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Health Behavior Contract

Name ___________________________ Date _________

Health Goal: ____________________________

Effect on My Health: ____________________________

My Plan: ____________________________

My Calendar


How My Plan Worked: ____________________________

____________________________________________________________________________________

____________________________________________________________________________________
Health and Wellness

Directions: Match the terms in the vocabulary box with their definitions. Write one letter above each blank. If a blank has a number under it, write the letter for that blank in its corresponding square in the pattern. The filled pattern contains a message about health and wellness.

Vocabulary

health
health goals
life skills
healthful behaviors
self-discipline
risk behaviors
abstinence
health literacy

1. Actions that threaten health; increase the likelihood of illness, injury, and premature death; and harm the quality of the environment
   risk behaviors

2. Healthful objectives or aims that you take steps to achieve through healthful actions practiced over the course of your life
   health goals

3. Choosing not to engage in any risk behaviors
   abstinence

4. Abilities that help you maintain and improve your health
   life skills

5. Your physical, mental and emotional, and family and social quality of life
   health

6. The desired outcome of the study of health
   health literacy

7. Actions that promote health; prevent illness, injury, and premature death; and improve the quality of the environment
   healthful behaviors

8. The effort or energy with which a person follows through on intentions or promises
   self-discipline

Use with textbook pages A4–A11.
Health and Wellness

Directions: Complete the lesson outline below by filling in the blanks.

The Three Parts of Health
1. The three interrelated parts of health are:
   a. ____________________________ physical health,
   b. ____________________________ mental and emotional health, and
   c. ____________________________ family and social health.
2. A good way to ensure healthy living is to set _______ health goals _______ to achieve, such as getting plenty of exercise and spending weekends with family members and friends.

Life Skills
3. Among the ten life skills that help you maintain your health are: Possible answers:
   a. ____________________________ practicing healthful behaviors
   b. ____________________________ analyzing what influences your health
   c. ____________________________ setting health goals, and
   d. ____________________________ being a health advocate
4. When you are aware of your health behaviors and habits, such as the number of hours of sleep you get each night, you have _______ health awareness _______.

Risk Behaviors
5. Lack of physical activity and use of alcohol are examples of _______ risk behaviors _______ that can threaten your health.
6. Another example of a risk behavior is _______ Possible answer: tobacco use __________.
7. Sticking to an exercise plan such as walking for an hour each day shows commitment and _______ self-discipline _______.

Health Literacy
8. Achieving health literacy involves developing skills in:
   a. ____________________________ effective communication
   b. ____________________________ self-directed learning
   c. ____________________________ critical thinking and problem solving, and
   d. ____________________________ responsible citizenship

continued
The Wellness Scale

9. Finding your position on The Wellness Scale helps you determine how **healthy** you are at this point in your life.

10. Practicing healthful behaviors such as not drinking alcohol and resisting negative peer pressure is a way of working toward **optimal health**, or the highest level of wellness.

Fill in the blanks with the appropriate response.

### HOW HEALTHY ARE YOU?

<table>
<thead>
<tr>
<th>Risk Behaviors</th>
<th>Healthful Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using tobacco products</td>
<td>Not drinking <strong>alcohol</strong></td>
</tr>
<tr>
<td>Not wearing a <strong>seat</strong> belt</td>
<td>Exercising regularly</td>
</tr>
<tr>
<td>Not using a <strong>sunscreen</strong> with an SPF of at least 15</td>
<td>Talking to your parents, guardian, or other respected adult when you feel <strong>depressed</strong></td>
</tr>
<tr>
<td>Not resisting negative peer pressure</td>
<td>Staying away from gangs and people who are in gangs</td>
</tr>
</tbody>
</table>
**Effective Communication**

**Directions:** Use the terms in the vocabulary box to complete the sentences.

1. When you walk with your back straight and head held high you can communicate confidence through **nonverbal communication**.

2. “I feel hurt that you didn’t ask before you borrowed my skirt,” Amy said, using a(n) **I-message** to explain her feelings to her sister.

3. When you talk with a friend about how you feel about what is happening in your life, you are participating in **interpersonal communication**.

4. One way to show respect to a person while he or she is talking is by engaging in **active listening**.

5. A form of nonverbal communication, **body language**, includes facial expressions and hand and foot movements.

**Directions:** Answer each question. Use lesson vocabulary terms in your responses.

6. How can you show that you are interested in a conversation?  
   Possible answer: I can use active listening skills such as repeating what was said in my own words.

7. What are two ways to express your thoughts and feelings? Give an example of each.  
   Possible answer: I can express my thoughts and feelings through interpersonal communication by using I-messages and through nonverbal communication by using body language.
Effective Communication

Directions: Complete the lesson outline below by filling in the blanks.

Interpersonal Communication

1. When using an I-message to communicate with another person, you are making a statement that describes:
   a. ________________
   b. ________________
   c. ________________

2. When you blame someone else for your feelings, you are using a(n) ________________, a type of message that makes others feel defensive.

Nonverbal Communication

3. Crossing your arms and frowning as you listen to someone is an example of using ________________ to communicate nonverbally.

4. People form ________________ about you based on your nonverbal actions.

Effective Communication

5. Someone who is afraid to let his thoughts be known has a(n) ________________, a way of communicating based on shyness or fear.

6. A person who is easily angered has a(n) ________________, a type of communicating that blames and accuses others.

7. Someone who uses I-messages to express wants and needs has a(n) ________________, a healthful way of communicating honestly and directly.

8. Ways to show that you are listening to someone include: Possible answers:
   a. ________________
   b. ________________
   c. ________________

   Possible answers:
   a. ________________
   b. ________________
   c. ________________
Telephone, Internet, and Written Communication

9. Three examples of good habits for using the telephone include: **Possible answers:**
   a. discussing guidelines with your parents or guardian
   b. limiting time on the telephone
   c. writing down messages

10. You can improve your written messages by organizing your thoughts before you begin writing.

Communicating with Different Audiences

11. Listening to your audience and trying to understand their point of view are ways of showing respect for others.

12. You should tailor your message to your audience to help you communicate more effectively with them.
Mental Alertness

Directions: Use the terms in the vocabulary box to complete the crossword puzzle.

Vocabulary
- personality
- heredity
- environment
- character
- self-respect
- self-esteem
- addictive behavior
- enabler
- formal intervention
- relapse

Across
4. The sum total of the traits that have been transmitted to you from your biological parents
6. The confidence in yourself that helps you succeed and take care of your health
8. An action by people, such as family members, who want a person to get treatment for an addiction
9. The return to an addictive behavior after a period of having stopped it
10. A person’s use of self-control to act on responsible values

Down
1. Someone who makes excuses for a friend’s alcohol use, for example
2. A person’s unique blend of physical, mental, social, and emotional characteristics
3. A harmful habit that is repeated, is difficult to stop, and has harmful effects
5. A high regard for oneself as a result of behaving in responsible ways
7. Your home, school, and the people around you, for example
Mental Alertness

Directions: Complete the lesson outline below by filling in the blanks.

Factors That Influence Personality

1. Two of the most important factors that affect your personality are ____________ and ____________.

2. Examples of inherited traits include: Possible answers:
   a. ________________________________
   b. ________________________________
   c. ________________________________

Character

3. Part of developing good character is setting ____________ for yourself, such as trying to be a trusted friend.

4. In addition to honesty and respect, other traits that demonstrate good character are:
   a. ________________________________
   b. ________________________________
   c. ________________________________
   d. ________________________________

Addictive Behaviors

5. An addictive behavior is a habit that is ____________, meaning that a person cannot stop himself or herself from repeating it.

6. Harmful behaviors and even healthful behaviors can be addictive. List one example of each below. Possible answers:
   a. Healthful: ______________
   b. Harmful: ______________
**Emotions**

**Directions:** Read the following story. Then use the terms in the vocabulary box to fill in the blanks.

“Have you noticed Gloria lately?” Mai asked Luz. “She seems quieter and more serious than she normally is.”

“Didn’t you know?” asked Luz. “Gloria’s grandmother is very sick and isn’t expected to live much longer. I think Gloria is upset over her grandmother’s _______ terminal illness _______.

“Oh, wow,” Mai said. “Have you talked to Gloria to find out how she’s feeling?”

“She says that she’s going through lots of different _______ emotions _______. Sometimes she feels sad and even angry that the physicians can’t save her grandmother, but when she spends time with her grandmother, she feels happy and peaceful.”

“It’s probably normal to have different feelings at a time like this. Some people in that situation might even develop a general _______ anxiety disorder _______, and experience restlessness and difficulty concentrating,” said Mai. “You know, this might be a good time for Gloria to use the _______ anger management skills _______ we learned in health class. Maybe she could write about her anger in a poem or a letter.”

“Great idea,” said Luz. “Gloria says that her grandmother has accepted her condition and has no fear or _______ anxiety _______ about dying.”

“That’s good for the whole family,” observed Mai. “They can focus on enjoying the time they have left together.”

“I know that Gloria will go through _______ grief _______ when her grandmother dies—that’s normal, too,” Luz said. “But Gloria has a great deal of _______ resiliency _______. I’ve seen her recover from difficult situations before.”

“Let’s invite her for a walk,” said Mai. “I want Gloria to know that she doesn’t have to go through this alone.”
Emotions

Directions: Complete the lesson outline below by filling in the blanks.

Expressing Your Emotions

1. Exercise has a helpful effect on the emotion of ___________ anger ___________.
2. Emotions can be expressed through physical actions. For example, a smile may express ___________ happiness ___________, while ___________ sadness ___________ may be expressed through crying.
3. Admitting your ___________ fears ___________ to someone you can trust may bring you reassurance.

Coping with Anger and Dealing with Criticism

4. Healthful ways of dealing with anger include: Possible answers: a. ___________ talking with a respected adult ___________, b. ___________ using I-messages to express your feelings ___________, c. ___________ participating in physical activity ___________, and d. ___________ finding an artistic outlet ___________.
5. If you find that criticism of your behavior is ___________ valid ___________, you can look for healthful ways to change your behavior.

Anxiety and Anxiety Disorders

6. Anxiety is similar to the emotion of ___________ fear ___________ because it can involve worry and nervousness.
7. If a person has an exaggerated fear of insects, that type of anxiety disorder is a(n) ___________ phobia ___________

Death and Dying

8. The five stages of grief and dying are: a. ___________ denial ___________, b. ___________ anger ___________, c. ___________ bargaining ___________, d. ___________ depression ___________, and e. ___________ acceptance ___________.
9. In the last stage of dying, a person with a terminal illness will often feel a sense of ___________ peace ___________.
Comforting a Grieving Person

10. Two ways to help comfort a friend who is grieving the loss of a loved one are
    to __________ do something thoughtful ________ and __________ be a good listener __________.

11. Always allow someone who is grieving to express his or her __________ feelings __________
    through words, tears, or some other way.

Fill in the blanks with the appropriate responses.

---

**EMOTIONS**

When you are ______ happy ______, you might feel energized and eager to take on new things. You may smile and have a bounce in your step. You can spread happiness by sharing your good feelings with others.

______ Anger ______ is the feeling of being irritated or annoyed. Being angry increases blood pressure and heart rate and the number of breaths you take each minute. Your mouth may feel dry and you may begin to sweat. Anger is an emotion that can be difficult to manage. Talking about your anger and exercising can help.

When you are ______ sad ______, you might feel discouraged and have less energy. You may feel like crying, and sometimes crying relieves your sadness. Having someone to comfort you, such as a family member or friend, can help too.

______ Fear ______ is a reaction to something you see as a threat. When you are afraid, your heart beats faster, you take shorter breaths, and your muscles tense. Examining the cause of your fear can sometimes make you less afraid. Admitting your fears to someone you trust can bring you needed reassurance.
# Types of Anxiety Disorders

Look at the chart below. The chart shows several types of anxiety disorders and their symptoms.

<table>
<thead>
<tr>
<th>Disorder</th>
<th>Symptoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Anxiety Disorder</td>
<td>Restlessness, tiredness, difficulty concentrating, irritability, muscle tension, sleep disturbance</td>
</tr>
<tr>
<td>Panic Disorder</td>
<td>Rapid heartbeat, sweating, trembling, fear of losing control, shortness of breath, nausea</td>
</tr>
<tr>
<td>Phobia</td>
<td>Exaggerated fear of specific situations (such as flying) or objects (such as spiders)</td>
</tr>
<tr>
<td>Obsessive-Compulsive Disorder</td>
<td>Obsessions (being unable to stop thinking about certain things) and compulsions (behaviors or rituals that a person feels the need to repeat, such as hand washing, counting, and arranging possessions)</td>
</tr>
<tr>
<td>Post-Traumatic Stress Disorder</td>
<td>Constant worry, fear, or stress after a frightening experience such as abuse, a natural disaster, an accident, or serious violence</td>
</tr>
</tbody>
</table>

**Directions:** Answer these questions about the chart above.

1. Which anxiety disorder can cause sleep disturbance? **general anxiety disorder**

2. Based on the information in the chart, what emotion is common to several anxiety disorders? **fear**

3. A person who is so scared of heights that he cannot even look out of a second-floor window has what type of anxiety disorder? **phobia**

4. What is an example of an event that might cause post-traumatic stress disorder in a person? **Possible answer: surviving an earthquake**

5. Why is it important to become familiar with types of anxiety disorders and their symptoms? **Possible answer: Knowing these will help me recognize a possible anxiety disorder in myself or in someone I know and allow me or someone else to seek treatment.**
Stress

Directions: Match the definitions in Column I with the terms in Column II. Write the correct letter in each blank.

Column I

1. techniques to cope with body changes produced by stress  
2. the intentional taking of one’s own life  
3. a source or cause of stress  
4. the feeling of being sad, unhappy, or discouraged  
5. positive stress, which prompts a healthful response to a stressor  
6. the response of the body to the demands of daily living  
7. negative stress, which prompts a harmful response to a stressor

Column II

A eustress  
B depression  
C distress  
D stress  
E stressor  
F stress management skills  
G suicide

Directions: Answer each question. Use lesson vocabulary terms in your responses.

8. What is the general adaptation syndrome (GAS)?
   It is the body’s response to stressors.

9. What are the two forms of GAS?
   eustress and distress

10. What two emotional problems that require professional help for treatment both have extreme sadness as a symptom?
    prolonged depression and thoughts of suicide
Stress

Directions: Complete the lesson outline below by filling in the blanks.

Reacting to Stressors
1. The stressors of daily life can cause the body to undergo physical changes in three stages:
   a. ________ **the alarm stage**__________,
   b. ________ **the resistance stage**__________, and
   c. ________ **the exhaustion stage**__________.
2. When you rush to catch a falling glass vase before it hits the ground, and then quickly recover, you have undergone ________ **eustress**__________, which prompts a healthful response to a stressor.

Skills for Managing Stress
3. Skills for reducing the harmful effects of stress include: **Possible answers:**
   a. ________ **using responsible decision-making skills**__________,
   b. ________ **getting plenty of rest and sleep**__________,
   c. ________ **using a time management plan**__________, and
   d. ________ **participating in physical activities**__________.

Depression
4. The most important step that a teen who has prolonged depression can take is to talk to a parent, guardian, or other responsible adult about getting professional diagnosis and treatment. Other helpful steps include:
   a. ________ **practicing stress management skills**__________,
   b. ________ **setting realistic goals**__________,
   c. ________ **participating in activities he or she likes**__________, and
   d. ________ **trying to maintain a positive attitude**__________.

Suicide Prevention
5. In addition to recognizing the warning signs of suicide and not taking signs or threats lightly, you can take the following steps to prevent suicide:
   a. ________ **ask a responsible adult for help**__________,
   b. ________ **call for help**__________,
   c. ________ **stay with the person**__________, and
   d. ________ **show concern for the person**__________.
Decision Making

Directions: Read the following story. Then use the terms in the vocabulary box to fill in the blanks.

Purvi and her friend Kallie were at the mall, trying on clothing.

“Isn’t this outfit great? I saw someone wearing this on TV the other night,” Kallie said, looking at herself in the mirror. “The style editor in my fashion magazine said this is what everyone will be wearing this season.”

“That outfit doesn’t seem like something you’d wear. Maybe you shouldn’t pay so much attention to what the ___________________ say we should wear,” Purvi said quietly.

“It’s not just the magazine. Charlotte wore the same thing at school just the other day,” Kallie protested. “And she said that we should be wearing it too, so that we don’t feel left out!”

“We don’t have to wear everything our _____________ peers do just because they’re our age. That’s just giving in to the _____________ peer pressure they place on us,” Purvi commented.

“I guess you’re right. I think I need to start practicing my _____________ resistance skills so that I can say ‘no’ better,” Kallie sighed. “There are just so many things that influence what I wear. Even my _____________ culture—my beliefs, values, and assumptions—has an impact!”

Purvi put an arm around her friend. “You know what helps me? Every time I need to make a decision, I think about _____________ the Responsible Decision-Making Model™ that we learned in health class. Remember? That’s where you follow a series of steps to help you decide whether you’re making a healthful choice. That always works for me!”

Vocabulary

culture
media
peer pressure
peers
resistance skills
the Responsible Decision-Making Model™

Use with textbook pages A42–A49.
Decision Making

Directions: Complete the lesson outline below by filling in the blanks.

Decision-Making Styles
1. Most teens use one of the following decision-making styles:
   a. ______ inactive, ______
   b. ______ reactive, ______, or ______ proactive, ______
2. To ensure that you make healthful decisions, follow the steps in the Responsible Decision-Making Model™ ______.

Analyzing Influences
3. The influences that come from inside you and are under your control are ______ internal influences ______.
4. You have less control over ______ external influences, ______ outside sources that affect your health.

Peer Pressure and Resistance Skills
5. One form of peer pressure, ______ positive peer pressure, ______, inspires you to choose healthful behaviors.
6. The other form of peer pressure, ______ negative peer pressure, ______, is present when someone tries to get you to do something that is unsafe or illegal or that goes against your or your family’s values.
7. If you cannot walk away from an uncomfortable situation, you can use ______ resistance skills ______ to help you say “no” effectively.

Accessing Valid Health Information
8. Some of the places you can look for reliable health information are:
   a. ______ libraries, ______
   b. ______ print and other media ______, ______
   c. ______ the Internet ______, and ______
   d. ______ community resources ______.
The Responsible Decision-Making Model™

Look at the flowchart below. A flowchart is a diagram that shows a step-by-step progression through a procedure.

