide you’ve had enough, you just stop.”

Corrected information: _____

2. “If you want some cheap and harmless thrills, I can score some cough medicine with codeine for you. All you need is a swig, and you’ll be feeling mellow. The best part is that this stuff is prescribed by doctors—so you know it has to be safe!”

Corrected information: _____

3. “You know the problem with most drugs? They’re illegal. That’s why I sell only Ecstasy. This drug contains absolutely no illegal substances, and, true to its name, it will put you in a state of ecstasy. It’s the perfect pick-me-up for those times when you’re feeling bored and need a little lift.”

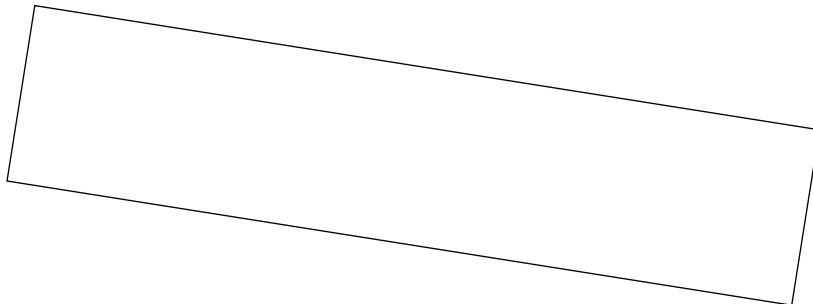
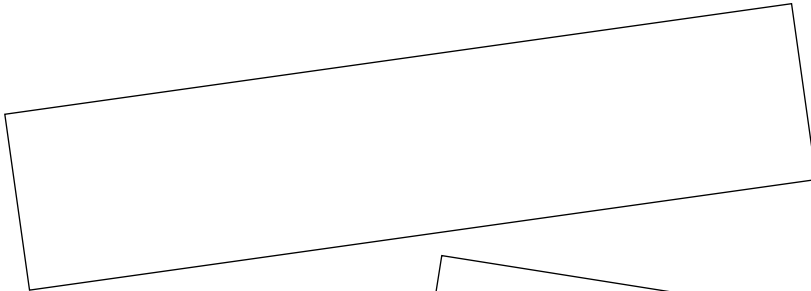
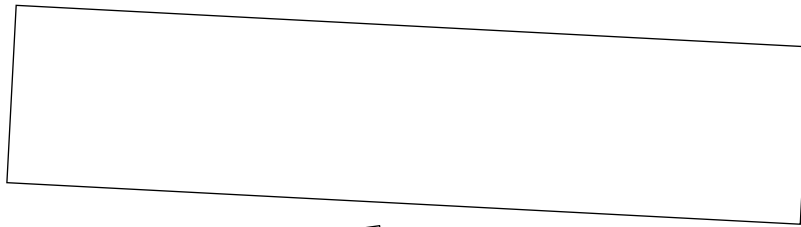
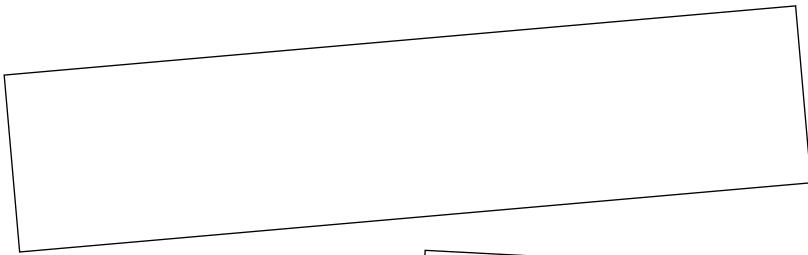
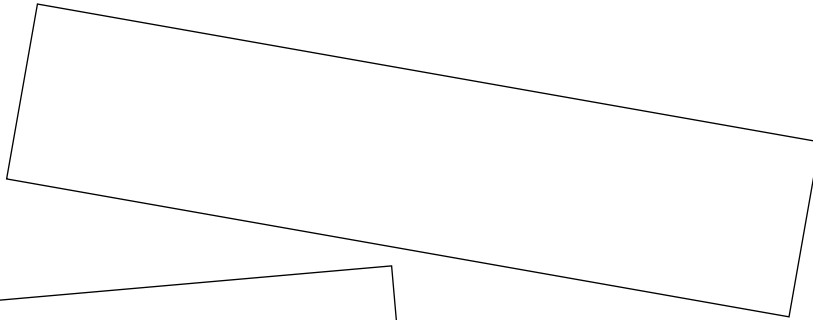
Corrected information: _____

Activity 87**Applying Health Skills**

FOR USE WITH CHAPTER 23, LESSON 5

Working to Be Drug Free

Directions: You are asked to be part of a program to help younger children stay away from drugs. Your job is to work with a group of children to create slogans that point out the advantages to being drug free and that provide come-backs to those who urge others to try drugs. Think of catchy slogans and phrases that can be displayed around the school and community.



Chapter 23

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. What are the four categories in which medicines are classified?

2. Identify and describe three kinds of side effects that medicines can have on people.

3. What is the difference between prescription medicines and over-the-counter medicines?

Lesson 2

4. Define *substance abuse*.

5. What are three physical and three mental consequences of substance abuse?

Study Guide, Chapter 23 *(Continued)*

6. What are the consequences of drug abuse on society?

Lesson 3

7. How does marijuana affect the body?

8. How do inhalants affect the body?

9. What risks do teens face from using steroids?

Lesson 4

10. What are psychoactive drugs?

11. What are stimulants and depressants? Give two examples of each.

Study Guide, Chapter 23 *(Continued)*

12. What are designer drugs and how do they affect the body?

Lesson 5

13. What are drug-free school zones?

14. What is the main focus of drug treatment centers?

15. Why are support groups a popular treatment for addiction?

Chapter 24**Vocabulary**

communicable disease
pathogen
infection
toxin
vector
immune system

inflammatory response
phagocyte
antigen
immunity
lymphocyte

antibody
vaccine
pneumonia
jaundice
emerging infection

Directions: Answer the following questions in the space provided.