**Directions:** Answer these questions about the flowchart to the right.

1. What do the steps in this flowchart help you do? **make responsible decisions**

2. What is the second step in the process? **Evaluate each choice. Use the Guidelines for Making Responsible Decisions™.**

3. What do the arrows in the flowchart indicate? **The arrows show the order of the steps.**

4. Why do you think the third step involves a parent or another trusted adult? **Possible answer: A parent or other trusted adult can help me identify the safe and healthful choices and avoid the choices that are not responsible.**

5. Why should you evaluate the results of your decisions? **Possible answer: Evaluating the results helps me to identify the impact of my decision and to make better decisions in the future.**

Use with textbook page A43.
Setting Goals

Directions: Use the terms in the vocabulary box to complete the sentences.

1. After being in school all day and then playing a softball game, Marita had completed all of her ______ short-term goals ______ for the day except for going to bed early.

2. If you say “no” and refuse to be around teens who smoke, you have used your ______ resistance skills ______.

3. “When I get older, I am going to be a dentist with a wife, three children, a cat, and a dog,” Jamil said when he shared his ______ long-term goals ______ with the class during his “My Future” presentation.

4. One way to assess the behaviors you need to practice is to use a ______ healthful behavior inventory ______.

5. Keira wrote out a ______ health behavior contract ______ to help her achieve her health goal of developing good character.

Directions: Answer each question. Use lesson vocabulary terms in your responses.

6. How could you help a friend who feels overwhelmed by his or her health goal to practice healthful eating habits? ______ Possible answer: ______

   I could suggest that he or she break up the goal into smaller daily short-term goals that will be easier to achieve and will build confidence.

7. What can help you achieve both your long-term and short-term health goals? ______ a health behavior contract ______.
Setting Goals

Directions: Complete the lesson outline below by filling in the blanks.

The Value of Goals
1. Setting goals helps you to:
   a. _______________ overcome hurdles
      ___________________________ and
   b. _______________ focus on behaviors you want to change
      ___________________________

2. A teen who hopes to get a college degree and then attend law school has identified _______________ long-term goals _______________, or future goals.

3. Two examples of short-term goals are: Possible answers:
   a. _______________ participating in a soccer game
      ___________________________ and
   b. _______________ going to the movies with my family
      ___________________________

Health Behavior Contracts
4. A health behavior contract is a(n) _______________ written plan _______________ for achieving health goals.

5. Use the following steps to write a health behavior contract:
   a. _______________ Write a health goal you want to set.

   b. _______________ Tell how the goal will affect your health.

   c. _______________ Describe a plan you will follow and a method of recording your progress. Set a time period for your goal.

   d. _______________ Evaluate how your plan worked. Identify any obstacles you faced.

6. One way to use a health behavior contract is to break up a long-term goal into multiple short-term goals. As you achieve the short-term goals, your _______________ confidence _______________ will increase.
Practice Healthful Behaviors

Directions: Draw a comic strip illustrating a situation in which you would need to practice anger management skills. Use each frame of the comic strip to show one of the four steps for practicing this healthful behavior. The steps are listed to the right as a reminder.

1. Learn about a healthful behavior.
2. Practice the healthful behavior in the correct way.
3. Ask for help if you need it.
4. Make the healthful behavior a habit.

1. What situation does your comic strip illustrate?
   Possible answer: I loaned my favorite shirt to a friend who returned it with a stain.

2. Why might this situation make someone display anger?
   Possible answer: I am angry because my favorite shirt is ruined.

3. What self-statement did you use for managing anger in this situation?
   Possible answer: I explained to my friend that I was hurt that she did not take better care of my favorite shirt.

4. Who might you turn to for help in this situation if you needed it?
   Possible answer: I would turn to my mom to help me work the problem out.

Extend

Directions: With a small group, act out your situation for the class. Allow classmates to describe how you followed each step for practicing healthful behaviors. Discuss additional suggestions for dealing with the situation in healthful ways. Write a summary of your discussion on a separate sheet of paper.
Your Relationships

Directions: Match the definitions in Column I with the terms in Column II. Write the correct letter in each blank.

**Column I**

1. a process in which an uninvolved third party helps people in a conflict reach a solution
2. skills that help you get along with other people in different social situations
3. the use of physical force to injure, damage, or destroy oneself, others, or property
4. a disagreement between two or more people or between two or more choices
5. the interaction a person has with another person
6. to treat people or groups of people unfairly because they are different
7. an outside person who helps people in a conflict reach a resolution
8. steps you can use to resolve a disagreement in a way that is healthful, safe, and legal; follows family guidelines; is respectful of self and others; demonstrates good character; and is nonviolent
9. the ability to share in what another person is feeling

**Column II**

A conflict
B conflict resolution skills
C discriminate
D empathy
E mediation
F mediator
G relationship
H social skills
I violence
Your Relationships

Directions: Complete the lesson outline below by filling in the blanks.

**Healthful Relationships**

1. A healthful relationship promotes:
   a. mutual **respects**
   b. responsible **behavior**

2. Some of the social skills that help you get along with others include:
   a. **showing respect**, 
   b. **dealing with shyness**, 
   c. **feeling empathy**, 
   d. **coping with rejection**, 
   e. **managing stressful situations**

**Conflict**

3. Conflict can often be prevented by avoiding some of these common causes of conflict:
   a. **being selfish**, 
   b. **gossiping**, 
   c. **being distrustful**, 
   d. **discriminating against others**, 
   e. **being jealous**

**Resolving Conflicts**

4. Conflict resolution skills include the following four steps:
   a. **Stay calm.**
   b. **Talk about the conflict.**
   c. **Discuss possible ways to settle the conflict.**
   d. **Agree on a way to settle the conflict. You may need to ask a trusted adult for help.**

**Mediation**

5. In mediation, the steps that come after defining the conflict are:
   a. **identifying solutions to the conflict**
   b. **evaluating suggested solutions**
   c. **agreeing to try a responsible solution**
   d. **scheduling a follow-up meeting**
The Importance of Families

Directions: Use the terms in the vocabulary box to complete the crossword puzzle.

Across
3. A group of related people
7. A group of relatives in which members behave in ways that are irresponsible or unloving
8. An agreement between a couple to live apart, but remain married
10. Sexual behavior that is forced on a person or occurs before the legal age of consent

Down
1. The use of any illegal drug or the misuse of a legal drug
2. Making a person feel worthless or unimportant by putting him or her down
4. Harmful treatment of another person that results in physical injury
5. The harmful physical, emotional, or sexual treatment of another person
6. The legal end to a marriage
9. Failure to provide adequate, necessary care and guidance

Vocabulary
family separation divorce abuse substance abuse dysfunctional family physical abuse emotional abuse sexual abuse neglect

Use with textbook pages A66–A73.
The Importance of Families

Directions: Complete the lesson outline below by filling in the blanks.

Healthful Family Relationships

1. Members of a healthy family try to meet the following needs of one another:
   a. ________________ physical
   b. ________________ emotional
   c. ________________ social

2. A type of family that consists of two parents who separately spend time with their children, and do not live together, is known as a(n) ________________ joint-custody family.

Changes in a Family

3. In addition to the birth of a baby, other changes that can occur in a family include: Possible answers:
   a. ________________ separation
   b. ________________ divorce
   c. ________________ remarriage

4. Some of the ways that family members can best adjust to family changes include: Possible answers:
   a. ________________ setting aside time to discuss their thoughts and concerns
   b. ________________ working together to develop an action plan to reduce stress and create harmony

Harmful Family Relationships

5. One or more family members behave in ways that are unhealthful in a(n) ________________ dysfunctional family.

6. When family members develop ________________ codependence, they may knowingly or unknowingly support the harmful behavior of others.

7. Forms of abuse in a family can include:
   a. ________________ physical abuse
   b. ________________ emotional abuse
   c. ________________ sexual abuse
   d. ________________ neglect

Help for Dysfunctional Families

8. Family members in immediate danger from abuse or violence should leave the situation or ________________ call for help.
Healthful Friendships

Directions: Use the provided clues to unscramble the vocabulary terms. Write the unscrambled terms in the spaces provided, writing one letter above each blank. When you have unscrambled all of the terms, write the circled letters in the space provided. Use the circled letters and the final clue to form a term related to healthful friendships.

1. a person who is more concerned with getting other people’s approval than with doing what he or she believes to be right
elesperlepaep __ __ __ __ __ __ __ __ __ __ __ __ __

2. a type of family in which family members behave in unloving and/or irresponsible ways
tamcdafyisuonlif __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __

3. this balanced relationship is built on give-and-take
salnpiehfhidrhlefut __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __
Healthful Friendships

Directions: Complete the lesson outline below by filling in the blanks.

Healthful Friendships

1. In addition to the quality of trust, other qualities shared in a healthful friendship are:
   a. ____________,
   b. ____________,
   c. ____________, and
   d. ____________.

2. One way to make new friends and help your school or community at the same time is to _____________.

Responding to Peer Pressure

3. You joined a study group after a group of your classmates joined. Their influence was an example of ____________.

4. To protect yourself from negative peer pressure, you can:
   a. ____________,
   b. ____________,
   c. ____________, and
   d. _____________.

   ____________, such as when you participate in gossip.

   ____________, such as whether to end a harmful friendship.

   ____________, such as when you participate in gossip.
Use Communication Skills

Directions: Prepare for a role play in which you invite a classmate to your house. On a separate sheet of paper, write the directions to your house and a statement in which you ask your classmate to be on time. Be sure to follow the four steps for using communication skills. The steps are listed to the right as a reminder.

1. Why is it important that the directions to your house be clear?
   Possible answer: to make sure that my classmate can find the house

2. Why should you be polite when asking your classmate to be on time?
   Possible answer: so that my classmate doesn’t feel threatened

3. Besides using words, how will you demonstrate politeness to your classmate?
   Possible answer: through nonverbal communication such as smiling

4. How will you make sure that your classmate has understood your message?
   Possible answer: I will ask my classmate to repeat the directions.

Extend

Directions: With another student, role-play a situation in which you are a volunteer at your community library and must call a friend to ask that she return overdue books. The friend claims that she returned the books a week ago. Allow classmates to describe how you and your classmate followed each step for communicating effectively. Discuss additional suggestions. Write a summary of your discussion on a separate sheet of paper.

Use with textbook pages A80–A81.
Social Life and Dating

Directions: Use the terms in the vocabulary box to complete the sentences.

1. Julio knows he can always go to his friend Colin when he is feeling down because the two share a(n) **healthful friendship**.

2. When a couple lives apart but remains married, they are going through a(n) **separation**.

3. When you begin to have warm feelings for someone, or **affection**, it is important to set limits on how you will express those feelings.

4. Being able to share your emotions honestly without feeling anxiety is an example of **assertive behavior**.

5. Your mother or female guardian may have the biggest influence on your perception of the female **gender role**.

Directions: Answer each question in the spaces provided.

6. What are five responsible ways to show affection?
   - Possible answers:
     - share your feelings
     - take a walk together
     - make a gift for the other person
     - sit together and listen to music
     - teach each other something new

7. Why should you set clear limits on showing affection?
   - Possible answers: It will promote and protect your health.
Social Life and Dating

**Directions:** Complete the lesson outline below by filling in the blanks.

**Group Dating**

1. Through group dating, you can strengthen your _______ **social skills** _______ with teens of the opposite gender.
2. Your feelings about _______ **gender roles** _______—the way you act and the feelings and attitudes you have about being male or female—are shaped mainly by the adults in your life.

**Dating Guidelines**

3. Having a clear understanding of dating guidelines can help you avoid _______ **conflicts** _______ with a parent or guardian.
4. Respect and _______ **responsibility** _______ are key elements in successful dating that apply to you as well as to the person with whom you have a date.

**Setting Limits and Showing Affection**

5. There are many ways to express your affection for someone without engaging in _______ **sexual** _______ activity.
6. When you feel a special attraction to someone, you may be surprised by the power of your _______ **feelings** _______ for that person.

**Reasons to Set Limits**

7. Reasons to set clear limits include: Possible answers:
   a. _______ **keeping the trust of your parents or guardian** _______
   __________, _______
   b. _______ **keeping your self-respect** _______
   __________, _______
   c. _______ **protecting your reputation** _______
   __________, _______ and
   d. _______ **avoiding guilty feelings for actions you regret** _______
   __________.
Practicing Abstinence

Directions: Read the following story. Then use the terms in the vocabulary box to fill in the blanks.

Andres and Deric had reached the front of the line at the frozen yogurt shop. “Oh, no,” Deric groaned as he scanned the menu. “I can’t decide which flavor to order. There are too many choices.”

“Better decide fast,” his friend Andres advised. “There are about 20 people waiting behind you.”

The boys placed their orders, paid for their yogurt, and walked outside to sit at a table in front of the store.

Deric turned to Andres. “Choosing a yogurt flavor is easy compared with some other choices we’ll have to make—such as the decision to practice _______ abstinence from sex _______ instead of being sexually active,” he said, remembering today’s discussion in health class. “I already know what it’s like to be attracted to someone and feel _______ affection _______ for her.”

“It may be difficult,” Andres agreed. “But I know how important your family’s _______ values _______ are to you—especially the one about respecting others—so maybe the decision won’t be so hard after all.”

“You’re right,” Deric said. “And if I start to feel pressure from someone, I can always use the resistance skills we learned today to help me avoid going against my principles.”

“I’d hate to lose the respect of my friends and family, and especially my own self-respect,” Andres added. “It’s hard for me to understand how some people can mistreat others to the point that they commit _______ rape _______ by forcing another person to have sex.”

“That is scary,” Deric said. “I think that any relationship should start with a(n) _______ healthful friendship _______, based on mutual respect and healthful behavior.”

“Well, we’ll help each other get through these teen years,” Andres said. “And now, you have another decision to make: What movie are we going to rent tonight?”
Practicing Abstinence

Directions: Complete the lesson outline below by filling in the blanks.

Abstinence: The Responsible Decision

1. One reason that abstinence is a responsible decision is that it shows ____________ for self and for others.

2. Making decisions based on your _________________, principles or standards that guide the way a person behaves, demonstrates self-discipline and good character.

Say “No” to Sexual Activity

3. You can use the following resistance skills when being pressured to become sexually active:
   a. ___________________________ Say “no” in a firm voice.
   b. ___________________________ Give reasons for saying “no.”
   c. ___________________________ Be certain your behavior matches your words.
   d. ___________________________ Ask an adult for help if you need help.

Behaviors That Support Abstinence

4. One way to help you stick to a decision to practice abstinence is to establish a relationship with a respected ____________ who can offer guidance.

5. Your judgment and your ability to say “no” are affected when you use ____________ or other drugs.

Abstinence and Starting Over

6. Starting over after being sexually active involves talking to the person with whom you were active, and then:
   a. giving reasons why you want to change your behavior and ___________________________
      practice abstinence
   b. ___________________________ asking the person to agree to practice abstinence
   c. ___________________________ setting new rules for your relationship
   d. ___________________________ ending the relationship if you and the other person do not
      follow the new rules
**Marriage**

**Directions:** Answer the following questions.

1. Define *commitment* and give at least one example of a commitment.
   *Possible answer: A commitment is an agreement or promise to do something. An example would be to promise to walk the dog after school.*

2. Explain the meaning of *premature delivery* and tell how it relates to teens.
   *Possible answer: Premature delivery is the birth of a baby before it is due. Teens have a higher risk of premature delivery.*

3. Tell why *prenatal care* is important to the health of a pregnant woman and her unborn baby.
   *Possible answer: It is important for a pregnant woman to receive prenatal care to reduce health risks.*

4. Give an example of two *values* that are important to you.
   *Possible answer: practicing abstinence from sex and showing respect for my family.*

5. Explain how practicing *abstinence from sex* can help you avoid problems.
   *Possible answer: When I practice abstinence from sex, I avoid becoming infected with HIV and other STDs. I also avoid breaking laws and disappointing my family.*
Marriage

Directions: Complete the lesson outline below by filling in the blanks.

Making Commitments
1. A promise to take out the garbage is a(n) _______ commitment _______.
2. Honoring the commitments you make is a sign of maturity and good _______ character _______.

Teen Marriage
3. When teens get married, they are suddenly faced with _______ adult _______ pressures and responsibilities.
4. Teens who marry have not had enough experience to distinguish between strong _______ physical attraction _______ and love.

The Commitment Parents Make
5. Children are totally dependent on parents for meeting their physical and _______ emotional _______ needs, such as showing love and affection.
6. Having a baby requires a(n) _______ financial _______ commitment to ensure that the child has adequate food, clothing, and shelter.

Problems of Teen Parenthood
7. Teen mothers have a higher risk of: Possible answers:
   a. _______ premature delivery _______
   b. _______ not receiving adequate prenatal care _______
   c. _______ dropping out of school _______, and
   d. _______ not meeting the emotional demands of parenting _______.

Use with textbook pages A96–A101.
The Skeletal and Muscular Systems

Directions: Use the provided clues to unscramble the vocabulary terms. Write the unscrambled terms in the spaces provided, writing one letter above each blank. When you have unscrambled all of the terms, write the circled letters in the space provided. Use the circled letters and the final clue to form a term related to the skeletal and muscular systems. For two-word terms with one word underlined, only the underlined word will be scrambled.

1. consist of tough bands of tissue that attach muscles to bones
desnnot __ __ __ __ __ __ __

2. muscles that you do not control
ruintlova __ __ __ __ __ __ __ __ __ __ __

3. a group of organs that work together to perform an important function
bossydemty __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __

4. a strong, flexible tissue on the ends of some bones that provides a cushion where bones come together
regalicta __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __.__
The Skeletal and Muscular Systems

Directions: Complete the lesson outline below by filling in the blanks.

The Skeletal System
1. The skeletal system consists of:
   a. 206 ___________ bones that provide your body with a support framework;
   b. a flexible tissue that cushions your joints, called ___________ cartilage; and
   c. strong cords of tissue that connect the bones in joints, called ___________ ligaments.

Your Joints
2. Your shoulder has a wide range of movement because it has a(n) ___________ ball-and-socket joint.
3. The joints of the skull are called ___________ fixed joints because they do not move.
4. Your knees can move back and forth because they contain ___________ hinge joints.

Skeletal Problems
5. Regular exercise and increased calcium in the diet are recommended for people with ___________ osteoporosis, a disease in which the bones become thin and are more likely to break.
6. One sign of a(n) ___________ sprain, a stretching or partial tearing of ligaments, is swelling around the injured joint.
7. Caring for your skeletal system includes participating in scoliosis screenings and:
   a. ___________ exercising regularly
   b. ___________ wearing shoes that fit properly
   c. ___________ having a diet rich in calcium, phosphorus, and vitamin D
   d. ___________ sitting, standing, and walking with correct posture

continued
continued

Your Muscular System
8. Tendons, which attach bones to muscles, allow movement at your joints to occur.
9. When your stomach and intestines are digesting food, you’re using involuntary muscles, muscles that you do not control.

10. The three types of muscle are:
  a. smooth muscle
  b. skeletal muscle
  c. cardiac muscle

Muscular Problems
11. Athletes warm up before a workout to avoid muscle strain, which can happen when a muscle is stretched too far.
12. The risk of experiencing lower back pain is reduced by:
  a. sleeping on a firm mattress
  b. sleeping in the fetal position
  c. maintaining a healthful weight

13. In addition to exercising regularly and warming up before you exercise, ways to care for your muscular system and avoid problems include:
  a. selecting foods containing carbohydrates and protein
  b. sleeping in the fetal position on a firm mattress
  c. practicing weight management
  d. lifting objects by bending your knees
The Circulatory and Respiratory Systems

Directions: Use the terms in the vocabulary box to complete the sentences. Then complete the crossword puzzle with the correct terms. For multiple-word terms, use only the underlined word(s) in the puzzle.

Across
1. The liquid part of your blood is called ________ plasma ________.
3. Blood is carried away from your heart by a(n) ________ artery ________.
5. The force of blood against the artery walls is ________ blood pressure ________.
7. The type of blood cells that attack and destroy pathogens are ________ white ________ blood cells.
8. When you receive blood from another person, it is a(n) ________ transfusion ________.
9. Oxygen is carried by ________ red ________ blood cells.

Down
1. Blood is able to clot with the help of ________ platelets ________.
2. The body system that consists of the heart, blood, and blood vessels is the ________ circulatory ________ system.
4. Oxygen is provided to your body’s cells by the ________ respiratory ________ system.
6. Blood returns to your heart through a(n) ________ vein ________.

Vocabulary
artery
blood pressure (BP)
circulatory system
plasma
platelets
red blood cells
respiratory system
transfusion
vein
white blood cells
The Circulatory and Respiratory Systems

Directions: Complete the lesson outline below by filling in the blanks.

The Circulatory System

1. The three main parts of the circulatory system are the:
   a. _______ heart _______,
   b. _______ blood _______, and
   c. _______ blood vessels _______.

2. The primary function of the circulatory system is to carry oxygen and _______ nutrients _______ through your body, while removing _______ waste products _______.

Your Circulatory Health

3. Three ways to care for your circulatory system include: Possible answers:
   a. _______ reducing the amount of fat in your diet _______,
   b. _______ exercising regularly _______, and
   c. _______ avoiding tobacco products _______.

4. When the heart is beating, the force of blood against artery walls is the _______ systolic _______ blood pressure.

Your Respiratory System

5. Every time you breathe in and out, your respiratory system provides your cells with _______ oxygen _______ and removes _______ carbon dioxide waste _______.

6. You are able to inhale and exhale because of the actions of a dome-shaped muscle called the _______ diaphragm _______.

Your Respiratory Health

7. In addition to avoiding tobacco smoke and polluted air, other ways to care for your respiratory system include:
   a. _______ exercising regularly _______;
   b. _______ seeking medical help for respiratory infections _______; and
   c. _______ sitting, standing, and walking with correct posture _______.

Use with textbook pages B12–B19.
The Respiratory System

Look at the diagrams below. Both diagrams show parts of the respiratory system.

Directions: Answer these questions about the diagrams above.

1. Which part of the respiratory system carries incoming air to the bronchi?
   the trachea

2. Which part of your respiratory system blocks food or liquid from entering the trachea?
   the epiglottis

3. Describe how the bronchi are shaped and what their function is.
   Possible answer: They are shaped like trees with increasingly smaller branches. Their function is to carry air into the lungs.

4. What are the smallest structures in the respiratory system? How can you tell this from the diagrams?
   alveoli; they are too small to show in the larger diagram, so they are shown in the smaller diagram

5. Based on the information in the diagrams, what parts of the respiratory system are likely to be harmed by inhaled smoke? Explain your answer.
   Possible answer: All parts would be harmed, since smoke coming into the body would pass through the nasal cavity, epiglottis, trachea, bronchi, bronchioles, and alveoli.
The Digestive and Urinary Systems

Directions: Use the terms in the vocabulary box to complete the sentences.

1. Your blood sugar level is controlled by a gland that also produces digestive enzymes, your ________ pancreas ________.

2. Your body is able to get nutrients because the ________ digestive system ________ breaks down the food you eat into usable parts.

3. Liquid wastes are removed from your body by the ________ urinary system ________.

4. The gallbladder stores the bile the ________ liver ________ makes until it is released into the small intestine.

5. An organ that forms urine and helps to maintain proper water and salt levels in the body is a(n) ________ kidney ________.

Directions: Answer each question. Use vocabulary terms in your responses.

6. What three organs help the small intestine digest food? ________ liver, gallbladder, pancreas ________

7. Why can a problem in your urinary system be fatal? ________ Possible answer: If your kidneys stopped working, then waste products in the blood would reach extremely dangerous levels, which can cause death. ________

8. Villi are part of which of your body systems? What is their function? ________ digestive system; they absorb water and nutrients from food and deliver them into the bloodstream ________

9. Why should you maintain a healthful blood pressure? ________ Possible answer: You should maintain a healthful blood pressure because a high blood pressure can damage your kidneys. ________
The Digestive and Urinary Systems

Directions: Complete the lesson outline below by filling in the blanks.

The Digestive System
1. The purpose of the digestive system is to break down food so that _______ in the food can be used by the body.

2. The digestive system consists of the mouth, salivary glands, esophagus, and stomach, as well as the: Possible answers:
   a. __________________________, pancreas
   b. __________________________, small intestine
   c. __________________________, large intestine (colon)
   d. __________________________, rectum

The Urinary System
3. The urinary system removes wastes from the body in the form of _______ , a pale yellow liquid.

4. The urinary system consists of the following parts:
   a. __________________________, kidneys
   b. __________________________, ureters
   c. __________________________, urinary bladder
   d. __________________________, urethra

Caring for the Digestive and Urinary Systems
5. Steps that will help promote digestive and urinary health are:
   a. __________________________, drinking plenty of water
   b. __________________________, maintaining healthful blood pressure
   c. __________________________, eating slowly
   d. __________________________, eating plenty of dietary fiber

6. Sources of dietary fiber include:
   a. __________________________, fruits
   b. __________________________, vegetables
   c. __________________________, whole grains
The Digestive System

Look at the diagram below. A diagram such as this helps you see the parts of the system in relation to one another, the size of each part, and the path of food through the digestive system.

**Directions:** Answer these questions about the diagram to the right.

1. Which part of the digestive system carries food to the stomach?
   - the esophagus

2. What is the last part of the digestive system that food waste passes through before it enters the rectum?
   - the large intestine (colon)

3. The pancreas aids the digestion of food in the small intestine by producing digestive enzymes and chemicals that control blood sugar levels. What is the location of the pancreas in relation to the small intestine? Why do you think this might be important?
   - Possible answer: The pancreas is right above the small intestine. Their closeness might allow the enzymes to move quickly from the pancreas to the small intestine.

4. Based on the diagram, describe the differences in structure between the small intestine and the large intestine.
   - Possible answer: The small intestine appears to be smaller in diameter but is longer than the large intestine; it is compacted inside the large intestine, which appears to surround the small intestine.

5. After viewing the diagram, why do you think eating slowly helps the digestive process?
   - Possible answer: The digestive system begins with your mouth and salivary glands. When you eat slowly, you allow them time to start digesting food before it goes to the esophagus.
The Nervous and Integumentary Systems

Directions: Use the terms in the vocabulary box and the numbered clues to complete the table below. Write the term using only one letter per provided line. For multiple-word terms, use only the underlined word(s) in the table. When the table is correctly completed, a hidden term will appear in one of the columns. Write the term on the line provided. Then write a definition of this term.

1. the part of the nervous system that includes the brain and spinal cord
2. the point at which an impulse passes from one neuron to another
3. a single nerve cell
4. the part of the nervous system that branches out to the muscles, skin, internal organs, and glands
5. the part of the brain that coordinates muscle activity
6. the body system that carries messages to and from the brain, spinal cord, and all other parts of the body
7. the body system that includes your hair and nails
8. the part of the brain that controls involuntary activity

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>CENTRAL</td>
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<tr>
<td>2.</td>
<td>S Y N A P S E</td>
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<tr>
<td>3.</td>
<td>NEURON</td>
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<tr>
<td>4.</td>
<td>P E R I P H E R A L</td>
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<tr>
<td>5.</td>
<td>C E R E B E L L U M</td>
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<td>6.</td>
<td>N E R V O U S</td>
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<td>7.</td>
<td>I N T E G U M E N T A R Y</td>
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<tr>
<td>8.</td>
<td>M E D U L L A</td>
</tr>
</tbody>
</table>

Hidden term: cerebrum

Definition: the part of the brain that controls the senses, thought, speech, and voluntary actions
The Nervous and Integumentary Systems

Directions: Complete the lesson outline below by filling in the blanks.

The Nervous System
1. Your body’s response to its current environment is controlled by the _______ messages _______ that your nervous system carries.
2. The peripheral nervous system contains nerves that branch out from the _______ central nervous system _______, the system that consists of the brain and spinal cord.

How the Brain Works
3. The largest part of your brain is the _______ cerebrum _______, which controls the senses and voluntary muscle movement.
4. Balance, posture, and coordination are controlled by the _______ cerebellum _______.
5. Your brain and spinal cord are connected by the _______ brain stem _______.

Caring for the Nervous System
6. You can help prevent spinal cord and head injuries by taking steps such as these: Possible answers:
   a. __________ getting plenty of rest and sleep _________,
   b. __________ avoiding alcohol and other drugs _________,
   c. __________ using a seat belt when riding in a car _________, and
   d. __________ following safety rules _________.

Your Integumentary System
7. The parts of the integumentary system, which covers and protects your body, include your:
   a. __________ hair _________,
   b. __________ skin _________, and
   c. __________ nails _________.
8. You can care for your integumentary system by: Possible answers:
   a. __________ cleaning the skin and scalp _________;
   b. __________ selecting foods that contain vitamin A _________;
   c. __________ wearing sunscreen with an SPF of at least 15 _________; and
   d. __________ checking moles, warts, and freckles regularly _________.

Use with textbook pages B26–B31.
The Endocrine System

**Directions:** Match the definitions in Column I with the terms in Column II. Write the correct letter in each blank.

**Column I**

1. produces hormones that control other glands and hormones that control bone growth
2. produces thyroxine, which controls metabolism
3. a group of cells or an organ that secretes hormones
4. the stage of growth and development when secondary sex characteristics appear in males and females
5. the body system that consists of glands and regulates your hormones
6. chemical messengers that are released into the bloodstream to control many of your body’s activities

**Column II**

A endocrine system
B gland
C hormones
D pituitary gland
E puberty
F thyroid gland

**Directions:** Answer each question. Use vocabulary terms in your responses.

7. Which part of the endocrine system controls the movement of involuntary muscles?  **pituitary gland**

8. What is the function of the ovaries and testes in the endocrine system?  **Possible answer: They produce the hormones (estrogen and testosterone) that control the development of secondary sex characteristics.**

9. Why do teens experience changes in mood?  **Mood changes result from changing levels of hormones during puberty.**

10. Name four parts of the endocrine system.  **Possible answer: pituitary gland, adrenal glands, pancreas, and thyroid glands**
The Endocrine System

Directions: Complete the lesson outline below by filling in the blanks.

How the Endocrine System Works
1. Your endocrine system consists of glands that secrete hormones, chemical messengers that control many of your body’s activities.
2. In addition to the pituitary, thyroid, parathyroid, and adrenal glands, the endocrine system consists of the:
   a. pancreas,
   b. ovaries, and
   c. testes.

Understanding How Your Body Is Changing
3. Physical changes that both males and females undergo during puberty are:
   a. increased height,
   b. increased perspiration, and
   c. growth of underarm and pubic hair.
4. In addition to the changes above, males undergoing puberty experience:
   a. increased muscle mass,
   b. deepening voice, and
   c. growth of facial hair.
5. Physical changes that occur only in females during puberty are
   a. enlargement of breasts and the onset of menstruation.
6. Possible endocrine system problems include hyperthyroidism, hypothyroidism, and diabetes mellitus, in which the pancreas produces little or no insulin or cannot use insulin.
The Reproductive System

Directions: Use the terms in the vocabulary box to fill in the first blank after each clue. Then write a sentence using the term on the next two lines. If a clue describes more than one vocabulary term, write both terms in the blank, but use only one of them in a sentence. Your sentences should show that you know the correct meaning of each term.

1. This occurs when an egg and a sperm unite. __conception, fertilization__
   _Sentence should reflect the correct usage of the vocabulary term._

2. This is how you feel about your physical self. __body image__
   _Sentence should reflect the correct usage of the vocabulary term._

3. This is the organ that holds a fertilized egg throughout development until birth. __uterus__
   _Sentence should reflect the correct usage of the vocabulary term._

4. These are reproductive cells. __ova (ovum), sperm__
   _Sentence should reflect the correct usage of the vocabulary term._

5. When an egg leaves an ovary, this happens. __ovulation__
   _Sentence should reflect the correct usage of the vocabulary term._

6. This is the series of monthly changes in the female reproductive system. __menstrual cycle__
   _Sentence should reflect the correct usage of the vocabulary term._

7. In a female, the ovaries, fallopian tubes, uterus, and vagina make up this. __reproductive system__
   _Sentence should reflect the correct usage of the vocabulary term._

8. This is when an unfertilized egg and the inner lining of the uterus are shed. __menstruation__
   _Sentence should reflect the correct usage of the vocabulary term._
The Reproductive System

Directions: Complete the lesson outline below by filling in the blanks.

The Female Reproductive System
1. The five main parts of the female reproductive system are the:
   a. __________________________, ovaries
   b. __________________________, fallopian tubes
   c. __________________________, uterus
   d. __________________________, cervix
   e. __________________________, vagina

The Menstrual Cycle
2. During the part of the menstrual cycle known as menstruation, a(n) __________unfertilized egg_________ and the inner lining of the uterus are shed from the body.
3. Before menstruation occurs each month, __________ovulation_________ takes place, in which an ovary produces a mature egg cell and releases it into a fallopian tube.

The Male Reproductive System
4. The two external male organs involved in reproduction are the
   a. __________________________, penis
   b. __________________________, scrotum

5. After sperm are produced in the seminiferous tubules, they pass into the
   a. __________________________, epididymis

Your Body Image
6. When we like and accept our __________________________, bodies, it is easier to like and accept ourselves.
7. Three things that can affect your body image are:
   a. __________________________, images of people from the media

   __________________________, changes undergone in puberty
   __________________________, and
   __________________________, sexuality

Use with textbook pages B36–B43.
Pregnancy and Childbirth

Directions: Read the following story. Then use the terms in the vocabulary box to fill in the blanks.

Justin and his sister, Kayla, are allowed to watch one hour of television on school nights after their homework is done. They take turns deciding which program to watch. Tonight was Kayla’s night to choose, but Justin was not pleased with her selection: a documentary about pregnancy and childbirth.

“Isn’t there something on that we both want to watch?” Justin pleaded. But Kayla had made up her mind, so Justin went to his room to read. After a few minutes, he passed through the living room on his way to the kitchen.

He heard the narrator’s voice on TV: “When the egg and sperm unite, the egg becomes fertilized and fastens itself to the uterine wall.” Justin’s eye was drawn to the computer graphics that illustrated the narrator’s words. The pictures showed a zygote dividing over and over until it formed a(n) __________ embryo, a baby during the first eight weeks after conception.

“I know what comes next,” Justin bragged. “After about two months, the embryo will develop into a(n) ______ fetus ______.”

“Shhh,” Kayla said. Justin took a seat on the floor near the TV. He turned his attention to the program, which was illustrating the changes that a woman’s body undergoes during the nine months of a(n) ______ pregnancy ______.

The program also featured a(n) __________ obstetrician, who talked about her experiences as a doctor treating pregnant women. She emphasized the importance of regular checkups and healthful habits for mothers-to-be. She also explained how the use of drugs or alcohol during this time can cause a(n) ______ birth defect ______, which can lead to a mental or physical disability.

“Isn’t this amazing?!” Kayla commented as she watched the stages of development in the uterus. “Look! At four months the baby’s already moving its arms!”

“Shhh,” Justin said. Then he smiled at Kayla to show her that he was kidding.
Pregnancy and Childbirth

Directions: Complete the lesson outline below by filling in the blanks.

Conception and Pregnancy
1. At conception, a single-celled _______ zygote ______ is formed, which divides again and again to become an embryo.
2. A developing embryo receives nutrients and oxygen from the mother through the _______ umbilical cord ______.
3. Physical changes that a woman undergoes during pregnancy, such as fatigue, morning sickness, and the absence of menstruation, are caused by the _______ hormones ______ that prepare the woman’s body for the development of the embryo and eventually the fetus.

How a Baby Develops
4. A developing baby goes through many changes during each _______ trimester ______, or three-month period.
5. In a developing baby, the arms, fingers, legs, and toes form by the end of the _______ second ______ month.
6. By the end of the _______ seventh ______ month, a developing baby’s eyes open.

Prenatal Care
7. Prenatal care for a pregnant woman includes these healthful behaviors:
   a. _______ following a healthful diet ______,
   b. _______ exercising regularly with a physician’s permission ______, and
   c. _______ getting regular medical checkups ______.
8. Unhealthful behaviors that pregnant women should avoid are:
   a. _______ drinking alcohol ______
   b. _______ smoking cigarettes or being around people who smoke ______
   c. _______ taking any type of drugs ______, and
   d. _______ exposing themselves to infection ______.
Labor and Delivery

9. In the first stage of labor, a pregnant woman may experience mild ____________, which gradually become stronger, more frequent, and last longer.

10. The baby moves into the ____________ during the second stage of labor.

11. In the third stage of labor, the delivery of the ____________, follows the delivery of the baby.

Practicing Abstinence

12. The requirements for being a parent that an unmarried teen does not yet have are:
   a. ____________,
   b. ____________,
   c. ____________,
   d. ____________, and
   e. ____________.

13. Although many teens are physically able to produce babies, they are not yet ready for the responsibilities of ____________.

14. The only sure way to avoid parenthood is through ____________.
The Life Cycle and Adolescence

Directions: Each conversation below contains clues that refer to a term in the vocabulary box. After reading each conversation, write the term the conversation refers to on the line provided. Then underline the word or words in the conversation that helped you choose the correct term.