1. Define *communicable disease* and list 8 ways to help reduce your risk of getting or spreading communicable diseases.

2. What is the relationship between pathogens and vectors?

3. How are phagocytes and lymphocytes similar and how are they different?

4. What are indications that you are experiencing an inflammatory response?

5. Describe the difference between an antigen and an antibody.

6. What is a significant difference between viral pneumonia and bacterial pneumonia?

7. State the reason Lyme disease is classified as an emerging infection.

Activity 88**Applying Health Skills**

FOR USE WITH CHAPTER 24, LESSON 1

Get the Facts

Directions: Several students are talking as they leave health class. Below are some of the statements that they made. Read the statements below. Then, using information from the lesson, correct any factual errors on the available lines.

1. I'm not worried about communicable diseases because antibiotics cure everything these days.

2. I don't need to wash my hands before lunch – I washed them earlier today.

3. You should have seen the great rare burger I got at the drive-thru last night. It smelled okay, and I love meat that is just slightly cooked. I'm sure I won't get sick.

4. Scientists should find a way to kill all bacteria, since all they do is cause disease.

5. As long as no one sneezes or coughs on me, I won't get a communicable disease.

6. I'll share my brush and comb with someone in the restroom as long as they use it quickly.

Activity 89**Applying Health Skills**

FOR USE WITH CHAPTER 24, LESSON 2

Give Your Immune System a Fighting Chance

Directions: Health behaviors have a direct effect on the functioning of the immune system. For each paragraph below, make one or more specific suggestions for changing health behaviors that would result in a better-functioning immune system.

1. **Terrance:** With college applications and SATs coming up, I can't seem to find enough time to do everything. In fact, I've been up half the night studying each night this week. I haven't had time to play basketball or eat a decent meal for weeks.

2. **Emily:** Jeff and I went to the movies last night. Afterward, we went out for a spaghetti dinner that was loaded with garlic. Luckily he let me use his toothbrush to get rid of the smell of garlic on my breath.

3. **James:** Don't tell mom, but I skipped that doctor appointment last week. I didn't want to get those immunization shots.

4. **Will:** I can't believe I was cut from the basketball team! That's the last time I try to get in shape for something. The only good part is the coach won't be bugging me to quit smoking.

Activity 90**Applying Health Skills**

FOR USE WITH CHAPTER 24, LESSON 3

Make the Diagnosis

Directions: You are assisting the doctors making rounds at a local hospital. Below are charts of patients on the ward. Review each patient's symptoms. Using that information along with information from the lesson, complete each chart.

Patient #1

Symptoms: runny nose, sneezing, sore throat

Possible Diagnosis: _____

Recommended Treatment: _____

Patient #2

Symptoms: chills, fever, sore throat, fatigue, swollen lymph nodes

Possible Diagnosis: _____

Recommended Treatment: _____

Patient #3

Symptoms: sore throat, fever, enlarged lymph nodes in the neck

Possible Diagnosis: _____

Recommended Treatment: _____

Patient #4

Symptoms: fatigue, coughing up blood, fever, night sweats, weight loss

Possible Diagnosis: _____

Recommended Treatment: _____

Patient #5

Symptoms: high fever, fatigue, headache, muscle aches, cough

Possible Diagnosis: _____

Recommended Treatment: _____

Chapter 24

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. What is a communicable disease?

2. What causes diseases?

3. What is an infection?

4. What happens if the body is not able to fight an infection?

5. Name three types of pathogens.

6. What are the three major ways diseases are spread?

7. Name four ways pathogens are spread by direct contact.

Study Guide, Chapter 24 *(Continued)*

8. What is a vector?

9. Name two main sources of airborne transmission.

10. What is the single most effective way to prevent the spread of disease?

11. Name two ways to make sure food is handled properly.

12. List four strategies to help reduce the risk of getting or spreading a communicable disease.

Lesson 2

13. What is the immune system?

14. How do the two major defense strategies of the immune system differ?

Study Guide, Chapter 24 *(Continued)*

15. How do active and passive immunity differ?

16. What is a vaccine?

Lesson 3

17. What are three common respiratory infections?

18. How do hepatitis A and B differ from hepatitis C?

19. What is an emerging infection?

Chapter 25**Vocabulary**

sexually transmitted disease (STD)
 sexually transmitted infection (STI)
 epidemic
 abstinence
 infertility
 human papillomavirus (HPV)
 chlamydia
 gonorrhea
 genital herpes
 trichomoniasis

syphilis
 acquired immune deficiency syndrome (AIDS)
 human immunodeficiency virus (HIV)
 opportunistic infection
 asymptomatic stage
 symptomatic stage
 EIA
 Western blot
 pandemic

Directions: In the appropriate spaces in the box below, write the number of the term on the right that matches each definition on the left. When you are finished, the rows, columns, and diagonals should all add up to the same number.

- | | |
|---|---|
| <p>A. Occurrence of diseases in which many people in the same place at the same time are affected</p> <p>B. Avoiding harmful behaviors</p> <p>C. Condition in which an individual is unable to conceive or has difficulty with conceiving a child</p> <p>D. Bacterial STD that usually affects mucous membranes</p> <p>E. STD caused by HSV</p> <p>F. Bacterial STD that attacks many parts of the body, caused by a bacterium called a spirochete</p> <p>G. Virus that attacks the immune system</p> <p>H. Disease in which the immune system of the patient is weakened</p> <p>I. A global outbreak of infectious disease</p> | <p>1. abstinence</p> <p>2. HIV</p> <p>3. syphilis</p> <p>4. pandemic</p> <p>5. genital herpes</p> <p>6. epidemic</p> <p>7. gonorrhea</p> <p>8. infertility</p> <p>9. AIDS</p> |
|---|---|

A	B	C		
			=	<u>15</u>
D	E	F		
			=	<u>15</u>
G	H	I		
			=	<u>15</u>
=	=	=		
<u>15</u>	<u>15</u>	<u>15</u>		

Activity 91**Applying Health Skills**

FOR USE WITH CHAPTER 25, LESSON 1

Putting on the Pressure

Directions: Many teens want to remain abstinent but are unprepared to deal with situations in which they may be pressured to engage in sexual activity. It helps to consider such situations in advance and think of ways to respond in order to avoid the pressure. The following exercises illustrate such situations. In the space provided, describe how each teen might respond to the situation in order to avoid being pressured into sexual activity. Explain your response in each case.

Exercises

1. Kurt has invited his girlfriend Jennifer to go for a ride in the country in his new car. No one else is going. She doesn't know what to tell him.