1. “Such a beautiful baby!” Mrs. Reyna said. “How old is he?”
   “Six months,” Mrs. MacDonald said, beaming. “Since we had this baby, we have had twice as much joy in our household, and get half as much sleep.”
   ____ infancy ____

2. “Before I found out that I have dyslexia, I was hard on myself,” James said. “I thought I wasn’t concentrating hard enough or wasn’t very smart.”
   “That must’ve felt awful,” Tran said. “You’re very smart. But I can still beat you at chess,” he joked.
   ____ learning disability ____

3. “You can get a sense of who I am by just looking around my bedroom,” Maria said to Suni. “The tennis trophies, the nature posters, the tidy desk, and organized bookshelves . . .”
   “If that’s true,” Suni said, “part of who you are changed a lot in the time it took to clean up your room!”
   ____ identity ____

   Tyrone’s mother chuckled. “Diego is right on schedule for a two-year-old,” she said. “He’s showing his independence by saying ‘no.’”
   ____ developmental tasks ____

5. “It’s normal to feel self-conscious and confused during these teen years,” LaShawna said, “but that doesn’t make it any easier—especially since we have to get through school at the same time.”
   “I know,” Katy said. “Do you think we could get a doctor’s excuse from school for the next four years?”
   ____ adolescence ____

Use with textbook pages B52–B59.
The Life Cycle and Adolescence

Directions: Complete the lesson outline below by filling in the blanks.

The Stages of Life
1. The first five stages of the life cycle, in order, are:
   a. _____________________________
   b. _____________________________
   c. _____________________________
   d. _____________________________
   e. _____________________________

The Childhood Years
2. Throughout the childhood years, a person must master ________________________, specific achievements that lead to maturity.
3. In early childhood, children begin to develop some ______________________ in self-care, which builds their confidence.

Emotional and Social Changes
4. Mood swings during adolescence are normal and come from changing levels of ______________________ in the body.
5. Some adolescents may turn to ______________________ rather than family members for comfort and support, but mentally healthy adolescents find a comfortable balance between the two.

Accepting Our Differences
6. During adolescence, it’s normal to find wide differences among teens in these areas:
   a. _____________________________
   b. _____________________________
   c. _____________________________
   d. _____________________________
   e. _____________________________
Use Resistance Skills

**Directions:** On a separate sheet of paper, write a short essay in which you describe how you would use resistance skills to confront peer pressure to engage in a risk behavior. Include each of the four steps for using resistance skills. The steps are listed to the right as a reminder.

1. What risk behavior does your essay describe?
   **Possible answer:** My essay describes smoking cigarettes.

2. Why is this considered a risk behavior?
   **Possible answer:** Smoking is a risk behavior because it can harm my body.

3. Why is it important to say “no” in a firm voice?
   **Possible answer:** By using a firm voice, people will know that I mean what I say. Using a soft voice might suggest that my decision is not final.

4. What reasons did you give for saying “no”?
   **Possible answer:** I said that I wanted to keep my lungs healthy.

5. How will you make sure that your behavior matches your words in this situation?
   **Possible answer:** I will refuse to be around others who are smoking.

**Extend**

**Directions:** With a small group, act out your situation for the class. Allow classmates to describe how you followed each step for using resistance skills. Discuss additional suggestions for dealing with peer pressure to engage in risk behaviors. Write a summary of your discussion on a separate sheet of paper.
Healthful Aging

Directions: Use the terms in the vocabulary box to complete the sentences.

1. Cancer, arthritis, and osteoporosis are all examples of **chronic diseases**, or illnesses that develop and last over a long period of time.

2. At a birthday party, the number of candles on the cake represents a person’s **chronological age**.

3. As you get older, it is important to have lots of involvement with others to keep your **social age** young.

4. The symptoms of **dementia** include a short attention span, memory loss, and an inability to solve simple problems.

5. How well your body parts are functioning is an indication of your **biological age**.

Directions: Answer each question. Use vocabulary terms in your responses.

6. Which measure of age is influenced by heredity? **biological**

7. Over which measure of age can a person exert the greatest influence? **social aging**

8. Loss of memory is a symptom of what two conditions? **dementia and Alzheimer’s disease**

9. A person has no control over which measure of age? **chronological**
Healthful Aging

Directions: Complete the lesson outline below by filling in the blanks.

The Stages of Adulthood
1. The four stages of adulthood, in order, are:
   a. ___________________________ transition to adulthood ___________________________,
   b. ___________________________ first adulthood ___________________________,
   c. ___________________________ second adulthood ___________________________, and
   d. ___________________________ late adulthood ___________________________.

Measuring Age
2. Graying hair and decreasing lung capacity are signs of ___________ physical aging.
3. Alzheimer’s disease is a form of ___________ dementia ___________ that affects a person’s ___________ mental ___________ aging.
4. Close relationships with family members and friends are aspects of a person’s ___________ social ___________ aging.

Aging: An Individual Process
5. Healthful behaviors that can slow biological aging include: Possible answers:
   a. ___________________________ eating well ___________________________,
   b. ___________________________ staying active physically and mentally ___________________________,
   c. ___________________________ getting enough rest and sleep ___________________________, and
   d. ___________________________ managing stress ___________________________.

6. One person’s biological age may increase quicker than another’s due to ___________ heredity ___________, which he or she cannot control, or due to the ___________ harmful habits ___________, such as smoking cigarettes, that he or she chooses to practice.
Nutrients

Directions: Use the terms in the vocabulary box to complete the crossword puzzle.

Vocabulary

- calorie
- carbohydrates
- cholesterol
- fiber
- minerals
- nutrients
- proteins
- saturated fats
- unsaturated fats
- vitamins

Across

3. A unit of measure for both the energy supplied by food and the energy used by the body
4. Chemical substances required by the body to build, repair, and maintain body tissues; regulate body processes; and provide energy
6. Nutrients that make it possible for your body to process proteins, carbohydrates, and fats
7. Sources of energy found in plant products and fish
9. Sugars and starches that provide energy for your body

Down

1. Sources of energy found in many animal foods
2. Nutrients that help your body build, repair, and maintain its tissues
3. A soft, waxy, fatlike material produced by the body and found in such foods as meat, eggs, and dairy products
5. Nutrients that help your body grow and develop
8. The part of grains and plant foods that you cannot digest but that helps to move food and waste products through your body during digestion and elimination
Nutrients

Directions: Complete the lesson outline below by filling in the blanks.

Influences on Your Food Choices
1. Factors that influence food choices include: Possible answers:
   a. cultural background, 
   b. food availability, and 
   c. time and cost.

Nutrients
2. Your body needs each of the following nutrients to maintain health:
   a. proteins, 
   b. carbohydrates, 
   c. fats, 
   d. water, 
   e. vitamins, and 
   f. minerals.

3. Two kinds of nutrients that supply your body with energy are carbohydrates, which can be found in fruits and breads, and fats, which can be found in animal foods and in plant products.

Vitamins and Minerals
4. The fat-soluble vitamins that your body can store include vitamins A, D, E, and K.

5. To keep your teeth and gums healthy, you need vitamin C, which is found in citrus fruits.

6. Kidney beans and red meat are good sources of iron, a mineral that helps carry oxygen throughout your body.

7. A mineral that is needed for nerve cell function is potassium, which is found in fish, broccoli, and bananas.

Nutrition Across Cultures
8. Along with cabbage, noodles, and fish, tofu is an important food in Asian culture.

9. Chickpeas, lamb, barley, and dates are common foods in the Middle Eastern culture.
The Food Guide Pyramid

Directions: Match the definitions in Column I with the terms in Column II. Write the correct letter in each blank.

Column I
1. nutrients that help your body build, repair, and maintain its tissues
2. nutrients found in plant products and fish
3. a chart that groups foods according to the nutrients they contain and provides daily guidelines for the number of servings needed from each food group
4. nutrients found in bread and rice that provide energy for your body
5. nutrients that help chemical reactions take place in the body

Column II
A carbohydrates
B Food Guide Pyramid
C vitamins
D proteins
E unsaturated fats

Directions: Answer each question. Use vocabulary terms in your responses.

6. How do you know how many servings of each food group you need each day?
   Possible answer: On the Food Guide Pyramid the groups that I need more servings of each day are at the bottom while the groups that I need fewer servings of are at the top.

7. Which food group provides protein?
   meat, poultry, fish, dry beans, eggs, and nuts

8. What are water-soluble vitamins?
   vitamins that the body cannot store in significant amounts

9. The fruit group contains which nutrients?
   vitamins, minerals, carbohydrates, and fiber
The Food Guide Pyramid

Directions: Complete the lesson outline below by filling in the blanks.

Understanding the Pyramid

1. The Food Guide Pyramid can be used to follow a(n) ________________________ that provides meals and snacks with the proper number of servings of food from each of the food groups each day.

The Five Basic Food Groups

2. The five basic food groups on the Food Guide Pyramid, along with the recommended number of daily servings for each group are:
   a. ____________ Bread, Cereal, Rice, and Pasta; 6 to 11 servings ____________,
   b. ____________ Vegetable; 3 to 5 servings ____________,
   c. ____________ Fruit; 2 to 4 servings ____________,
   d. ____________ Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts; 2 to 3 servings ____________, and
   e. ____________ Milk, Yogurt, and Cheese; 2 to 3 servings ____________.

3. Three nutrients that are provided by bread, cereal, rice, and pasta are:
   a. ____________ carbohydrates ____________,
   b. ____________ vitamins ____________, and
   c. ____________ minerals ____________.

4. Dairy products such as milk and cheese contain protein, vitamins, calcium, and other ____________ minerals ____________.

5. Broccoli and mushrooms are part of the ____________ Vegetable ____________ Group, which provides your body with carbohydrates, minerals, vitamins, and ____________ fiber ____________.

6. In addition to B vitamins, the Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group provides the body with:
   a. ____________ protein ____________,
   b. ____________ zinc ____________, and
   c. ____________ iron ____________.

Food Pyramids from Other Cultures

7. The eating habits of different cultures are reflected in their different ____________ food pyramids ____________, which emphasize the foods that are important to their cultures.
Making Wise Food Choices

Look at the chart below. The chart presents a guide for making healthful food choices each day.

<table>
<thead>
<tr>
<th>Food Pyramid Group</th>
<th>Daily Servings</th>
<th>Food Sources • Serving Sizes</th>
<th>Nutrients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk, Yogurt, and Cheese</td>
<td>2–3</td>
<td>1 cup of milk or yogurt 1 1/2 ounces of natural cheese 2 ounces of processed cheese</td>
<td>protein, vitamins, calcium and other minerals</td>
</tr>
<tr>
<td>Meat, Poultry, Fish, Dry beans, Eggs, and Nuts</td>
<td>2–3</td>
<td>2–3 ounces of cooked poultry, seafood, or lean meat. Instead of 1 ounce of meat, substitute 1/2 cup of dried beans, 1 egg, 1 1/3 cup of nuts, or 2 tablespoons of peanut butter</td>
<td>protein, B vitamins, iron, zinc</td>
</tr>
<tr>
<td>Fruits</td>
<td>2–4</td>
<td>3/4 cup of 100% fruit juice 1/2 cup of chopped, cooked, or canned fruit 1 apple, banana, orange, or pear</td>
<td>vitamins, minerals, carbohydrates, fiber</td>
</tr>
<tr>
<td>Vegetables</td>
<td>3–5</td>
<td>1 cup of raw leafy vegetables 1/2 cup of cooked or well washed raw vegetables 3/4 cup of vegetable juice</td>
<td>vitamins, minerals, carbohydrates, fiber</td>
</tr>
<tr>
<td>Bread, Cereal, Rice, and Pasta</td>
<td>6–11</td>
<td>1/2 cup of rice or pasta 1 ounce of ready-to-eat cereal 1 slice of whole wheat bread 1 small flour tortilla</td>
<td>carbohydrates, vitamins, minerals</td>
</tr>
</tbody>
</table>

Directions: Answer these questions about the chart above.

1. What two food groups are good sources of fiber?
   - Fruit Group and Vegetable Group

2. How many daily servings of foods from the Milk, Yogurt, and Cheese Group are recommended?
   - Two to three servings

3. What information is provided in the third column?
   - Food sources and serving sizes for each group in the Food Guide Pyramid

4. How is a chart such as this helpful in making daily food choices?
   - Possible answer: It presents all the information you need to make healthful choices in a concise way.

5. Using the chart above, write a menu for a healthful meal for yourself. Be sure to include the serving size for each item.
   - Possible answer: For breakfast I will have: 1 ounce of ready-to-eat cereal with 1/2 cup of milk, 1 slice of whole wheat toast with two tablespoons of peanut butter, and 3/4 cup of 100% pure orange juice and 1/2 cup of milk to drink.
Healthful Eating Habits

Directions: Match the terms in the vocabulary box with their definitions. Write one letter above each blank. If a blank has a number under it, write the letter for that blank in its corresponding square in the pattern. The filled pattern contains a message about health and wellness. Two of the squares have been filled in for you. For multiple-word terms, use only the underlined word(s) to complete the blanks.

1. A hormone that regulates the body’s blood sugar level
   _insulin_
   4 20

2. A set of food and lifestyle recommendations for healthy Americans ages two and older
   _Dietary Guidelines for Americans_
   19 7

3. A condition that results from fatty buildup in blood vessels
   _atherosclerosis_
   2 14 10 16 21

4. What can result from eating contaminated food
   _foodborne illness_
   13 12 15

5. Substances that carry cholesterol through the bloodstream
   _lipoproteins_
   11 25 8

6. Hardened, fatty deposits
   _plaque_
   6 23

7. A disease in which the pancreas produces little or no insulin or the body cannot use the insulin as it should
   _diabetes_
   24 17

8. A condition in which the body’s blood sugar level becomes abnormally low
   _hypoglycemia_
   22 18 19 5

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Healthful Eating Habits

Directions: Complete the lesson outline below by filling in the blanks.

Eating Wisely to Avoid Heart Disease

1. If someone eats foods that are high in ______ saturated fat _______ and ______ cholesterol _______, that person increases his or her risk of heart disease.

2. You are less likely to develop heart disease if you exercise regularly, which raises your level of ______ high-density lipoproteins (HDLs) ________ or good cholesterol.

3. Three food sources of antioxidants, which may lower the risk of heart disease, are: Possible answers:
   a. ____________________________,
   b. ____________________________, and
   c. ____________________________.

The Dietary Guidelines

4. The Dietary Guidelines for Americans can be remembered with the letters A-B-C, meaning:
   a. ________________ Aim for fitness.
   b. ________________ Build a healthy base.
   c. ________________ Choose sensibly.

5. The Dietary Guidelines include: Possible answers:
   a. ___________ aiming for a healthful weight
   b. ___________ being physically active each day
   c. ___________ keeping foods safe to eat
   d. ___________ not drinking alcohol

Cancer and the Foods You Eat

6. According to the American Cancer Society, you should eat foods that are high in ______ fiber _______ and low in ______ fat _______ to reduce your risk of certain cancers.

7. To avoid the risk of getting breast, colon, and other cancers, you should limit your consumption of fat to no more than ______ 30 ______ percent of your daily calories.

continued
Diabetes, Hypoglycemia, and Diet

8. For persons with diabetes, the smallest percentage of their diet should come from ________ protein, one of the nutrients needed to maintain health.

9. Simple sugars, fruit juice, and alcohol should not be included in the diets of people with ________ hypoglycemia, who should eat small frequent meals at regular intervals.

Handling, Preparing, and Storing Food Safely

10. To help prevent foodborne illness, always ________ wash all fruits and vegetables before eating them.

11. Meat, fish, poultry, and eggs should not be left at room temperature for more than ________ two ________ hours.
**Safe Temperatures for Storing and Cooking Foods**

Look at the thermometer below. The thermometer shows safe temperatures for storing and cooking foods.

**Directions:** Answer these questions about the thermometer above.

1. To what temperature should raw eggs be cooked? **160°F**

2. What food should be cooked to the highest temperature shown on the thermometer? **whole poultry**

3. What is the difference between the lowest two temperatures shown on the thermometer and the highest five?  
   The lowest two show temperatures for storing food; the highest five show temperatures for cooking food.

4. What can happen to foods stored at temperatures between 40°F and 140°F?  
   They can become contaminated with bacteria.

5. What should you do with food that has not been stored at the recommended temperature? Explain your answer.  
   Throw it out. In the time that it was improperly stored, bacteria that could cause foodborne illness could have grown on it.
Be a Careful Consumer

**Directions:** Use the terms in the vocabulary box to complete the sentences.

1. When eating in a fast-food restaurant, consider a food item’s **nutrient density**, or ratio of nutrients to calories.

2. On a food label, the **Amount Per Serving** tells you the number of calories that come from fat in one serving.

3. The amount of food considered to be a portion, meant to reflect the amount that most people consume, is the **Serving Size**.

4. Whether you purchase food at a supermarket or pay for a meal at a restaurant, you are a(n) **consumer**.

5. The portion of the daily value of a nutrient provided by one serving of a food or beverage is the **Percent Daily Value**.

**Directions:** Answer each question. Use lesson vocabulary terms in your responses.

6. Which section on a food label informs you about the iron in the product? **Percent Daily Value**

7. What are three guidelines to follow in order to consume healthful meals when eating fast food? **Possible answers: consider the nutrient density, skip high-calorie desserts, and avoid oversized portions**

8. Why might the Serving Size section on a food label be misleading when planning healthful meals? **Possible answer: The section may be misleading because the Serving Size on the label may not be equivalent to the recommended serving size on the Food Guide Pyramid.**
Be a Careful Consumer

Directions: Complete the lesson outline below by filling in the blanks.

Understanding Food Labels
1. Nutrition Facts on food labels usually highlight per-serving amounts and/or percentages of calories, fat, and:
   a. ______________________ cholesterol
   b. ______________________ sodium
   c. ______________________ total carbohydrate, and
   d. ______________________ protein

Knowing the Nutrition Facts
2. Under the Nutrition Facts section of a food label for a bottle of orange juice, you can read the ________ Percent Daily Value ________ to determine how much of the vitamin C you need each day is provided in one serving of the juice.

3. The vitamins and minerals that must appear on a food label are:
   a. ______________________ vitamin A
   b. ______________________ vitamin C
   c. ______________________ calcium
   d. ______________________ iron

Escaping the Fast-Food Trap
4. At a fast-food restaurant, choose foods that are ________________ steamed ________________, ________________ grilled ________________, or ________________ broiled ________________, rather than fried.

5. A more healthful alternative to a sugary soft drink at a fast-food restaurant is ________________ water ________________.

Healthful Dining at Ethnic Restaurants
6. When eating at an Italian restaurant, choose a(n) ________________ tomato ________________ sauce rather than a cream sauce.