2. Carrie keeps asking her boyfriend Tino to come over to her house when no one is home. He always makes up an excuse to get out of going because he doesn't want to hurt her feelings by just saying no.

3. Kuancheng wants to remain abstinent, but his friends keep bragging about their sexual activity and embarrassing him because of his lack of experience. He's wondering whether he should reconsider his decision to remain abstinent in order to get his friends to back off.

Applying Health Skills, Activity 91 *(Continued)*

FOR USE WITH CHAPTER 25, LESSON 1

4. At the beach, Yolanda runs into a group of the most popular teens in her class. They have a cooler full of alcoholic beverages and invite her to join them. Yolanda is thrilled about being asked to join the group but not about the drinking. She doesn't know what to say.

5. Whenever Ashleigh goes to a movie with her boyfriend Zach, he wants to become intimate. His behavior makes Ashleigh feel uncomfortable, so she tries to ignore it. She wishes he would get the message and stop trying so hard.

Activity 92**Applying Health Skills**

FOR USE WITH CHAPTER 25, LESSON 2

Disease Detective

Directions: Some STDs have similar symptoms or no symptoms at all, so making a diagnosis requires further evaluation or testing. Other sexually transmitted diseases have fairly distinctive symptoms, making them easier to diagnose. Assume you are a physician's assistant and it is your job to make preliminary diagnoses and recommend testing, if necessary, to determine the causes of illness. In each of the following cases, the patient has an STD. Based on the patient's symptoms or circumstances, make a preliminary diagnosis. State how the diagnosis can be confirmed and how the disease can be treated.

Cases

1. Patient A is a 21-year-old male. He is concerned about several small, pinkish bumps he has noticed on his penis. The tops of the bumps are cauliflower-like in appearance.

2. Patient B is a 21-year-old female. Her boyfriend told her that he has a discharge from his penis. She has no symptoms herself, but she is worried she might have an STD because they have had physical contact.

3. Patient C is a 19-year-old male who has found blisterlike sores on his genitals. The sores are painful, and they come and go.

Applying Health Skills, Activity 92 *(Continued)*

FOR USE WITH CHAPTER 25, LESSON 2

4. Patient D is a 23-year-old married female who has noticed a discharge and odor from her vagina, along with itching and irritation. Her husband has no symptoms, but both are concerned about an STD.

5. Patient E is a 27-year-old male who has had a skin rash, swollen lymph nodes, and fever for a week. When questioned about any other recent symptoms, he recalls having a painless reddish sore on his penis a few weeks earlier. The sore healed on its own, so he did not see the doctor about it at the time.

Activity 93**Applying Health Skills**

FOR USE WITH CHAPTER 25, LESSON 3

E-Expert

Directions: Many people are confused about which behaviors and situations put them at risk of HIV infection. Pretend that you are an HIV/AIDS expert and you operate an Internet information service to answer teens' questions about HIV. Read each of the following e-mail questions received from teens. Then, in the space provided, write a response based on what you have learned about HIV transmission.

1. I just found out that the new guy in my gym class was infected with HIV through a blood transfusion when he was a child. I asked the gym teacher if we could get HIV from the guy, and he said not if we avoid physical contact with him. Now, whenever we play basketball, I'm afraid to get aggressive for fear of bumping into him. What should I do?

2. I heard you can get HIV through body fluids. Does this mean I can get it from the sweat of an infected person? Should I avoid going into the sauna at the health club in case someone with HIV has been sweating in there before me?

3. My parents said I can have my navel pierced, but I am worried about picking up HIV. Should I be worried?

Applying Health Skills, Activity 93 *(Continued)*

FOR USE WITH CHAPTER 25, LESSON 3

4. I live next door to a woman with AIDS. We have a lot of mosquitoes at this time of year, and I am afraid if one bites her and then bites me I could become infected with HIV. How likely is that?

5. Last week, I was introduced to an aunt I never met before, and she gave me a big hug. Later I found out that she is infected with HIV. Now I am worried that she may have transmitted the virus to me when she hugged me. What should I do?

6. My cousin has HIV. When I saw her a few days ago, she had a cold and accidentally sneezed on me. Today I woke up with a stuffy nose and sore throat. I think I caught her cold. Could I have caught her HIV as well?

Activity 94**Applying Health Skills**

FOR USE WITH CHAPTER 25, LESSON 4

Knowledge Is Power

Directions: In the year 2001, there were 40 million people worldwide infected with HIV. One key strategy for reducing the number of new HIV infections is HIV/AIDS education. The table below, compiled by the Centers for Disease Control and Prevention, shows the percentage of students who are educated about HIV and AIDS at school. Use the information in the table to answer the following questions.

Grade	Percent Taught about HIV/AIDS in School (1995)	Percent Taught about HIV/AIDS in School (1999)	Percent Taught about HIV/AIDS in School (present day)
9	86.0	88.2	
10	87.8	90.6	
11	84.8	92.3	
12	86.8	91.8	

1. Would you consider the effort to educate high school students about HIV and AIDS to be successful? Why or why not?

2. How do the percentages of students educated about HIV and AIDS at school compare for the years 1995 and 1999?

3. Take a survey of the students at your school to compare to the national survey. If possible, survey students in grades 9–12. Record your results in the last column of the table above.

4. What might account for any differences between the national data and the data for the students at your school?

Chapter 25

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. Give three reasons why the spread of STDs has been called a hidden epidemic.

2. Why are teens as a group at particularly high risk for infection with STDs?

3. Identify possible health consequences of STDs.

4. What is abstinence? What role does it play in the prevention of STDs?

5. List strategies that can help teens avoid pressure to engage in sexual activity.

Study Guide, Chapter 25 *(Continued)***Lesson 2**

6. What health problems can be caused by the human papillomavirus?

7. Identify serious health complications that can occur if chlamydia is not treated.

8. Why does gonorrhea often go undiagnosed in females?

9. What conditions are caused by the herpes simplex virus?

10. Briefly describe the stages of untreated syphilis.

Lesson 3

11. How does HIV affect the immune system?

Study Guide, Chapter 25 *(Continued)*

12. What are opportunistic infections?

13. State the risk behaviors known to transmit HIV.

14. When can a pregnant female who is infected with HIV pass the virus to her baby?

Lesson 4

15. Name the stages of HIV infection. What are the features of each stage?

16. How is HIV detected?

17. Why is a cure for HIV infection so hard to find?

18. Why is HIV called pandemic?

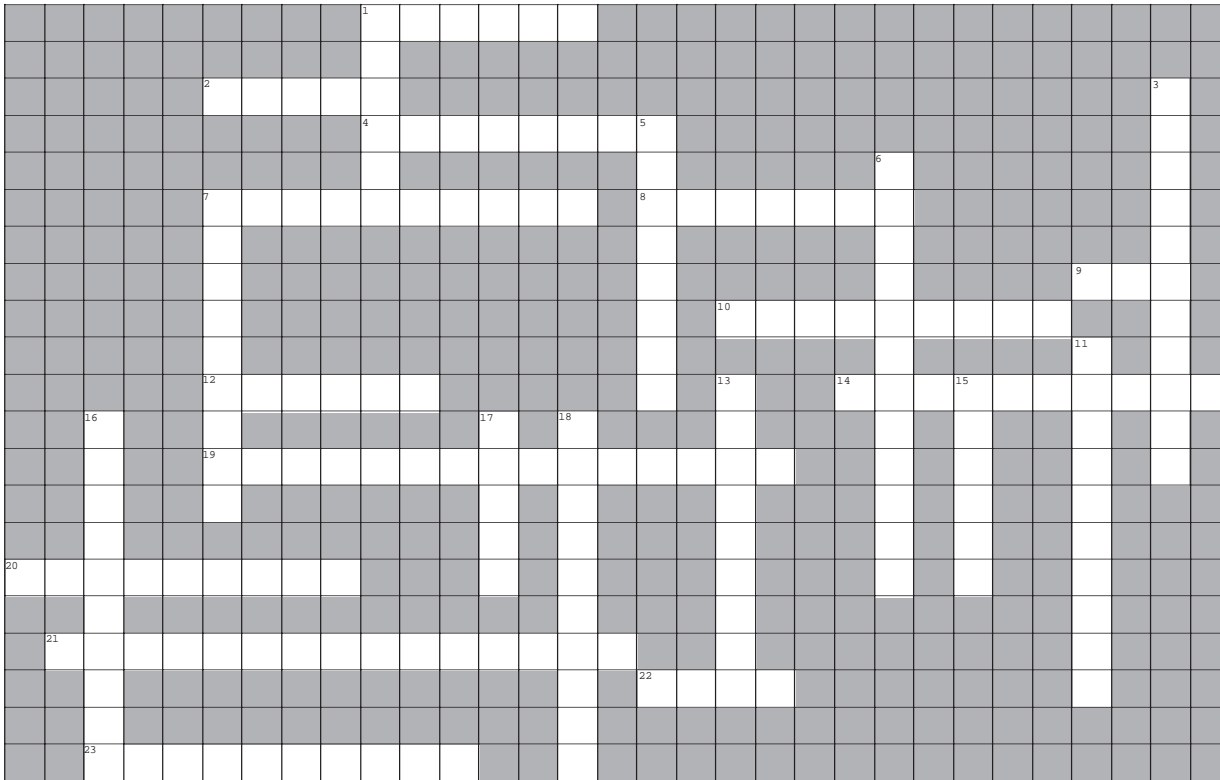
Chapter 26**Vocabulary**

Directions: Complete the crossword puzzle using the clues below.

noncommunicable disease
cardiovascular disease (CVD)
hypertension
atherosclerosis
angina pectoris
arrhythmia
cancer
tumor
benign

malignant
metastasis
carcinogen
biopsy
remission
allergy
histamines
asthma
diabetes

autoimmune disease
arthritis
osteoarthritis
rheumatoid arthritis
disability
profound deafness
mental retardation
Americans with
Disabilities Act



Chapter 26**Vocabulary****Across**

1. Noncancerous tumor
2. _____ arthritis breaks down cartilage
4. Deafness that hearing aids can't help
7. Irregular heartbeats
8. Reaction to foreign and usually harmless substances
9. Disease that affects the heart or blood vessels (abbr.)
10. Causes joint pain
12. Abnormal cell growth
14. When cancer spreads
19. Disease not spread between people or the environment
20. Time with no cancer symptoms following treatment
21. Accumulated plaque on artery walls
22. _____ immune disease
23. Impairment

Down

1. A sample for testing
3. Below average, mental _____
5. Disease characterized by insufficient insulin
6. High blood pressure
7. _____ with Disabilities Act
11. Causes cancer
13. Cancerous tumor
15. Causes breathing difficulties
16. _____ arthritis destroys joints
17. Abnormal tissue mass
18. Cell chemicals released during certain allergic reactions

Activity 95**Applying Health Skills**

FOR USE WITH CHAPTER 26, LESSON 1

At the Heart of the Problem

Directions: Read the patient profiles below. Each patient may be suffering from a cardiovascular disease. Using information from the lesson, complete each chart.

1. **Patient 1:** middle-aged male; overweight; family history of heart disease

Symptoms	Disease	Cause	Seriousness
Mild chest pain that suddenly changed to intense chest pain		Reduced or blocked blood flow to the heart, usually because of atherosclerosis	

2. **Patient 2:** male, early thirties, occasional runner.

Symptoms	Disease	Cause	Seriousness
Brief chest pain during exercise, lasting about a minute		The heart is temporarily not getting enough blood, usually due to atherosclerosis. The lack of oxygen causes pain.	

3. **Patient 3:** female, early seventies, history of high blood pressure and atherosclerosis.

Symptoms	Disease	Cause	Seriousness
Often has no early stages lasting about a minute		Excess weight, poor nutrition, not enough exercise	

4. **Patient 4:** female, early twenties, college runner.

Symptoms	Disease	Cause	Seriousness
		Electrical impulses regulating heart rhythm become rapid or irregular	Atrial fibrillation usually does not cause problems, if treated. Ventricular fibrillation can cause sudden cardiac arrest.

Activity 96**Applying Health Skills**

FOR USE WITH CHAPTER 26, LESSON 2

Life Is About Choices

Directions: Read the hypothetical situations below. Using the information in your textbook as a guide, offer appropriate cancer-related health care advice. Use health statistics when applicable and include methods of screening and early detection.