7. At any ethnic restaurant, ordering fish or chicken instead of ________________ red meat ________________ is always a more healthful choice.
Nutrition Facts Panel

Look at the Nutrition Facts panel below. The panel is similar to those that appear on all packaged foods.

**Directions:** Answer these questions about the Nutrition Facts panel above.

1. What is the Serving Size for this food?  **8 fl. oz**

2. How many calories are in two servings of this food?  **200**

3. What percentage of a person’s daily requirement for sodium is provided by one serving of this food?  **5 percent**

4. What can the information on this panel help you do?  
   **Possible answer: make healthful food choices**

5. Does a serving of this food appear to be a healthful choice? Explain your answer.  
   **Possible answer: Yes. One serving has only 100 calories; it has some protein and carbohydrates, little fat or sugar, and is high in calcium and vitamin D.**
Analyze What Influences Your Health

Directions: Think of people and things in your life that influence your food choices. On a separate sheet of paper, write a story telling how you could become more aware of the positive influences. Use the four steps for analyzing what influences your health to write your story. The steps are listed to the right as a reminder. You can read your story aloud to your classmates.

1. What people or things influence your food choices in a negative way? In a positive way? Possible answer: The negative influences on my food choices include television ads for unhealthful foods. Positive influences include my mother, who is committed to eating healthful foods.

2. In what way are the negative influences harmful to your health? Possible answer: Negative influences cause unhealthful weight gain, feelings of guilt, and a negative body image.

3. What can help you choose the positive influences over the negative ones? Possible answer: I can write inspirational sayings on notes and post them in prominent places.

4. What are some things you could say or do to protect yourself from people who try to influence your food choices in a negative way? Possible answer: I can avoid eating meals or snacks with them.

Extend

Directions: After sharing stories, prepare a survey of positive and negative influences on food choices that were mentioned in the stories. Have classmates repeat the influences as you record them on a chart. Then write a brief report in which you summarize the results of the survey, highlighting the three most common positive and negative influences. Discuss the survey results, as well as suggestions for avoiding negative influences and choosing positive ones.
Maintaining a Healthful Weight

Directions: Read the following story. Then use the terms in the vocabulary box to fill in the blanks.

“Look at these cookies,” Alicia said to her friend Ivey as they stopped at a display in the supermarket. “I’m still full from lunch, but these appeal to my __________ appetite __________.”

“Those cookies do look good,” agreed Ivey. “Although I am not experiencing __________ hunger __________ either, the temptation is very strong. Let’s keep going. We have three more things on my Grandma’s shopping list.”

In the cereal aisle, Ivey picked up a box of cereal and examined the information on the front. “This says each portion is low in fat and sugar,” she said brightly. Then she turned the box to look at the nutritional information. “Oh, no. It says that the __________ Serving Size __________ is one-fourth of a cup.”

“That’s not much cereal,” Alicia said.

The girls finished shopping and steered the cart to the checkout area. While they were waiting in line, they looked at the magazine covers on display. “Look at the runner on the cover of that fitness magazine,” Ivey said. “She’s really in shape.”

“Yes, she is,” agreed Alicia. “I wonder what her __________ body composition __________ is. I don’t think she has an ounce of body fat on her.”

“So many of these magazines have articles about losing weight,” Ivey said. “This one promotes a miracle diet, and that one promises you can eat all you want and still lose weight!”

“I think everyone should just find a(n) __________ healthful weight __________ for their age, height, and body frame and just maintain it,” Alicia said.

“I agree,” said Ivey. “But then what would the magazines write about?”
Maintaining a Healthful Weight

**Directions:** Complete the lesson outline below by filling in the blanks.

### Eating Habits

1. Having healthful eating habits means you:
   a. [ ] follow the Dietary Guidelines
   b. [ ] eat an amount of food that helps you maintain a healthful weight

2. Two situations that could lead to harmful eating habits are: **Possible answers:**
   a. [ ] being tempted by advertisements
   b. [ ] having unhealthful foods in front of you

### Eating and Your Emotions

3. Three feelings that can cause you to eat when you’re not hungry or avoid eating when you are hungry include:
   a. [ ] anxiety
   b. [ ] loneliness
   c. [ ] boredom

### Healthful Weight

4. The factors that determine a person’s healthful weight include:
   a. [ ] age
   b. [ ] height
   c. [ ] gender
   d. [ ] body frame

5. You and your friend may have the same weight but different ____________, the ratios of fat to lean tissue in your bodies.

6. Health professionals determine how healthy a person is by measuring his or her ____________.
Body Mass Index

7. Determining your Body Mass Index involves a comparison of your _______ weight _______ and your _______ height _______.

8. You and a friend may have the same height and Body Mass Index, but you may have different levels of _______ fitness _______, depending on whether your weight comes from muscle or fat.

Weight Management

9. Maintaining a healthful weight means balancing the _______ calories _______ you take in through foods and beverages with the amount you use up through _______ physical activity _______.

10. A safe rate of weight loss is _______ one-half _______ to _______ two _______ pounds per week.
BMI Percentiles for Girls

Look at this line graph. A line graph shows change over time.

Directions: Answer these questions about the line graph above.

1. What information do you have to calculate before you can use this chart? Your Body Mass Index

2. What does the information in the column on the right side of the chart show? It shows a range of percentiles.

3. What is the Body Mass Index (BMI) for a 16-year-old girl who falls into the 75th percentile? 23

4. In what percentile is a 20-year-old girl with a BMI of 17.8? Is this within the appropriate range? Possible answer: She is in the 5th percentile. It is barely within the appropriate range.

5. How would a chart such as this be useful in maintaining healthful habits? Possible answer: You can use it to determine whether your weight is in an appropriate range and make changes in your eating habits if it is not.
**BMI Percentiles for Boys**

Look at this line graph. A line graph shows change over time.

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**Directions:** Answer these questions about the line graph above.

1. What does the information in the column on the left side of the chart show?
   
   **It shows a range of Body Mass Indexes.**

2. In what percentile would an 18-year-old boy be if his Body Mass Index (BMI) is 20?  
   
   **25th percentile**

3. In what percentile is a 14-year-old boy with a BMI of 26? Is this within the appropriate range?  
   
   **95th percentile; no, he is overweight.**

4. In what percentile is a 12-year-old boy with a BMI of 15.5? Is this within the appropriate range?  
   
   **10th percentile; yes**

5. Why might you want to use this chart to check your percentile each year until you are 20 years old?  
   
   **Possible answer: Because I am still growing and my body is changing, my BMI may change from year to year and I would want to check that I was still in the acceptable range for my age.**

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Centers for Disease Control and Prevention
Having a Positive Body Image

Directions: Use the provided clues to unscramble the vocabulary terms. Write the unscrambled terms in the spaces provided, writing one letter above each blank. When you have unscrambled all of the terms, write the circled letters in the space provided. Use the circled letters and the final clue to form a term related to body image.

1. a condition in which the body does not have enough fluid to function well
   hoitynadder **dehydration**

2. the rate at which the body converts food to energy
   latesibmom **metabolism**

3. any food-related illness in which a person changes eating habits in a way that is harmful to the mind and body
   songitradiered **eating disorder**

4. excessive body fat
   tesbiyo **obesity**

5. a condition in which the body does not get the nutrients it needs
   ontratuinmil **malnutrition**

6. an eating disorder characterized by self-starvation and a weight of 15 percent or more below normal
   aixasevenoorran **anorexia nervosa**

7. an eating disorder in which a person engages in uncontrollable overeating
   terranosegibegindid **binge eating disorder**

8. an eating disorder in which a person has uncontrollable urges to binge and purge
   ailnaurmsebio **bulimia nervosa**

Write the circled letters here: _____i, m, d, a, e_____

Clue: This is one influence on body image.

Answer: ___________media___________
Having a Positive Body Image

Directions: Complete the lesson outline below by filling in the blanks.

Influences on Body Image
1. Factors that can influence body image include the media and athletes.

2. To develop a positive body image, you may want to discuss your feelings with a(n) respected adult and exercise regularly so you can feel confident.

Eating Disorders
3. In addition to self-starvation, a person with anorexia nervosa may practice harmful habits such as excessive exercise or the use of laxatives, enemas, or diuretics.

4. A person diagnosed with an eating disorder may need to be treated with both medical and psychiatric help.

5. In both bulimia and binge eating disorder, the affected person engages in uncontrollable overeating.

Obesity
6. Obesity can be caused by genetics and, rarely, slow body metabolism, as well as the following:
   a. lack of physical activity
   b. harmful eating habits
   c. binge eating disorder

7. The health problems a person with obesity may develop include certain cancers, pancreas and liver disorders, heart disease, and diabetes.

Treating Eating Disorders
8. A person with an eating disorder can be helped by friends, family members, and school counselors, as well as professionals such as: Possible answers:
   a. a physician
   b. a mental health professional
   c. a dentist
Looking Neat and Clean

Directions: Read the following article. Then use the terms in the vocabulary box to fill in the blanks.

“Pulling Through Puberty”
A Monthly Column from Your School Nurse

Being a healthful person means taking care of your body inside and out. If you follow these tips on proper _______ grooming _______, you will find yourself looking and feeling better.

Let’s start from the ground up. Your feet work hard for you. You should do a little work for them. Wash your feet daily and after exercise. Trim toenails straight across. This will help prevent a painful _______ ingrown toenail _______ from giving you trouble. Take care of those parts of your feet where the skin is thickened. For example, you can treat a(n) _______ callus _______ by soaking your feet for ten minutes and then gently using a pumice stone on the thickened area. Finally, wear socks inside shoes that fit well. Shoes that pinch or rub against your toes or heel could give you a(n) _______ corn _______ or a(n) _______ blister _______.

When it comes to your face, keep in mind a few simple rules. Do not scrub or squeeze pimples, whiteheads, or blackheads. Anything other than gentle washing is likely to irritate _______ acne _______. You may wish to consult a(n) _______ dermatologist _______ to help control severe skin conditions.

People pay a lot of attention to their hair. When you get right down to it, though, the most important thing is to have clean hair. Washing your hair once every other day will generally keep it looking clean and healthy. If you notice white flakes on your shoulders, or _______ dandruff _______, you may need to shampoo more frequently or use a special shampoo.

Following these tips for feet, face, and hair will keep you looking neat and clean. Remember, practicing healthful grooming habits is just the first step toward a healthful lifestyle.
Looking Neat and Clean

Directions: Complete the lesson outline below by filling in the blanks.

Skin Care
1. Daily bathing will clean the skin of perspiration from sweat glands and oil from sebaceous glands.
2. Two ways to care for acne at home are to wash your face gently and never squeeze pimples.

Nail Care
3. The guidelines you should follow to ensure healthful nails are:
   a. keeping nails clean,
   b. trimming nails weekly, and
   c. filing nails to keep them neat.

Foot Care
4. Ways to care for your feet include: Possible answers:
   a. wearing comfortable, well-fitting shoes,
   b. washing feet daily, and
   c. cutting toenails straight across.
5. Properly caring for your feet can help you avoid foot problems such as ingrown toenails, calluses, corns, and blisters.

Hair Care
6. As a general rule, shampooing your hair once every other day is often enough to keep it clean without drying it out.
7. To help protect yourself against head lice, avoid sharing brushes, combs, and hats.
Caring for Your Eyes and Ears

Directions: Use the terms in the vocabulary box to complete the crossword puzzle.

Across
4. A unit used to measure the loudness of sound
8. The health professional that can give you a hearing test
9. A vision problem in which a person has blurred distance vision and clear close-up vision

Down
1. A vision problem also known as “far-sightedness”
2. An infection also known as “pink eye”
3. A physician who specializes in medical and surgical treatment of eye problems and diseases
5. A condition in which a person is unable to distinguish certain colors
6. A vision problem in which an irregular curve in the eye’s lens or cornea causes blurred vision
7. A trained vision specialist who is licensed to examine your eyes and prescribe corrective lenses

Vocabulary
- astigmatism
- audiologist
- color blindness
- conjunctivitis
- decibel
- hyperopia
- myopia
- ophthalmologist
- optometrist

Use with textbook pages C10–C17.
Caring for Your Eyes and Ears

Directions: Complete the lesson outline below by filling in the blanks.

How the Eye Works
1. In the eye, light passes through the clear outer layer, or the ________ cornea ________, first.
2. An image is translated into nerve impulses in the ________ retina ________, or inner lining.
3. The eye and the brain are connected by the ________ optic nerve ________.

Caring for Your Eyes
4. An eye exam can be performed by a(n) ________ optometrist ________, who is licensed to examine the eyes and prescribe corrective lenses or a(n) ________ ophthalmologist ________, who is a physician specializing in medical and surgical treatment of eye problems and diseases.
5. Ways to care for your eyes include: Possible answers:
   a. ________ looking away from the computer screen regularly ________
   and
   b. ________ wearing sunglasses that protect your eyes from ultraviolet rays ________

How the Ear Works
6. Taking care of your ears helps to protect you from ________ hearing loss ________ and ________ infections ________.
7. Ways to care for your ears include: Possible answers:
   a. ________ turning down the volume to a moderate level ________
   and
   b. ________ seeing a physician if you have an ear infection ________

Preventing Hearing Loss
8. Sounds in the range of 40 to 60 decibels are considered comfortable and ________ safe ________ for your ears.
9. A specialist who evaluates hearing problems uses a(n) ________ audiometer ________ to conduct exams.
Medical and Dental Checkups

**Directions:** Read the following story. Then use the terms in the vocabulary box to fill in the blanks.

Kyle Vesper’s family is hosting an exchange student. It is time for Tomas’s first visit to a dentist in the United States. Kyle and Tomas have been practicing some words so that Tomas can talk with the dentist. Kyle and his mom take Tomas to the dentist’s office after school. The boys talk in the waiting room until the dentist is ready to see Tomas.

“I used to worry that my teeth didn’t fit together,” Tomas said. “I knew that if I had a(n) _______ malocclusion, I might need to get braces. Maybe I’ll ask Dr. Patel to recommend a good _______ orthodontist who can put my braces on.”

“I am sure Dr. Patel can help you. She is a great dentist,” Kyle said. “Let’s practice our words one last time.” Kyle asked Tomas, “Doctor, my gums seem to be red and tender. Do you think this is a(n) _______ symptom of something serious?”

Tomas answered in his best doctor voice. “Tender gums could be a sign of _______ gingivitis, which is an early stage of gum disease.”

“What can happen if I do not get it taken care of?” asked Kyle.

“The condition could worsen until you have _______ periodontal disease, which affects not only the gums but the jawbone as well,” answered Tomas, proud of his dental knowledge.

As Kyle and Tomas grinned at each other, the receptionist called Tomas to the examination room. Tomas reappeared about 20 minutes later, still grinning.

“Well? How was it?” asked Kyle.

“Not too bad,” said Tomas. “Dr. Patel only had to remove a small amount of _______ calculus from my lower teeth.”

“You mean you didn’t get to impress her with any of your big new words? How disappointing,” Kyle inquired.

“I did explain to her that what she was scraping off was a buildup of an invisible film of bacteria called _______ dental plaque,” Tomas responded.

“Well, it was worth the trip then, wasn’t it?” says Kyle, and he gave Tomas a high five as they walked out the door.
Medical and Dental Checkups

Directions: Complete the lesson outline below by filling in the blanks.

Personal Health Care
1. The foundation for personal health care is a yearly _________________.
2. Your physician measures your health status by checking your: Possible answers:
   a. ____________________________,
   b. ____________________________,
   c. ____________________________,
   d. ____________________________.

Keeping Your Teeth Healthy
3. To keep your teeth healthy, visit your dentist every _________________.
4. A dentist will remove any hardened dental plaque, or _________________.
5. During an exam, a dentist will examine your gums for any signs of ________________, the early stage of gum disease.
6. Braces are used to treat _________________.
7. To help straighten teeth, a(n) ________________ may be used after braces are removed or in place of braces altogether.

Your Guide to Brushing and Flossing
8. The best time to brush your teeth is before breakfast and after _________________.
9. When you brush the chewing surfaces of your teeth, use ________________ to guide the bristles into dents and crevices of your molars.
10. When flossing, slide floss all the way to the ________________ to make sure you remove bits of food or dental plaque.
Set Health Goals

Directions: On a separate sheet of paper, write a health behavior contract about taking responsibility for your dental health. Use the steps for setting health goals. The steps are listed to the right as a reminder.

Health Behavior Contract

Name ___________________________ Date ___________________________

**Health Goal:**

**Effects on My Health:**

**My Plan:**

**My Calendar:**

**Mon** **Tues** **Wed** **Thurs** **Fri** **Sat** **Sun**

**How My Plan Worked:**

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1. What effect might not following a dental health plan have on your teeth?
   **Possible answer:** If I do not follow a dental health plan I can have dental problems such as cavities or gingivitis.

2. How did your plan work? What is your evaluation at the end of one week?
   **Possible answer:** My plan worked well because every day I followed the steps I had planned. At the end of one week, my mouth feels cleaner and my breath is fresher.

3. How might you continue to use and benefit from your health behavior contract?
   **Possible answer:** My health behavior contract gives me a guide to follow for the rest of my life.

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**Extend**

Directions: With a partner, discuss each of your contracts. Make a list of the similarities and differences to share with the class. Allow classmates to suggest additional healthful ways to obtain the health goal. Write a summary of the discussion.
Benefits of Physical Activity

Directions: Answer the following questions.

1. Physical activity causes your body to increase production of *norepinephrine* and *beta-endorphins*. What are these substances and why are they good for you and your body?

   *Norepinephrine helps transmit brain messages along certain nerves.*

   *Beta-endorphins are natural pain-reducers. High levels of these substances in the blood result in a feeling of well-being.*

2. What is *competition*? Give an example of a way to compete in a healthful manner.

   Possible answer: Competition is the act of trying to win or gain something from one person or group of people. An example of competing in a healthful manner is to not brag when you win.

3. What is *grooming*? How can heavy physical activity affect your grooming habits?

   Possible answer: Grooming is the way you take care of your body so that you look and feel your best. If you participate in heavy physical activity, your grooming habits will be affected because you will have to bathe more.

4. Physical activity can be tough on your feet. How are the foot problems *blisters* and *calluses* different?

   Possible answer: Blisters are different from calluses because blisters are liquid-filled pouches of skin whereas calluses are thickened layers of skin. You can treat calluses by soaking your feet and using a pumice stone. You treat blisters by keeping them clean, dry, and covered with a bandage.
Benefits of Physical Activity

Directions: Complete the lesson outline below by filling in the blanks.