1. Your friend's older sister insists on being tan all year-round. She lays in the sun every day during the summer and early fall. When the weather restricts her routine, she goes to tanning salons a couple of times a week. What would you tell her?

2. Your mother has smoked cigarettes all her adult life. As she's grown older, she has become sedentary and put on a lot of weight. In the last decade, she has lost her mother, sister, and aunt to breast cancer. What health suggestions might you offer?

3. Your best friend has been smoking cigarettes for the past six months. He says it makes him feel older and more like one of the guys. Recently, he has also begun using chewing tobacco. What health advice might you offer him?

Activity 97**Applying Health Skills**

FOR USE WITH CHAPTER 26, LESSON 3

Connecting Behavior, Risk, and Disease

Directions: Read the hypothetical case studies below. Using the information in your textbook as a guide, attempt to identify the noncommunicable disease for which the person described may be at risk. Explain how the behavior puts him or her at risk. Then make a suggestion as to possible ways to reduce the risk.

1. **Case 1:** Tim is an ardent skateboarder. While significantly overweight, he can perform some amazing tricks on his skateboard. His favorite tricks involve jumping stairs and ledges. As his skill has increased, so has the height at which he performs the stunts.

Noncommunicable disease risk and explanation: _____

Suggestions to reduce risk: _____

2. **Case 2:** Your uncle really likes to eat, and, having reached his fiftieth birthday, hasn't changed his eating habits. His diet is high in fat, calories, and cholesterol. Lately, he has been complaining of tingling in his hands and feet, excessive thirst, being hungrier than usual, and constantly getting infections.

Noncommunicable disease risk and explanation: _____

Suggestions to reduce risk: _____

Applying Health Skills, Activity 97 *(Continued)*

FOR USE WITH CHAPTER 26, LESSON 3

3. **Case 3:** Recently while playing varsity soccer games, you experience tightness in your chest and shortness of breath, and you begin to wheeze. Sometimes these symptoms gradually go away, and sometimes they last for hours. You find your game performance is markedly impaired, as breathing is so difficult.

Noncommunicable disease risk and explanation: _____

Suggestions to reduce risk: _____

Activity 98**Applying Health Skills**

FOR USE WITH CHAPTER 26, LESSON 4

Americans with Disabilities

Directions: Read the following excerpts from the Americans with Disabilities Act of 1990. Explain how each section applies to your school.

1. "The ADA prohibits discrimination on the basis of disability in employment . . . It prohibits discrimination in recruitment, hiring, promotions, pay, social activities, and other privileges of employment."

2. "Public transportation services may not discriminate against people in the provision of their services . . . authorities . . . must comply with requirements for accessibility in new vehicles . . . or provide paratransit."

3. ". . . the portions of the [public] facility are readily accessible to and usable by individuals with disabilities, including individuals who use wheelchairs . . . the path of travel to the altered area and the bathrooms, telephones, and drinking fountains serving the altered area, are readily accessible to and usable by individuals with disabilities . . ."

4. "Requires public schools to make available to all eligible children with disabilities a free appropriate education in the least restrictive environment appropriate to their individual needs."

Chapter 26**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. Explain why high blood pressure is a threat to cardiovascular health.

2. Explain why some diseases are called silent killers.

3. What is the main cause of atherosclerosis?

4. Explain the difference between a heart attack and congestive heart failure.

5. Describe two conditions that can cause a stroke.

6. List six risk factors for cardiovascular diseases you can control.

Lesson 2

7. List four major risk factors for cancer.

Study Guide, Chapter 26 *(Continued)*

8. List six practices that can reduce your risk of cancer.

9. List and describe four cancer treatments.

10. List the seven warning signs of cancer.

Lesson 3

11. List four symptoms of an allergic reaction.

12. List three serious health problems that can result from improper management of diabetes.

13. List two ways to reduce the risk of diabetes.

Study Guide, Chapter 26 *(Continued)*

14. List three strategies for reducing risk of osteoarthritis.

15. Define *rheumatoid arthritis*.

Lesson 4

16. Define *disability*.

17. List four common causes of blindness.

18. List four genetic disorders that can cause mental retardation.

19. Name three possible causes of mental retardation among older children or adults.

20. Name the four sectors in which the Americans with Disabilities Act prohibits discrimination against people with physical or mental disabilities.

Chapter 27**Vocabulary**

unintentional injury

accident chain

smoke alarm

fire extinguisher

Occupational Safety and

Health Administration (OSHA)

heat exhaustion

hypothermia

vehicular safety

graduated driver's

license

road rage

defensive driver

severe weather

hurricane

flash flood

tornado

blizzard

earthquake

emergency survival kit

Directions: An analogy compares two words or ideas in a way that shows some similarity or relationship between them. An *analogy sentence* is an analogy in which one of the terms is missing and must be inferred. For example, in the analogy sentence *accident is to injury as _____ is to safety*, the missing term, *prevention*, might be arrived at using the following logic: "In just the way that accidents can lead to injury, so can prevention lead to safety." Complete each analogy sentence below by writing one of the words or phrases from the above list in the space provided.

1. A _____ is to the home as a personal flotation device is to a boat.
2. An accident chain is to unintentional injury as uncontrolled emotions is to _____.
3. A funnel-shaped windstorm is to a _____ as wind, rain, and lightning are to a thunderstorm.
4. Snow is to blizzard as rain is to _____.
5. _____ is to the workplace as safety precautions are to the home.
6. Shade during hot weather is to _____ as layered clothing is to _____.
7. Movement of the earth's plates is to _____ as severe thunderstorms and heavy rainfall are to _____.

Activity 99**Applying Health Skills**

FOR USE WITH CHAPTER 27, LESSON 1

Reducing Accidents

Directions: According to the Centers for Disease Control and Prevention, there were 97,900 accident-related fatalities in 2000. Taking precautions can help break the accident chain. Review the statistics below, answer the questions, and offer suggestions to help reduce the chance of some of these types of accidents.

Leading Causes of Unintentional-Injury Deaths	
Motor vehicles accidents	43,354
Falls	13,322
Poisoning and exposure to noxious substances	12,757
Choking	3,589
Drowning	3,482
Exposure to smoke, fire, and flames	3,377

Source: CDC; National Vital Statistics Report 2000; Leading causes of death

1. What percent of accidental deaths are fire related?

2. How might fire-related fatalities be reduced?

3. What two life-saving devices should be present in every home?

4. Falls are the second leading cause of accidental death. List three ways to prevent falls.

Applying Health Skills, Activity 99 *(Continued)*

FOR USE WITH CHAPTER 27, LESSON 1

5. Ninety percent of poisonings occur in the home. How many deaths would that be? _____
6. About half of such poisonings involve children under six years of age. How many children, age six or less, are accidentally killed by poison? _____
7. List three ways to prevent poisonings.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Activity 100**Applying Health Skills**

FOR USE WITH CHAPTER 27, LESSON 2

Common Sense and Recreational Safety

Directions: Read the scenarios below. Using the information found in the lesson, identify aspects of each situation that should be amended to ensure recreational safety.

1. Alison was excited about her planned hike. Her family was playing cards near the campfire, giving her the rare opportunity to explore the nearby caves alone. Because it was warm, she wore shorts and sandals. She carried two water bottles in her backpack, as well as her cell phone. When she reached the caves, which were right off the path, she discovered they were hardly big enough to crawl into. Having heard of another set of caves, deeper into the woods and well away from the trail, Alison ventured off, content with exploring unknown areas.

Safety suggestions: _____

2. There is nothing Tom enjoys more than cross-country skiing. On a visit to his grandparents, Tom decided to go on a long ski in the late afternoon. As the day was reasonably warm, Tom chose to wear his light jacket and lightest gloves, even though they were damp from his earlier run. As Tom had left his ski equipment at home, he elected to use a set of his grandfather's old skis that had been stored in the barn. Because his grandfather was busy, Tom went off alone, heading into the forest that bordered his grandfather's land. The temperature began to drop. Unconcerned, Tom pushed deeper into the woods, hoping to reach the frozen river before turning back.

Safety suggestions: _____

3. Taking her powerboat out on the river was one of Alisha's passions. She always got a kick out of veering the boat in front of water-skiers and watching them try to ski through her boat's wake. She always promised her mom that she would wear her personal flotation device; but Alisha found the device too cumbersome, so she stored it in the compartment beneath her seat. Today, her allergies were really bothering her, so she took two allergy tablets; she had promised to take a couple of friends to the rock overhang and wasn't going to let her allergies ruin the day. Alisha had heard that there is a great diving spot near the overhang; today she would impress her friends by finding the highest overhang and jumping first.

Safety suggestions: _____

Activity 101**Applying Health Skills**

FOR USE WITH CHAPTER 27, LESSON 3

Safety First

Directions: Read the following questions and choose the appropriate response. Write the letter of the correct response in the space provided.

1. On the way to pick up your brother from football, you notice two drivers exchanging angry words from their vehicles. One driver accelerates away, making quick and repeated lane changes; the other driver follows and seems to be trying to force the first driver over to the side of the road. What should you do? _____
 - a. Accelerate and try to run interference for the first driver.
 - b. Get the vehicle license number of the second driver and report it to the police.
 - c. Follow the drivers to see what happens.
 - d. Ignore the situation.
2. As you get in a friend's vehicle, you notice he's eating a hamburger, his CD is blaring, and he's talking on his cell phone. What preventive safety suggestions might you offer? _____
 - a. Don't eat while driving.
 - b. Turn the cell phone off before driving.
 - c. Turn the volume of the CD player down before driving.
 - d. All of the above.
3. You decide to ride your bicycle over to a friend's house. It's getting fairly dark, so you wear reflective clothing, turn on your bicycle headlight, and set off. It's a short trip, so you don't wear a helmet. Riding against the traffic, you reach your friend's home quickly. Name two bicycle safety measures you failed to use. _____
 - a. Never ride at night; obey all traffic rules.
 - b. Always wear a helmet; ride with the traffic, not against it.
 - c. Always wear a helmet; never ride at night.
 - d. Always use hand signals; always ride against traffic.
4. List three preventive safety measures that apply to skateboarding and in-line skating. _____
 - a. Ride with the traffic; wear safety equipment; skate only in approved parks.
 - b. Wear protective equipment; attempt only tricks that you have completed before; watch your speed.

Applying Health Skills, Chapter 27 *(Continued)*

FOR USE WITH CHAPTER 27, LESSON 3

- c. Watch for pedestrians; wear protective equipment; if you fall, curl and roll.
 - d. Skate only in areas with no pedestrians; wear protective equipment; use proper hand signals for turns.
5. You are considering buying a moped, motorcycle, or ATV. Which of the following statements about them are true? _____
- a. Motorcycles and mopeds require a license; safety equipment, including helmet and eye protection, is essential for operating these vehicles; extra caution should be shown in wet weather.
 - b. All these vehicles require a license; stunts using these vehicles are safe because of helmets and other safety measures; ATVs are also allowed on public roads.
 - c. Mopeds and motorcycles are just as safe as automobiles; only motorcycles require a license; safety equipment, including helmet and eye protection, is essential for operating these vehicles.
 - d. Caution in wet weather should always be shown; stunts should never be performed without experience, especially with ATVs; only motorcycles are subject to traffic laws.

Activity 102**Applying Health Skills**

FOR USE WITH CHAPTER 27, LESSON 4

Severe Weather Safety Precautions

Directions: Following are safety precautions for severe weather, hurricanes, floods, thunderstorms, tornadoes, blizzards, and earthquakes. In the space provided, indicate which weather condition(s) would apply to each precaution.

1. Seek shelter inside a sturdy building or lie down in a ditch. _____
2. If outdoors, stay away from tall structures. _____
3. Bring in loose objects and board up windows or doors. _____
4. Stay inside or wear protective clothing if you must go outside. _____
5. Move to higher ground. _____
6. Evacuate if National Weather Service so instructs. _____
7. Choose a storm cellar, basement, or crawl space. _____
8. Stay in the building and crouch in a supported doorway. _____
9. Do not take shelter under trees. _____
10. If you are indoors, find an interior room or go to the basement and stay away from windows. _____
11. Moor boats or move them to a safe location. _____
12. Cover yourself with bulky clothing, a mattress, or a blanket. _____
13. Brace yourself in an inside corner of the building. _____
14. Listen to radio broadcasts. _____
15. Stay away from streams, creeks, or storm drains. _____
16. Do not use computers, telephones, or televisions. _____
17. Drink only bottled water. _____
18. Use landmarks to find your way. _____
19. Get under a heavy piece of furniture and hold on to it, preferably in a basement or interior room. _____

Chapter 27

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. What is an unintentional injury?