Benefits of Physical Activity
1. Physical activity raises the levels of norepinephrine and beta-endorphins in the body, which creates a feeling of ________well-being________.
2. The top ten reasons for being physically active include: Possible answers:  
   a. ________giving yourself a feeling of well-being________,  
   b. ________relieving your stress________,  
   c. ________helping you manage your weight________, and  
   d. ________toning your muscles________.

Relieving Stress
3. Physical activity allows your heart rate to ________return to normal________ after a period of extended stress.
4. Participating in physical activity when you have extended stress allows you to take a(n) ________break________ from the problems causing the stress.

Building Social Skills
5. Shared physical activities give you a framework for testing ways to build positive interpersonal ________relationships________.
6. Planning healthful physical activities with friends may make all of you less likely to engage in ________risk behaviors________ like smoking.

Healthful Competition
7. Five key skills for healthful competition are:  
   a. ________setting performance goals and working to reach them________,  
   b. ________giving your best at all times________,  
   c. ________winning without bragging________,  
   d. ________accepting defeat and working to improve your performance________, and  
   e. ________playing by the rules________.
Physical Activity and Your Health

Directions: Use the terms in the vocabulary box to complete the sentences.

1. If you have a strong heart muscle, you probably have a high ____________, which is how much blood your heart pumps with each beat.
2. Your heart, lungs, liver, spleen, kidneys, and intestines are protected from injury by the ____________ that surrounds them.
3. Developing strong, healthy bones early in life may help prevent ____________, a disease that results in fragile, thin, and easily injured bones.
4. The fat that accumulates within muscle and under the skin is ____________, large deposits of which can increase the risk of developing heart disease.
5. The amount of blood pumped by your heart each minute is your ____________.
6. The condition in which the movable parts of a joint break down is called ____________.
7. To get an overall health picture, a doctor may want to know how your blood pressure changes during the course of a day, or your ____________.

Vocabulary

- adipose tissue
- cardiac output
- dynamic blood pressure
- essential body fat
- osteoporosis
- osteoarthritis
- stroke volume

Name Date
Physical Activity and Your Health

Directions: Complete the lesson outline below by filling in the blanks.

Stronger Heart and Lungs
1. Physical activities such as swimming, jogging, or any other ______ aerobic activity are the best for keeping your lungs and heart in shape.
2. During physical activity, your body’s muscle cells need extra ______ oxygen, which the heart provides by increasing the ______ cardiac output or the amount of blood pumped by the heart each minute.
3. To avoid the harm that sudden ______ increases in your blood pressure can have on your blood vessels, engage in ______ physical activity, which can keep your blood pressure low.

Bones and Weight
4. To strengthen bones, choose ______ weight-bearing activities, such as jogging or climbing stairs.
5. A person may help prevent osteoarthritis later in life by regularly doing exercises that involve ______ stretching.
6. Deposited within muscle and under the skin, ______ adipose tissue can be reduced through regular physical activity.

Getting Enough Sleep
7. While your mind has little or no conscious activity during sleep, your body is ______ rebuilding tissue and ______ storing up energy.
8. Each night you should get ______ eight ______ to ______ ten ______ hours of sleep.
9. To get a good night’s sleep: Possible answers:
   a. end your exercise at least ______ three hours before bedtime.
   b. relax with ______ music ______, and
   c. avoid caffeine for ______ eight hours before bedtime.
Achieving Physical Fitness

Directions: Match the definitions in Column I with the terms in Column II. Write the correct letter in each blank.

**Column I**

1. the ability to bend and move the body through a full range of motion
2. the ability to lift, pull, push, kick, and throw objects with force
3. what you calculate when you subtract your age from 220 heartbeats per minute
4. vigorous activity in which oxygen is taken in for a period of at least 20 minutes
5. the healthful condition of the body that is the result of regular physical activity
6. the ability to do activities requiring increased oxygen intake for extended periods
7. the ability to use muscles over an extended period
8. 75 percent of maximum heart rate
9. a high ratio of lean body tissue to fat body tissue
10. an exercise in which the body’s demand for oxygen is greater than the supply

**Column II**

A  aerobic exercise
B  anaerobic exercise
C  cardiorespiratory endurance
D  flexibility
E  healthful body composition
F  maximum heart rate
G  muscular endurance
H  muscular strength
I  physical fitness
J  target heart rate

Directions: Answer each question. Use lesson vocabulary terms in your responses.

11. Which area of health-related fitness does running improve?
   **cardiorespiratory endurance**

12. What type of exercise must be done at your target heart rate?
   **aerobic**

13. What is measured when you do a V-sit reach?
   **lower back and hamstring flexibility**
Achieving Physical Fitness

Directions: Complete the lesson outline below by filling in the blanks.

Health-Related Fitness
1. The five areas of health-related fitness are:
   a. ____________ muscular strength ____________
   b. ____________ muscular endurance ____________
   c. ____________ flexibility ____________
   d. ____________ cardiorespiratory endurance ____________, and
   e. ____________ healthful body composition ____________

Measuring Your Fitness
2. Meeting the President’s Challenge standard in the ____________ shuttle run ____________ demonstrates leg strength, power, and agility.
3. Being able to do curl-ups or partial curl-ups is a measure of ____________ abdominal strength ____________ and ____________ endurance ____________.

Developing Health-Related Fitness
4. The types of exercises that help muscular strength, muscular endurance, and flexibility are:
   a. ____________ isotonic ____________
   b. ____________ isokinetic ____________, and
   c. ____________ anaerobic ____________
5. When you hold tightened muscles in place to build stronger and larger muscles, you are performing a(n) ____________ isometric ____________ exercise.
6. To develop cardiorespiratory endurance, you should do ____________ aerobic ____________ exercises.

Developing Skill-Related Fitness
7. The six fitness skills are:
   a. ____________ agility ____________
   b. ____________ balance ____________
   c. ____________ coordination ____________
   d. ____________ reaction time ____________
   e. ____________ speed ____________, and
   f. ____________ power ____________
Exercises that Develop Health-Related Fitness

Look at the chart below. A chart helps readers link pieces of information.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>What It Does and Doesn’t Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Isotonic exercise</em> is exercise in which there is a muscle contraction that causes movement. <em>Example: weight lifting</em></td>
<td>Increases muscular strength, muscular endurance, and flexibility. Does not help cardiorespiratory endurance.</td>
</tr>
<tr>
<td><em>Isometric exercise</em> is exercise in which muscles are tightened for five to ten seconds without movement of body parts. <em>Example: tightly holding in abdominal muscles</em></td>
<td>Improves muscular strength. Builds larger and stronger muscles. Does not build muscular endurance, flexibility, or cardiorespiratory endurance.</td>
</tr>
<tr>
<td><em>Isokinetic exercise</em> is exercise in which a weight is moved through an entire range of motion. <em>Example: working on an exercise machine with weight plates and air pressure</em></td>
<td>Promotes muscular strength, muscular endurance, and flexibility. Machines must be used under trained instruction. Does little to improve cardiorespiratory endurance.</td>
</tr>
<tr>
<td><em>Anaerobic exercise</em> is exercise in which the body’s demand for oxygen is greater than the supply. <em>Examples: swimming quick laps, doing sprints</em></td>
<td>Improves muscular strength, muscular endurance, and flexibility. Has little value for improving cardiorespiratory endurance.</td>
</tr>
<tr>
<td><em>Aerobic exercise</em> is vigorous activity in which oxygen is taken in for a period of at least 20 minutes. <em>Examples: cross-country skiing, soccer, full-court basketball, singles tennis, running, biking, swimming, skating</em></td>
<td>Develops cardiorespiratory endurance and increases ratio of lean body tissue to fat body tissue. Aerobic exercises must be done at your <em>target heart rate</em>, which is 75 percent of maximum heart rate. <em>Maximum heart rate</em> is a heart rate of 220 beats per minute minus your age.</td>
</tr>
</tbody>
</table>

**Directions:** Answer these questions about the chart above.

1. What kind of information is in the first column in the chart? The first column describes types of exercise.

2. What kind of information is in the second column? The second column describes the physical benefits of each type of exercise.

3. Swimming is an example of what two types of exercises? *aerobic and anaerobic*

4. How can you apply the information in the chart to your life? *Possible answer: I can use the chart to help me plan a health-related fitness program.*
## Designing a Physical Fitness Plan

**Directions:** Match the terms in the vocabulary box with their definitions. Write one letter above each blank. If a blank has a number under it, write the letter for that blank in its corresponding square in the pattern. The filled pattern contains a message about having a healthful attitude in team sports. One of the boxes has been filled in for you. For multiple-word terms, use only the underlined word(s) to complete the blanks.

<table>
<thead>
<tr>
<th>SHOW</th>
<th>RESPECT</th>
<th>AND</th>
<th>BE</th>
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<tr>
<td></td>
<td></td>
<td>SPORT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Physical activities you engage in by yourself or with a friend
   - **individual sports**
   - Blank 13
   - Blank 17
   - Blank 24
   - Blank 1

2. Guidelines to follow in order to gain maximum benefits from physical activity while preventing injuries
   - **training principles**
   - Blank 5
   - Blank 10
   - Blank 22

3. The gradual increase in intensity and time spent on physical activity
   - **progression**
   - Blank 8
   - Blank 18

4. Light activity to prepare muscles for more intense physical activity
   - **warm-up**
   - Blank 4
   - Blank 23

5. The number of times you participate in a physical activity each week
   - **frequency**
   - Blank 25
   - Blank 9

6. Activities to participate in now and as you get older
   - **physical activities**
   - Blank 2
   - Blank 12

7. Reduced activity to slow the heart rate and decrease body temperature
   - **cool-down**
   - Blank 3
   - Blank 21

8. Physical activities in which groups of people compete against each other
   - **team sports**
   - Blank 11
   - Blank 19

9. An added activity that increases the body’s ability to do work
   - **overload**
   - Blank 20
   - Blank 6
   - Blank 14

10. Choosing a particular physical activity for its desired benefits
    - **specificity**
    - Blank 7
    - Blank 16
    - Blank 26

*Use with textbook pages C46–C53.*
Designing a Physical Fitness Plan

Directions: Complete the lesson outline below by filling in the blanks.

Setting Personal Goals
1. An example of a(n) _______ lifetime _______ sports and physical activity that you can continue to participate in as you get older is jogging.

Sports and Physical Fitness
2. List the advantages of individual sports such as bicycling.
   a. _______ They require no time for planning with team members.
   b. _______ They can be done at any time and for any length of time.
   c. _______ They offer a chance for reflective thought.

3. List the advantages of team sports such as volleyball.
   a. _______ They help you build social and communication skills.
   b. _______ They provide the excitement of competition.
   c. _______ They help you learn how to deal with defeat.
   d. _______ They require maintaining a schedule.

Training Principles
4. The following six training principles help you maximize the benefits of your physical activity and avoid injuries:
   a. _______ warming up
   b. _______ specificity
   c. _______ overload
   d. _______ progression
   e. _______ frequency
   f. _______ cooling down

Designing Your Plan
5. As you develop your fitness plan, take into consideration your current _______ health status _______ and your personal preferences.

6. As a foundation for your fitness plan, consider the five areas of _______ health-related fitness _______.


Sports Safety

Directions: Each conversation below contains clues that refer to a term in the vocabulary box. After reading each conversation, write the term the conversation refers to on the line provided. Then underline the word or words in the conversation that helped you choose the correct term.

1. “Do you want to come to my house after school?” Frank asked Jerome. “We can watch TV and have snacks.”
   “No, thanks. I am in training for the football tryouts. I am going to do some weight lifting after school. Plus, I am sticking to a healthy diet to help me be in the best shape for the tryouts,” Jerome responded. 
   ________ sports conditioning ________

2. “What did you do last night?” asked Mr. Petrakis. “I went to my son’s swim meet,” said Mr. Franklin. “My son won his race.”
   “That is great. It’s great when you can watch your children excel at their sport,” Mr. Petrakis replied. 
   ________ sports spectator ________

3. “Why are all these different types of exercise equipment set up in the gym?” Ping asked his physical education teacher.
   “Today, I will be testing your physical limits to see what type of physical activity is best for you,” Mrs. Klein answered. 
   ________ physical profiling ________

4. “You’re a great soccer player. How long have you been playing?” Aaron asked Pablo.
   “Since I was old enough to kick the ball. Do you play?” Pablo responded.
   “A little, but I am not very good. I’m on the track team, though.” Aaron answered. 
   ________ sports participant ________

5. “What did the doctor say about your ankle?” Esperanza asked Jamie. “I have stay off it and rest it for a while. He also gave me instructions on how to ice it and wrap the bandage to keep it compressed. It also has to stay elevated above my heart.” Jamie responded. 
   ________ PRICE treatment ________
Sports Safety

Directions: Complete the lesson outline below by filling in the blanks.

Sports Conditioning and Safety
1. Exercise and good nutrition are two parts of _____________ sports conditioning _____________, or preparing yourself to participate in a particular sport.
2. When you participate in sports, it is especially important to eat a healthful diet and drink water, to dress appropriately for the activity and weather, and to wear the proper footwear and _____________ equipment _____________.

Safety Rules
3. To play sports safely and minimize the risk of injury, you should:
   a. _____________ follow the rules of the game _____________,
   b. _____________ choose safe places and times _____________,
   c. _____________ use the correct safety equipment properly _____________,
   d. _____________ do warm-ups and cool-downs _____________, and
   e. _____________ get treatment for injuries _____________.
4. The five stages of the PRICE treatment method are:
   a. _____________ protect _____________,
   b. _____________ rest _____________,
   c. _____________ ice _____________,
   d. _____________ compress _____________, and
   e. _____________ elevate _____________.

Being a Good Sport
5. Ways to be a responsible sports participant include: Possible answers:
   a. _____________ knowing and following the rules of the game _____________,
   b. _____________ not showing off _____________, and
   c. _____________ keeping grades a priority _____________.
6. As a sports spectator, you should never:
   a. _____________ boo or hiss at players, coaches, or referees _____________.
   b. _____________ damage property _____________, or
   c. _____________ throw objects at players or referees _____________.

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Violent Behavior

Directions: Match the definitions in Column I with the terms in Column II. Write the correct letter in each blank.

Column I

1. unwanted sexual advances that can include comments or physical contact
2. sexual abuse between family members, including parents or guardians
3. ways that a person might behave and characteristics of a person’s environment that promote health, safety, and well-being
4. an object used to commit violent acts that could injure or kill
5. violence between family members that can include physical or sexual assault
6. the intentional or unintentional killing of another person
7. an attempt by one person to hurt or frighten others who may seem helpless

Column II

A. bullying
B. domestic violence
C. homicide
D. incest
E. protective factors
F. sexual harassment
G. weapon

Directions: Answer each question. Use lesson vocabulary terms in your responses.

8. What is sexual abuse?
   Possible answer: Sexual abuse is sexual activity that is forced.

9. What protective factors can you practice to reduce your risk of violence?
   Possible answer: staying away from anyone who carries a weapon

10. In addition to car crashes, what are the two other leading causes of death for teens?
    homicides and suicides

11. What are three forms of abuse that can occur within a family?
    child abuse, parent abuse, and domestic violence
Violent Behavior

Directions: Complete the lesson outline below by filling in the blanks.

Protection Against Violence
1. Being raised in a healthful family is a protective factor that has to do with your ______ environment, the type of protective factor over which you have the least control.

2. Behavioral protective factors include: Possible answers:
   a. ______ participating in physical and recreational activities,
   b. ______ staying away from weapons ______, and
   c. ______ avoiding the use of alcohol and other harmful drugs ______.

Forms of Violence
3. When a person tries to hurt or frighten someone who may appear helpless, the behavior is called ______ bullying, which is not an acceptable form of social behavior.

4. Violence directed against oneself, or ______ suicide ______, may occur when a person has been depressed or has used drugs or alcohol.

5. Name-calling, suggestive phone calls, and sexual threats are some forms of ______ sexual harassment ______.

Recognizing the Forms and Signs of Abuse
6. Forms of abuse include:
   a. ______ physical abuse ______,
   b. ______ emotional abuse ______,
   c. ______ sexual abuse ______, and
   d. ______ neglect ______.

7. A person may undergo medical care and counseling during ______ victim recovery ______—the return to physical and emotional health after being harmed by violence.

8. To avoid becoming a victim, or becoming a victim again, a person should learn ______ self-protection strategies ______.

Reducing the Risk of Violence
9. Ways to avoid violence include: Possible answers:
   a. ______ not carrying weapons ______,
   b. ______ avoiding people who exhibit violent behavior ______, and
   c. ______ not making fun of other people or discriminating ______.
Protective Factors: Family and Friends

Directions: Each conversation below contains clues that refer to a term in the vocabulary box. After reading each conversation, write the term the conversation refers to on the line provided. Then underline the word or words in the conversation that helped you choose the correct term. Use each word only once.

1. “I have to tell one of our teachers or another responsible adult,” Mario said.
   “Are you sure that the gun is in his locker?” Dwayne asked.
   “Yes, he showed it to me and said he was thinking about using it to hurt someone,” Mario explained.
   __________}
   weapon

2. “Sometimes my father gets really angry and hits my mom. When I try to stop him he yells at me or he calls me names and tells me I’m worthless,” John told his guidance counselor, Mrs. Gupta.
   “You made a responsible decision by sharing this with me,” she responded.
   “This is how you and I are going to help you and your mom out of this abusive situation . . . .”
   __________
   domestic violence

3. “Mom, I need to talk to you about something. I am so stressed over my math test tomorrow,” Min said.
   “Well, dear, you have been studying all week for it. All you can do is try your best. If you feel math is a tough subject for you, maybe you can ask your teacher for extra help. Also, Dad and I will do all we can to help you succeed,” Mrs. Chin replied.
   __________
   nurturing environment

4. “When you are in school, what should you avoid to promote your health, safety, and well-being?” Officer Platero asked the class.
   “Weapons, gangs, and alcohol and other drugs!” the class responded in unison.
   __________
   protective factors

5. “Let me by or I am going to be late for class,” Luisa pleaded.
   “If you do not do my science homework for the rest of the year, I will make your life miserable,” Sharon threatened as she cornered Luisa in the bathroom.
   __________
   bullying
Protective Factors: Family and Friends

Directions: Complete the lesson outline below by filling in the blanks.

Protective Factors

1. Four protective factors that stem from your relationships with friends and family are:
   a. _______________ having self-respect,
   b. _______________ being raised in a healthful family setting,
   c. _______________ living in a nurturing environment, and
   d. _______________ having social skills.

Managing Anger and Stress

2. Stress management skills include: Possible answers:
   a. _______________ not overscheduling yourself,
   b. _______________ getting enough sleep, and
   c. _______________ being prepared.