2. Name the five steps of the accident chain.

3. List three safety rules to avoid unintentional fire injuries.

4. What are two fire safety devices that should be present in a home?

5. What effect might keeping stairways well-lit, in good repair, free of clutter, and equipped with sturdy handrails and nonskid stair strips have?

6. Why should you check outlets and extension cords?

7. How should medications and other potentially poisonous substances be kept? _____

8. What are three recommendations for reducing the risk of injury from firearms?

9. Name three injuries related to extended computer or video game use

10. What do the letters OSHA stand for? _____

Study Guide, Chapter 27 *(Continued)*

11. What is OSHA's role?

Lesson 2

12. List three safety rules for recreational safety.

13. List three recommendations for staying safe when camping or hiking.

14. What is hypothermia?

15. What are three factors to help prevent injuries during winter sports?

16. What are four safety precautions to follow when swimming?

17. What is a recommended minimum water depth for safe diving? _____

18. What are PFDs? When should you wear one? _____

19. List two precautions for swimming in lakes, rivers, or the ocean.

Lesson 3

20. List five common sense safety tips when you are driving.

Study Guide, Chapter 27 *(Continued)*

21. What is a graduated driver's license?

22. What is road rage?

23. Why is using alcohol and drugs when driving a risky behavior?

24. What is a guideline to protect your head when biking or skating?

25. Why should you be a defensive driver on a motorcycle, moped, or ATV?

Lesson 4

26. What is an emergency survival kit?

27. What is a hurricane?

28. What is a flash flood?

29. What is a tornado?

30. How does a blizzard differ from an ordinary snowstorm?

31. What is an earthquake?

Chapter 28**Vocabulary**

first aid	fracture
universal precautions	unconsciousness
chain of survival	concussion
defibrillator	poison
cardiopulmonary resuscitation (CPR)	venom
shock	poison control center

Directions: Read the following passage. For each underlined phrase, write the term from the list above that can replace it.

Sometimes an injured individual may experience 1. a failure of the cardiovascular system to keep an adequate supply of blood circulating to the vital organs of the body. If this occurs, you should call 911 and then follow a series of steps, including elevating the legs about 12 inches. Some common emergencies involve muscle strains, sprains, or a(n) 2. break in a bone. Another common emergency is 3. a condition in which a person is not alert and aware of his or her surroundings. An injury can also involve a(n) 4. jarring injury to the brain, which affects normal brain function. If you suspect that an injured person has this condition, you should have him or her lie down until the condition improves. If a person takes in 5. any substance that causes injury, illness, or death when introduced into the body, you should find out what to do by calling a(n) 6. 24-hour hot line that provides emergency medical advice on treating poisoning victims.

Learning how to provide 7. immediate, temporary care to an injured person until professional medical care arrives can help to save a life or prevent further injury. It is important to take 8. actions to prevent the spread of disease by treating all blood and other body fluids as if they contained pathogens when providing this care in order to minimize the risk of contracting a disease. If a victim is faced with a life-threatening emergency, you must begin a(n) 9. sequence of actions that maximize the victim's chances of survival. One of these actions uses a(n) 10. device that delivers an electric shock to the heart to restore its normal rhythm. This action is generally the responsibility of the emergency medical personnel. If a person's breathing or heartbeat has stopped, you might have to perform 11. a life-saving procedure that combines rescue breaths with chest compressions.

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | |

Activity 103**Applying Health Skills**

FOR USE WITH CHAPTER 28, LESSON 1

When You're the Only One Who Can Help

Directions: Provide step-by-step first-aid instruction for each case below.

1. You walk downstairs and find your younger brother holding his hand. It is bleeding heavily. The laceration is deep and runs across the palm of his hand. Through his tears, he tells you that he cut his hand on a piece of glass. No one else is home.

Recommended first-aid procedures: _____

2. The eight-year-old boy you are babysitting comes in sobbing and holding his knee. He tells you he fell while skateboarding. After pulling his hands away from his knee, you discern that the wound is bleeding; fortunately, it appears only to be a mild abrasion.

Recommended first-aid procedures: _____

3. Walking home from a friend's house, you hear an odd "whooshing" noise, then cries of pain coming from beside your neighbor's house. When you investigate, you find your neighbor on the ground near his grill. He is clearly in pain and his hands are red and partially covered with blisters. Flames are coming from his grill, reaching over a foot in height. No one is home at your house and you know your neighbor lives alone.

Recommended first-aid procedures: _____

Activity 104**Applying Health Skills**

FOR USE WITH CHAPTER 28, LESSON 2

Handling Major Emergencies

Directions: Read each situation below. Provide step-by-step instructions for first-aid care for each situation.

1. A four-year-old boy was playing near a pool when his mother went into the house to take a phone call. When the mother went back out, the boy was lying face down in the water. The boy is not moving, coughing, or breathing.

First-aid care: _____

2. A man was involved in a car accident. He does not appear to be bleeding. He is very restless, nauseous, pale, and has a rapid pulse. He is in shock.

First-aid care: _____

3. A woman at a food court in a shopping mall appears to be choking on a hamburger. She is turning blue in the face.

First-aid care: _____

Activity 105**Applying Health Skills**

FOR USE WITH CHAPTER 28, LESSON 3

Handling Common Emergencies

Directions: You may be faced with situations in which a friend or relative experiences some minor injury. Knowing how to handle these situations can help to ease the victim's pain and prevent further complications. Read each situation below. Then describe what action you would take in handling the situation.

1. You and a friend are hiking in the woods. Your friend steps on a branch and twists his ankle. The ankle is painful and swollen. What kind of injury is your friend experiencing? What action should you take?

2. You are standing in a long line with your sister. It is hot and she faints. How will you help her?

3. You are babysitting the little girl next door. She is teasing your dog, and the dog bites her. There is a little bleeding, and the wound appears to be swollen. How should you handle this?

Activity 106**Applying Health Skills**

FOR USE WITH CHAPTER 28, LESSON 4

Poisonings: When Time Is Critical

Directions: Describe proper first-aid treatment for each poisoning example below.

1. Swallowed poison

First-aid treatment: _____

2. Poison in the eye

First-aid treatment: _____

3. Insect sting

First-aid treatment: _____

4. Poison ivy, oak, or sumac

First-aid treatment: _____

5. Poisonous snakebite

First-aid treatment: _____

Chapter 28**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. What is first aid?

2. Why is it important to use universal precautions when administering first aid?

3. What is the difference between an abrasion and a laceration?

4. What are the steps in controlling bleeding in an open wound?

5. Describe the three types of burns.

Lesson 2

6. Describe the four links in the chain of survival.

7. What is CPR and when should it be used?

Study Guide, Chapter 28 *(Continued)*

8. What are the symptoms of shock?

Lesson 3

9. What is the difference between a strain and a sprain?

10. What is a fracture?

11. What are the steps for treating an animal bite?

12. How should a nosebleed be treated?

Lesson 4

13. Define *poison*.

14. How should poison on the skin be treated?

15. Who needs immediate medical attention if stung by a bee?

Chapter 29**Vocabulary**

air pollution
 smog
 air quality index (AQI)
 asbestos
 radon
 noise pollution

decibel
 biodegradable
 landfill
 hazardous waste
 deforestation

urban sprawl
 wastewater
 conservation
 precycling
 recycling

Directions: Use the clues to solve the puzzle. Write one letter of each answer in each space provided. Then copy the boxed letters in order, and they will complete the sentence at the bottom of the page.

- An odorless, radioactive gas
- A fibrous material that has fireproof properties
- Harmful, unwanted sound of sufficient intensity to damage hearing
- A yellow-brown haze that forms when sunlight reacts with air pollution
- A substance that is explosive, corrosive, highly reactive, or toxic
- The contamination of earth's atmosphere
- A unit that measures the intensity of sound
- Reducing waste before it is generated
- The spread of city development onto undeveloped land

- _ _ _ _
- _ _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _ _ _
- _ _ _
- _ _ _ _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _

Understanding the causes of pollution and learning strategies to reduce waste can help protect the earth's natural _ _ _ _ _ _ _ _ _ _.

Activity 107**Applying Health Skills**

FOR USE WITH CHAPTER 29, LESSON 1

Pollution Solutions

Directions: When people hear the term air pollution, they often think of huge factory smokestacks billowing dirty waste into the air. While industry is responsible for some pollution, the leading sources of air pollution in the United States are forms of transportation: motor vehicles, trains, ships, and airplanes. These sources of air pollution are under our control. The same is true for furnaces, fireplaces, and heaters, as well as cleaning products and chemicals. Noise pollution, an increasingly common problem, is another type of pollution we can control. Listed below are some common objects. For each, list ways to reduce the air and noise pollution associated with its use. Sometimes the same strategy will reduce both air and noise pollution.

1. Lawn mowersStrategies to reduce air pollution: _____

_____Strategies to reduce noise pollution: _____

_____**2. Cars**Strategies to reduce air pollution: _____

_____Strategies to reduce noise pollution: _____

_____**3. Leaf blowers/chain saws**Strategies to reduce air pollution: _____

_____Strategies to reduce noise pollution: _____

Activity 108**Applying Health Skills**

FOR USE WITH CHAPTER 29, LESSON 2

Spread the Word

Directions: Land and water resources are used by every person on earth. Human activity is often harmful to land and water resources. There are, however, many actions people can take to minimize their impact on both land and water. For each of the pollution sources listed below, identify related problems and suggest possible solutions

1. Solid waste disposal**Problem:** _____

_____**Solutions:** _____

_____**2. Hazardous waste****Problem:** _____

_____**Solutions:** _____

Activity 109**Applying Health Skills**

FOR USE WITH CHAPTER 29, LESSON 3

What's Your Score?

Directions: There are many actions you can take to conserve natural resources. Take the following quiz to see how well you practice conservation. Answer each question by checking the space labeled *always*, *sometimes*, or *never*. At the end of the quiz follow the instructions to add up your score.

Always **Sometimes** **Never**

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 1. I wear layers rather than turning up the heat. |
| _____ | _____ | _____ | 2. I turn off the lights when I leave the room. |
| _____ | _____ | _____ | 3. I turn off the TV when no one is watching. |
| _____ | _____ | _____ | 4. When possible, I use the microwave rather than the oven. |
| _____ | _____ | _____ | 5. I recycle household waste. |
| _____ | _____ | _____ | 6. I carry cloth bags for shopping, rather than using plastic. |
| _____ | _____ | _____ | 7. I turn off the computer when it isn't being used. |
| _____ | _____ | _____ | 8. I keep my windows shut when the heating or air conditioning is running. |
| _____ | _____ | _____ | 9. I turn off the water when I brush my teeth. |
| _____ | _____ | _____ | 10. I avoid long showers. |

Score 2 points for each time you answered *always*, 1 point for each time you answered *sometimes*, and 0 points for each time you answered *never*. Enter your total score: _____

If you scored

15–20: Good work—you often practice conservation strategies.

10–15: You could improve—try to remember the conservation strategies in the chapter.

0–10: Conservation is not a part of your daily habits—review the chapter and make a plan to start conserving today!

Chapter 29

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 *air pollution*.

2. What does the abbreviation *AQI* stand for? What is its purpose?

3. List two actions you can take to reduce air pollution.

4. Name two sources of indoor air pollution.

5. What unit is used to measure the intensity of loudness of sound?

6. Name three sources of noise pollution.

Lesson 2

7. Define *biodegradable*.

8. What is hazardous waste?

Study Guide, Chapter 29 *(Continued)*

9. What is urban sprawl? How does it affect air and water quality?

10. What is wastewater? Why is it an environmental concern?

11. List two strategies for reducing water pollution.

12. List two strategies for reducing land pollution.

Lesson 3

13. List two strategies for conserving resources in each of the following categories: heating and cooling, water, lighting and appliances.

14. Define *precycling*.

15. What are two ways to precycle?

Study Guide, Chapter 29 *(Continued)*

16. Define *recycling*.

17. List three common household wastes that can be recycled.

18. What are two ways you can become involved in protecting the environment?

Notes

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