3. Using I-messages and self-statements to express feelings, going for a walk, and expressing yourself through artistic activities are all examples of _______________ anger management skills.

4. A way to release your energy is through _______________ physical and recreational activities that can make you feel more relaxed, which in turn reduces the risk of violent behavior.

Other Protective Factors

5. Treating someone who is different from you unfairly is _______________ discrimination, which can lead to violence.

6. To make responsible decisions and choose the best course of action, follow these steps:
   a. _______________ Identify your choices.
   b. _______________ Use the Guidelines for Making Responsible Decisions™.
   c. _______________ Tell what the responsible decision is. Check this out with your parent or another trusted adult.
   d. _______________ Evaluate your decision.

7. Saying “no” and leaving dangerous situations are _______________ resistance skills you can use to help you avoid violence in your life.
Protective Factors: Your Environment

Directions: Answer the following questions.

1. Why does membership in a gang pose a potential risk to your safety?
   Possible answer: Since gangs participate in criminal and/or violent activities, gang membership would expose me to violence.

2. How could having respect for authority be a protective factor?
   Possible answer: Following laws and rules helps maintain an orderly environment, which does not promote violence.

3. What is a juvenile offender and how might rehabilitation affect him or her?
   Possible answer: A juvenile offender is a legal minor who commits a crime. A juvenile offender may undergo rehabilitation in order to change his or her behavior from negative to positive.

4. What is probation and what is its purpose?
   Possible answer: Probation is a period of time during which someone who has committed a crime remains in his or her community under supervision. Its purpose is to help a person avoid criminal or violent acts in the future.
Protective Factors: Your Environment

Directions: Complete the lesson outline below by filling in the blanks.

Avoiding Alcohol, Other Drugs, and Weapons
1. Besides causing direct harm to your health, the use of alcohol and other drugs can harm you ______ indirectly ________ through other people’s actions.
2. If there are firearms in your home, you should never touch them without proper adult ______ supervision ________.

Avoiding Gangs and Respecting Authority
3. You can protect yourself from gang violence by not associating with gang members and by not wearing clothing, colors, or ______ symbols ________ associated with gangs.
4. You can show respect for authority by: Possible answers:
   a. ______ obeying the law ________,
   b. ______ not resorting to violence ________, and
   c. ______ resisting negative peer pressure to break rules or laws ________.

Self-Protection Strategies
5. The four general self-protection strategies are:
   a. ______ being aware of warning signs that a person may harm you ________,
   b. ______ trusting your feelings ________,
   c. ______ staying alert ________, and
   d. ______ not taking safety for granted ________.
6. To protect yourself in public places, avoid walking by yourself at night, do not accept rides from strangers, and carry a(n) ______ whistle ________ to get attention if you need it.

Recovering from Violence
7. Seeking help after a violent event, whether you were the victim or the offender, helps break the ______ cycle of violence ________.
8. To help rehabilitate an offender, he or she may be placed on ______ probation ________.
Manage Stress

Directions: When might a person feel stress? Think of some actual situations that might cause someone stress. What can a person start doing right away to avoid or lessen upcoming stress? Copy the two charts below onto a separate sheet of paper. Then use the four steps for managing stress to help you fill out the charts. The steps are listed to the right as a reminder.

1. In general, what types of situations can cause stress?
   Possible answer: tests in school and athletic events

2. What is it about these situations that causes stress?
   Possible answer: I worry about performing well.

3. How does identifying the cause of stress help you to manage the stress? Use specific examples.
   Possible answer: If I know that I have a test next week, I can begin to prepare for it early and avoid the stress from studying too much the night before.

Extend

Directions: With a partner, role-play a situation in which a friend is nervous and forgetful because of problems at home. The friend confides in you that he or she has not been able to sleep. In your role play, explain what you would say to help him or her manage his or her stress. Write a summary of your role play.
Safety Indoors

Directions: Read the following story. Then use the terms in the vocabulary box to fill in the blanks.

Neil and his mother were unpacking groceries. “Now that we know my sister and her kids are visiting next month, we need to make sure the house is extra safe,” commented Mrs. Archer.

“What’s the big deal? It’s not as if the roof is going to fall in,” replied Neil.

“No, but with her twin eight-year-olds and a teenager, this will be a pretty busy place. A lot can happen if we are not careful. We wouldn’t want anyone to have a(n) ______ accident ______. I just read in the newspaper that thousands of children are injured or killed as a result of an unexpected event, or ______ unintentional injury ______, in the home every year,” Mrs. Archer explained.

“What can hurt kids in their own homes?” asked Neil.

“Most homes have many, many products that can be harmful if they’re not used correctly. Why, even this plastic grocery bag could be dangerous. It could easily cause ______ suffocation ______ if a young child put his head inside.”

Neil looked at the grocery bag in alarm. “Well, I know little kids might do things they shouldn’t do sometimes, but how do older kids get hurt?”

Mrs. Archer held up a bottle of cleanser. “Isn’t this a pretty color? What if a child drank it? This cleanser would be a(n) ______ poison ______ if ingested.”

Neil grimaced at the thought. “Hey, Mom, what do you want me to do with this?”

“Oh, that goes in the basement. The gas furnace is down there and that will tell us if we have a(n) ______ carbon monoxide ______ leak. It’s called a(n) ______ carbon monoxide detector ______.”

“Just another tip from Mrs. Archer, the Home Safety Queen?” teased Neil.

“That’s just one of the things your dad and I talked about doing before your cousins arrive. We also need to make sure that Dad has locked his ______ firearm ______ away in its cabinet and that the key is not accessible.”

“Dad always keeps that cabinet locked, Mom,” said Neil.

Mrs. Archer smiled. “I know, but we cannot be too careful when there are guests in the house, especially when they’re children. Accidents can happen, but we can take lots of steps to make sure they don’t.”
Safety Indoors

Directions: Complete the lesson outline below by filling in the blanks.

Preventing Falls and Suffocation

1. To help prevent unintentional injury from a ground-level fall, you can: Possible answers:
   a. ____________________________
      not leave objects where people walk
   b. ____________________________,
      keep stairs and walkways in good repair and well lit
   c. ____________________________
      place rubber mats in the bathtub.

2. Many young children suffocate each year when they choke on ____________________________ or food.

Fire and Electrical Safety

3. One way to prevent unintentional injuries from fire is to replace the batteries in ____________ smoke detectors ____________ once a year.

4. One way to avoid electric shock is to keep electrical devices away from ____________________________.

Preventing Poisoning

5. A way to avoid children from being poisoned is to keep all ____________ household products ____________ and ____________ medicines ____________ in places where children cannot reach them.

6. To help prevent carbon monoxide poisoning, make sure any heater, stove, or other appliance fueled by ____________ gas ____________, ____________________________, or ____________ oil ____________ is in proper working order.

Firearm Safety

7. In a home, firearms should be stored in a secure place, such as a(n) ____________ locked ____________ cabinet.

8. If you do handle a firearm under an adult’s supervision, never point it at anyone and always treat it as if it were ____________ loaded ____________.

9. If you encounter a firearm at school or somewhere else in your community, you should ____________________________ leave it where it is ____________ and tell a(n) ____________ responsible adult ____________.
Safety Outdoors

Directions: Use the terms in the vocabulary box to fill in the blanks.

1. When in a motor vehicle, small children should sit in a(n) ____________, which should be securely fastened in the back seat.
2. When you are walking you are considered a(n) ____________.
3. If you were ever to be in a motor vehicle collision, a(n) ____________, or cushion, may automatically inflate.
4. When you are in a motor vehicle, always wear your ____________, a combined lap belt and shoulder strap.
5. For work and recreation, people can travel over rough surfaces in a(n) ____________, which is designed for off-highway use.

Directions: Answer each question. Use lesson vocabulary terms in your responses.

6. When should a booster seat be used? A booster seat should be used when a child under 4 feet tall and weighing less than 80 pounds outgrows his or her child safety restraint.
7. What is the safest form of transportation and give one example of how can people using this form of transportation protect themselves? Walking; Possible answer: Pedestrians can protect themselves by following safety guidelines such as using sidewalks and crosswalks.
8. What is the first rule of motor vehicle safety? Always wear your seat belt.
Safety Outdoors

**Directions:** Complete the lesson outline below by filling in the blanks.

**Pedestrian and Bicycle Safety**

1. If there is no sidewalk on a street or road, walk along the side of the road that **faces traffic**.

2. One way to prevent serious injury while riding a bicycle is always to wear a(n) **bicycle helmet**.

**Motor Vehicle Safety**

3. To prevent serious or fatal injuries that can result from being thrown out of a motor vehicle or hitting the windshield in an accident, always wear your **seat belt**.

4. You can also protect yourself in a motor vehicle by: **Possible answers:**
   a. **not squeezing more passengers into a motor vehicle than there are seat belts.**
   b. **never riding in a vehicle driven by someone who has been drinking alcohol or using drugs**, and
   c. **not riding in a vehicle operated by someone who drives recklessly**.

**All-Terrain Vehicle Safety**

5. Safety guidelines to follow when operating an ATV include: **Possible answers:**
   a. **learning how to operate an ATV safely**
   b. **not carrying anyone else on an ATV**
   c. **operating an ATV only during daylight**, and
   d. **not operating the vehicle on streets, paved roads, or highways**.

*continued*
Scooter, Skateboard, and In-line Skating Safety

6. Some safety guidelines to follow while you travel on nonmotorized wheels are to:
   a. always wear a(n) _________ **helmet** to protect yourself from serious or even fatal injuries,
   b. wear other appropriate _________ **protective gear**,
   c. do not use scooters, skateboards, or skates near _________ **traffic** and
   d. know how to ___________ **stop** and turn.

Preventing Farm Injuries

7. Be cautious around working machinery and never put your hands near _________ **moving parts**.

8. Once you have the consent of an adult, always approach a farm animal _________ **from the front**.

9. To protect yourself from the possible harmful effects of farm chemicals, wear _________ **appropriate clothing** and protective gear if the chemicals are being or have recently been applied.

Preventing Animal Bites

10. Even if you see a friendly-looking animal, you should ask for the owner’s _________ **approval** before you touch or pet the animal.

11. If a dog that you don’t know approaches you, do not run, but _________ **stand still** or slowly _________ **walk away**.

12. If an animal is eating, sleeping, has babies, or is acting oddly, you should _________ **leave it alone**.
The Weather and Natural Disasters

Directions: Use the terms in the vocabulary box to complete the crossword puzzle.

Across
3. An overheating of the body that is life threatening
8. A tropical rainstorm with winds of at least 74 miles per hour
9. A condition that occurs when body temperature drops below normal levels
10. A long, rotating column of air that reaches from a thunderstorm cloud to the ground

Down
1. Extreme fatigue due to the body’s inability to regulate its temperature
2. The spilling over of a body of water onto land that is normally dry
4. A sudden shaking of the earth that occurs when plates of rock shift beneath the earth’s surface, along a fault
5. Muscle spasms in the arms, legs, or abdomen that occur when the body loses too much fluid through sweating
6. A type of weather pattern that occurs most frequently between May and September in the United States
7. The freezing of body tissues

Vocabulary
- earthquake
- flood
- frostbite
- heat cramps
- heat exhaustion
- heatstroke
- hurricane
- hypothermia
- thunderstorm
tornado

Use with textbook pages C104–C111.
The Weather and Natural Disasters

Directions: Complete the lesson outline below by filling in the blanks.

Extreme Heat and Cold

1. Three conditions that might result from extreme heat are:
   a. ______ heat cramps _______,
   b. ______ heat exhaustion _______, and
   c. ______ heatstroke _______.

2. Frostbite occurs most frequently on the:
   a. ______ nose _______,
   b. ______ earlobes _______,
   c. ______ fingers _______, and
   d. ______ toes _______.

3. Drowsiness, uncontrollable shivering, and slow speech could be signs of ______ hypothermia _______ if a person has been exposed to extreme cold.

Safety During Thunderstorms and Hurricanes

4. If you are outdoors during a thunderstorm, do not stand under a(n) ______ isolated tree _______, near a(n) ______ fence _______, or in a(n) ______ shed _______.

5. It is best not to use the telephone during a thunderstorm because the phone line can ______ conduct electricity _______.

6. During a hurricane, listen to a battery-operated radio or television and, if not instructed to leave, head to a(n) ______ enclosed basement _______ if possible.

Safety for Tornado Warnings or Watches

7. If conditions are right for a tornado, the National Weather Service issues a(n) ______ tornado watch _______; when a tornado has been sighted, a(n) ______ tornado warning _______ is announced.

8. During a tornado warning, the safest place indoors is in a basement or in a ground-floor room in the center of the house that has no ______ windows _______.

9. If outside during a tornado, seek shelter in a(n) ______ low-lying area _______, such as a ditch on the side of the road.
Safety During Earthquakes

10. Most injuries that result from earthquakes are caused by ________________.

11. To help prevent unintentional injuries during an earthquake, you should: **Possible answers:**
   a. ________________ get beneath a desk or table and hold on
   b. ________________ if outside, move away from buildings, trees, and power lines
   c. ________________ stop your car, but stay inside

Safety During Floods

12. If a flood threatens your home, turn off or close the main ________________ and ________________.

13. If you must evacuate and there is water running over the road, you should not ________________ or ________________ through it.

14. If you are unable to evacuate, go to the ________________ or ________________ of your house and wait for rescuers to arrive.

Water Safety

15. Always swim with a(n) ________________ ________________ and only when a trained ________________ is on duty.

16. Do not swim if you have used alcohol and other drugs or ________________ that might impair your judgment or affect your physical ability to swim.

Camping Safety

17. The guidelines for camping safety include:
   a. ________________ wearing protective clothing
   b. ________________ bringing equipment and supplies
   c. ________________ following fire safety rules
   d. ________________ knowing poisonous plants and animals

Use with textbook pages C104–C111.
Being Prepared for Emergencies

Directions: Use the provided clues to unscramble the vocabulary terms. Write the unscrambled terms in the spaces provided, writing one letter above each blank. When you have unscrambled all of the terms, write the circled letters in the space provided. Use the circled letters and the final clue to form a term related to first aid.

1. when a victim gives you verbal or nonverbal permission to treat his or her injuries with first aid
eostsxesncdepne ___ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __

2. guidelines that help protect people from diseases that are spread by blood and body fluids
nlsraouivetuscperia ___ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __

3. any situation in which serious injury or illness threatens a person’s life or may cause permanent damage
regyecmen ___ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __

4. what protects you if you have acted responsibly and used good judgment in helping an injured person
soamgsadwonriatal ___ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __

5. the immediate care you give to a person who is injured or sick
israfdit ___ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __

6. the person who answers 9-1-1 calls
pechsrecymtedneigor ___ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __

Write the circled letters here: ___, o, l, e, i, m, n, d, t, n, s, i, c, p

Clue: This is why you can treat unconscious victims.

Answer: implied consent

Vocabulary

- emergency
- emergency dispatcher
- expressed consent
- first aid
- Good Samaritan Laws
- universal precautions
Being Prepared for Emergencies

Directions: Complete the lesson outline below by filling in the blanks.

First Aid Kit Supplies
1. To allow you to react quickly to an emergency, keep a list of important _______ near your phone and in your first aid kit.

2. A well-stocked first aid kit should include: Possible answers:
   - tweezers
   - a cold pack
   - antiseptic ointment
   - adhesive bandages

Universal Precautions
3. To protect yourself while you respond to an emergency, practice these universal precautions: Possible answers:
   - always wear disposable latex gloves
   - always wear a face mask or shield for breathing emergencies
   - wash hands with soap and water after removing gloves

Making Emergency Telephone Calls
4. When talking to an emergency dispatcher, be specific about what the emergency is and be prepared to give the _______ _______ and a nearby landmark.

5. Do not hang up from an emergency call until you are told to do so and then you should _______ _______.

Good Samaritan Laws and Consent
6. To give first aid, you must first have the victim’s _______ or _______ consent.

7. The Good Samaritan Laws exist to encourage people to be helpful, and to _______ _______ those who do help in emergencies.
First Aid When Time Counts

Directions: Use the terms in the vocabulary box to complete the sentences.

1. You would check an injured or ill person for breathing, heartbeat, bleeding, and other injuries during the __________ victim assessment. 

2. You may perform __________ abdominal thrusts ____________ on a choking person who can breathe but cannot dislodge the object on his or her own. 

3. Many medical emergencies, such as near-drowning or smoke inhalation, may require __________ cardiopulmonary resuscitation (CPR) ____________ to restore a victim’s heartbeat and breathing. 

4. A person who uses the universal distress signal may be __________ choking ____________, which occurs when a person’s airway is blocked. 

5. You will perform artificial respiration or __________ rescue breathing ____________ on an unconscious person who is not breathing. 

Directions: Answer each question. Use lesson vocabulary terms in your responses. 

6. What is sudden infant death syndrome (SIDS)? What first aid procedure may be used? 
   SIDS is a condition that can cause the heart and lungs to stop in infants. 
   CPR may be used to try to help an infant. 

7. If a person is choking, what are two ways the object may be dislodged? 
   If the person is breathing, he or she may be able to cough up the object on his or her own. If the person is not breathing, then abdominal thrusts may be used to dislodge the object. 

8. When should you tap an injured or ill person and shout, “Are you okay?” during the first step of the victim assessment. 

Vocabulary

- abdominal thrusts
- cardiopulmonary resuscitation (CPR)
- choking
- rescue breathing
- victim assessment
First Aid When Time Counts

Directions: Complete the lesson outline below by filling in the blanks.

First Aid for Choking
1. If a person is choking, he or she is likely to use the __________ universal distress signal ______ by clutching the throat with one or both hands.
2. If a choking person is not coughing, someone may clear his or her airway by performing ______ stomach thrusts ______.

Assessing the Victim
3. The ABCs of victim assessment refer to ________ airway __________, ________ breathing __________, and ________ circulation __________.
4. To clear the airway, position the victim’s head by pressing on the ________ forehead __________ and lifting the ________ chin __________.
5. If a person is not breathing, someone needs to perform artificial respiration, or ________ rescue breathing ________.

Rescue Breathing for Adults and Older Children
6. When performing rescue breathing on an adult, ________ pinch __________ the nostrils.
7. If an adult victim’s chest rises and falls in response to rescue breathing, but the victim cannot breathe alone, continue rescue breathing at the rate of ________ one __________ breath every ________ five __________ seconds.
8. Since their lungs are smaller, infants need __________ one __________ breath every ________ three __________ seconds during rescue breathing while children get __________ one __________ breath every ________ four __________ seconds.

Cardiopulmonary Resuscitation (CPR)
9. You can get trained in CPR by taking courses offered through the ________ American Red Cross ________ or ________ American Heart Association ________.
10. For a victim with no pulse, administer CPR by alternating ________ chest compressions ________ with ________ rescue breathing ________.
11. On an adult victim, apply pressure to the chest at the rate of about ________ five ________ compressions every ________ three ________ seconds.
12. When performing chest compressions on a child, use ________ one hand ________ instead of two.
Safety on the Job

13. To be a safe and responsible child sitter, some important pieces of information to know are:
   a. ________________________________
   b. ________________________________
   c. ________________________________
   d. ________________________________
   e. ________________________________

14. In a workplace, be aware of safety hazards such as slippery floors, toxic ________________, hot ________________, and sharp ________________.
More First Aid

Directions: Use the terms in the vocabulary box to complete the crossword puzzle.

Across
2. A condition caused by a blocked or broken blood vessel in the brain
5. An injury that involves overstretching muscles or tendons
6. A break in a bone
7. A dangerous reduction in blood flow to body tissue
8. An injury in which a bone pops out of its joint

Down
1. A condition that results when the blood supply to the heart muscle is blocked off or interrupted
3. A condition in which the heart suddenly stops beating
4. When a wound has more pathogens than the white blood cells can fight
5. An injury to the ligaments, tendons, or soft tissue near a joint caused by excessive twisting or stretching
7. A device used to immobilize a part of the body

Vocabulary
cardiac arrest
dislocation
fracture
heart attack
infection
shock
splint
sprain
strain
stroke

Use with textbook pages C126–C133.
More First Aid

Directions: Complete the lesson outline below by filling in the blanks.

**First Aid for Shock and Strokes**

1. After checking a person with shock for the ABCs, you should also: Possible answers:
   a. have the victim lie on his or her back and elevate the legs 12 inches
   b. give first aid for any injuries
   c. loosen any tight clothing and keep him or her warm

2. A person who has suffered a stroke must immediately be treated in a(n) hospital.

**First Aid for Heart Attack**

3. To help someone who has had a heart attack, follow these procedures:
   a. have the person rest in a comfortable position
   b. ask if there is any history of heart disease and if he or she is taking any medications
   c. look for changes in the person's condition

4. If the person goes into cardiac arrest, you should perform rescue breathing immediately.

**First Aid for Wounds**

5. Once a minor wound stops bleeding, wash the wound with soap and water.

6. Wash a puncture wound under a forceful stream of water and apply a bandage before seeking medical help.

**Controlling Severe Bleeding**

7. To help stop severe bleeding, elevate the wound above the heart.

8. If the cloth you are using to apply pressure on a wound becomes soaked, do not remove it; instead add a new one.
Treating Nosebleeds and Knocked-Out Teeth

9. A person with a nosebleed should be in this position: sitting up straight or standing.

10. To help stop a nosebleed, _________ pinch _________ the nostrils closed.

11. Rinse a knocked-out tooth under running water, but do not touch the root.

12. If the rinsed knocked-out tooth will not stay in place in the person’s mouth, place the tooth in _________ tap water or milk _________ and go to a dentist immediately.

13. To help prevent getting a tooth knocked out, wear a(n) _________ mouth protector _________ while participating in contact sports.

First Aid for Fractures

14. If it is necessary to move a person with a fracture, you must first apply a(n) _________ splint _________ to immobilize the broken limb.

15. Until help arrives, apply _________ cold packs or ice _________ to the injured area and have the person lie down.

First Aid for Dislocations, Sprains, and Strains

16. Only a medical professional can treat a(n) _________ dislocation _________ by reinserting the bone back into its joint.

17. If you think you have a strain or sprain, follow these steps:
   a. _________ Talk to your parents or guardian about seeing a physician. _________
   b. _________ Follow the PRICE treatment. _________
   c. _________ Do not apply heat for at least 24 hours. _________
   d. _________ Use over-the-counter pain relievers in the prescribed dosage. _________
How to Control Bleeding

Look at the illustrations below. They show the steps to take when giving first aid to a victim who is bleeding.

1. What do these illustrations show?
   - how to control bleeding

2. When you elevate the wound, what step are you following?
   - the first step

3. What is the second step in the process?
   - Place a clean cloth on the wound and apply pressure.

4. Once the bleeding is under control, what should you do? Which illustration shows this step?
   - Cover the wound with a gauze pad and fasten it. The third illustration shows this step.

5. How might pictures, instead of or in addition to a written explanation, help someone learn this procedure?
   - Possible answer: The pictures make an impression that someone might remember more readily than a lengthy explanation of how high to elevate a wound or how to apply pressure.
First Aid for Poisoning, Bites, and Burns

Directions: Answer the following questions.

1. How do pesticides and fertilizer pose a household threat?
   Possible answer: These substances are considered poisons and may cause illness or death if swallowed or even touched, in some cases.

2. How is the West Nile virus transmitted and what are its symptoms?
   Possible answer: West Nile virus is transmitted to humans by mosquitoes. Its symptoms include mild flu-like conditions and severe brain swelling.

3. What spreads Lyme disease and what are the symptoms?
   Possible answer: The disease is spread by ticks and the symptoms include a rash, swollen joints, and flu-like symptoms.

4. What are the differences between a first-degree burn, a second-degree burn, and a third-degree burn?
   Possible answer: A first-degree burn only affects the outer layer of skin. A second-degree burn affects the top two layers of skin. A third-degree burn affects all layers of skin as well as some deeper tissues.

5. What causes an electrical burn? How can it damage the victim's body?
   Possible answer: An electrical burn is caused by electricity flowing through the body. It can cause damage to tissue underneath the skin and in severe cases, it can affect heart rhythms and cause cardiac arrest.

6. What is a chemical burn? How should it be treated?
   Possible answer: A chemical burn is caused by contact, either internal or external, with a chemical. Treatment involves rinsing with cool water, bandaging, and seeking medical assistance.
First Aid for Poisoning, Bites, and Burns

Directions: Complete the lesson outline below by filling in the blanks.

First Aid for Poisoning

1. If someone has come into contact with a poison, the first step in first aid is to contact your local poison control center.
2. To help doctors identify the poison, save any evidence of the poison such as plant leaves or pill fragments.

Mosquito Bites and Bee Stings

3. You can help prevent mosquito bites and minimize the spread of West Nile virus by: Possible answers:
   a. avoiding going outside at dawn or dusk
   b. using insect repellent that contains DEET, and
   c. wearing long-sleeved shirts, long pants, and socks outdoors.
4. The steps for treating a bee sting include: Possible answers:
   a. not pulling out the stinger but scraping it off with a blunt-edged object
   b. washing the affected area with soap and water, and
   c. applying an ice pack wrapped in cloth.

Snakebites and Spider Bites

5. If you are aiding a snakebite victim, keep him or her calm and keep the bitten area below heart level.
6. Placing a tight bandage above a(n) spider bite on an arm or leg will keep the venom from spreading.
7. One way to prevent poisonous spider bites is to shake out clothes or shoes that were lying on the floor overnight before putting them on.

continued
Marine Animal Stings

8. To avoid marine animal stings, do not even touch an animal lying on the ____________.

9. If you are stung by a jellyfish, get out of the water and soak the area with ____________ as soon as possible.

Tick Bites

10. When hiking, you can prevent tick bites by:
   a. ____________ wearing a long-sleeved shirt and long pants
   b. ____________ tucking your pant legs into your socks
   c. ____________ checking your skin for ticks often and removing any immediately

11. When removing a tick, use tweezers to grab it by its ____________ or mouthparts and not by its ____________.

First Aid for Burns

12. The first step for treating first- or second-degree burns is to soak the burn in ____________.

13. When treating a third-degree burn, remove the person from the ____________ but do not remove any ____________.

14. If a person has an electrical burn, you should turn off the ____________ or use a piece of ____________ to move it away from you and the victim before checking to see if the victim is breathing.

15. If a person splashes a chemical onto his or her clothing, the first thing to do is ____________.

16. If a chemical gets splashed into someone’s eye, the first step in first aid is to ____________ the eye with cool water for ____________.
## Treating Different Kinds of Stings

Look at the chart below. The headings and columns in a chart help organize information.

<table>
<thead>
<tr>
<th>Stingrays, sea urchins, or spiny fish</th>
<th>Jellyfish, sea anemones, or Portuguese man-of-wars</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Remove the stingray, sea urchin, or spiny fish.</td>
<td></td>
</tr>
<tr>
<td>• Wash the sting area with salt water.</td>
<td></td>
</tr>
<tr>
<td>• Do not move the injured part.</td>
<td></td>
</tr>
<tr>
<td>• Soak the injured area with hot water for 30 minutes.</td>
<td></td>
</tr>
<tr>
<td>• Clean the wounded area and apply a bandage.</td>
<td></td>
</tr>
<tr>
<td>• Seek medical attention. A tetanus shot may be needed.</td>
<td></td>
</tr>
<tr>
<td>• Get out of the water as soon as possible.</td>
<td></td>
</tr>
<tr>
<td>• Soak the area with vinegar as soon as possible. If vinegar is not available, use rubbing alcohol or baking soda.</td>
<td></td>
</tr>
<tr>
<td>• Do not rub the wound. Rubbing spreads the poison and increases pain.</td>
<td></td>
</tr>
</tbody>
</table>

### Directions:
Answer these questions about the chart above.

1. **What is the heading of the first column?**
   
   *Stingrays, sea urchins, or spiny fish*

2. **What information falls below that heading?**
   
   *how to treat stings from stingrays, sea urchins, or spiny fish*

3. **If you needed to use the information in the chart, where would you have to be?**
   
   *Possible answer: I would have to be in or by a body of water that contained these marine animals.*

4. **If you were stung by a sea anemone, what should you not do and why?**
   
   *You should not rub the wound because rubbing spreads the poison and increases pain.*

5. **In what way is this chart easier to read than a paragraph of text?**
   
   *Possible answer: The bulleted list makes the steps easier to see and to remember.*
Using Drugs to Promote Health

Directions: Match the definitions in Column I with the terms in Column II. Write the correct letter in each blank.

Column I

1. what happens when the body becomes used to a drug and needs larger and larger amounts to produce the same effects
2. an unwanted change in the body not related to the main purpose of a drug
3. a substance other than food that changes the way the mind or body works
4. a drug that people can buy without a physician’s prescription
5. a strong emotional desire to continue using a drug
6. a health care professional who fills the prescriptions that physicians write
7. a drug that is used to treat, prevent, and/or relieve illness symptoms
8. unpleasant reactions that occur when a drug is no longer present in the body
9. a medication that can only be obtained with a written order from a physician
10. a condition in which someone develops a tolerance for a drug or shows withdrawal symptoms without it

Column II

A  drug
B  medicine
C  over-the-counter (OTC) drug
D  pharmacist
E  physical dependence
F  prescription drug
G  psychological dependence
H  side effect
I  tolerance
J  withdrawal
Using Drugs to Promote Health

Directions: Complete the lesson outline below by filling in the blanks.

Ways Drugs Enter the Body
1. Medicines are classified according to their purpose. These purposes include:
   a. fighting infections, for example ____________ antibiotics; 
   b. relieving symptoms, for example ____________ cough suppressants; and
   c. preventing disease, for example ____________ vaccines.
2. Just as a key fits into a lock, a certain drug fits into the ____________ receptor sites of certain cells in the body.

How Drugs Affect the Body
3. An upset stomach can be an unintended ____________ side effect of a drug that relieves sinus congestion.
4. Some of the factors that influence the effects of a drug are: Possible answers:
   a. ____________ the way a drug enters the body,
   b. ____________ the dose taken at one time,
   c. ____________ the person’s weight, age, and health status, and
   d. ____________ the person’s emotional state.
5. An unwanted effect of taking a drug can be ____________ drug dependence, in which there is a physical or psychological need for the drug, despite its harmful effects.

Prescription and Over-the-Counter Drugs
6. Drugs that you obtain with written orders from a physician are known as ____________ prescription drugs.
7. You don’t need a physician’s order to buy a(n) ____________ over-the-counter (OTC) drug, which can be bought at a pharmacy, discount store, or grocery store.

Guidelines for Using OTC Drugs in Safe Ways
8. Responsible use of OTC drugs includes: Possible answers:
   a. ____________ reading the label,
   b. ____________ taking only the dosage shown on the label,
   c. ____________ telling a responsible adult if you have side effects, and
   d. ____________ not using the drug after its expiration date.
# How Drugs Enter the Body

Look at the chart below. The information in the chart shows various ways that drugs can enter the body.

<table>
<thead>
<tr>
<th>By Mouth</th>
<th>By Injection</th>
<th>By Inhalation</th>
<th>By Absorption</th>
</tr>
</thead>
</table>
| • pill, capsule, or liquid  
  • swallowed  
  • travels to the stomach or small intestine  
  • absorbed directly into the bloodstream  
  • transported by blood throughout the body | • liquid  
  • injected by syringe  
  • goes directly into skin, muscle, or blood vessel  
  • once in bloodstream acts almost immediately | • fine powder, liquid, spray  
  • inhaled through the nose or mouth  
  • enters the respiratory system  
  • crosses easily from lungs into bloodstream  
  • can affect a person very quickly | • creams, ointments, sprays, patches  
  • applied directly to skin or mucous membranes  
  • absorbed and drawn into bloodstream  
  • may act locally or throughout the body |

**Directions:** Answer these questions about the chart above.

1. What information is provided by the heading for each column?  
   *different ways that drugs can enter the body*

2. When a drug is inhaled, where does it go after entering the respiratory system?  
   *into the bloodstream*

3. What are two forms by which drugs can be taken by mouth?  
   *Possible answer: pills and liquids*

4. What is a possible advantage of using an anti-itch cream on a bug bite instead of taking a pill?  
   *Possible answer: The cream would be placed directly on the affected area.*

5. Why do you think many drug abusers inject or inhale illegal drugs?  
   *Possible answer: The drugs enter the bloodstream very quickly through these two methods.*
Over-the-Counter Drug Label

Look at the label below. The Food and Drug Administration requires that over-the-counter drugs have labels such as this.

**Front of Label**

- **Name of product**: Extra-Strength PainAway
- **Type of medicine**: Pain Reliever
- **Amount in package**: 50 capsules
- **Drug information**: Acetaminophen 250 mg

**Back of Label**

- **Active ingredients**: Acetaminophen 250 mg
- **Inactive ingredients**: Sucrose, yellow dye 44
- **Uses**: For temporary relief of headache pain, sinus pain, muscular aches, toothaches, and minor arthritis pain.
- **Warnings**: Keep this and all other medications out of reach of children. In case of unintentional overdose seek professional assistance or contact a poison control center immediately. Prompt medical attention is critical even if no symptoms are present.
- **Manufacturer's information**: Pain Relief Products, Inc.
  000343 Main Street
  Anywhere, USA 00005
- **Expiration date**: July 2010

**Directions**: Answer these questions about the label above.

1. What is the active ingredient in this drug? **Acetaminophen 250 mg**
2. Where would you find any warnings about the drug? **on the back of the label**
3. What is the expiration date of this drug? **July 2010**
4. What conditions is this drug used to treat? **It is used for temporary relief of headache pain, sinus pain, muscular aches, toothaches, and minor arthritis pain.**
5. Why is it important to read this label before taking this drug? **Possible answer: to ensure that you are aware of any warnings and that the drug’s expiration date has not passed**
Alcohol’s Effects on the Mind and Body

Directions: Match the terms in the vocabulary box with their definitions. Write one letter above each blank. If a blank has a number under it, write the letter for that blank in its corresponding square in the pattern. The filled pattern contains a message about alcohol.

1. being physically and mentally impaired as a result of alcohol consumption  intoxicated
2. the presence of severe birth defects in babies born to mothers who drink alcohol during pregnancy  fetal alcohol syndrome
3. a drug that slows down the central nervous system and harms body organs  alcohol
4. the process by which alcohol is changed to carbon dioxide and water  oxidation
5. the amount of alcohol present in a person’s blood  blood alcohol concentration

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Alcohol’s Effects on the Mind and Body

Directions: Complete the lesson outline below by filling in the blanks.

Alcohol in the Blood
1. Blood alcohol concentration, or BAC, is given as a(n) __________ percentage of alcohol in a person’s blood.
2. Once alcohol enters the bloodstream, it travels to __________ all parts of the body.
3. Factors that affect BAC include: Possible answers:
   a. __________ how much alcohol a person drinks,
   b. __________ how fast a person drinks alcohol, and
   c. __________ how much a person weighs.

Short-Term and Long-Term Effects of Alcohol
4. The short-term effects of alcohol use on the mind and body are:
   a. __________ a dulling of the senses,
   b. __________ the slowing of reaction time and coordination, and
   c. __________ an irritation of the stomach.
5. The long-term effects of alcohol use on the mind and body include: Possible answers:
   a. __________ suppression of the immune system,
   b. __________ liver damage,
   c. __________ damage to the heart and blood vessels, and
   d. __________ brain and nervous system damage.

Gastric ADH and Fetal Alcohol Syndrome
6. When alcohol reaches the __________ stomach, an enzyme known as gastric ADH begins to break it down into two waste products.
7. Gastric ADH activity levels are affected by a person’s __________ age, __________ gender, and how much alcohol was __________ consumed.
8. A woman who drinks alcohol while she is pregnant exposes the developing baby to fetal alcohol syndrome, which is the presence of __________ severe birth defects, such as mental retardation.
Blood Alcohol Concentration

Look at the chart below. The chart shows how the effects of alcohol increase with an increased blood alcohol concentration (BAC).

<table>
<thead>
<tr>
<th>Percent</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.02</td>
<td>Loose, relaxed feelings</td>
</tr>
<tr>
<td>0.04</td>
<td>Reasoning and memory affected; caution reduced</td>
</tr>
<tr>
<td>0.07</td>
<td>Balance, vision, and hearing impaired; decrease in judgment and self-control</td>
</tr>
<tr>
<td>0.08–0.10</td>
<td>Intoxication</td>
</tr>
<tr>
<td>0.13</td>
<td>Loss of physical control and balance; vision blurred</td>
</tr>
<tr>
<td>0.25</td>
<td>Loss of ability to walk; complete mental confusion; vomiting</td>
</tr>
<tr>
<td>0.30</td>
<td>Loss of consciousness</td>
</tr>
<tr>
<td>0.40</td>
<td>Beginning of coma; possible death</td>
</tr>
</tbody>
</table>

**Directions:** Answer these questions about the chart above.

1. What information is provided in the left column of the chart? **percentages of alcohol in a person’s blood**

2. At what BAC level does a person’s reasoning and memory begin to be affected by alcohol? **0.04 percent**

3. What changes take place in the body when there is a BAC level of 0.13 percent? **loss of physical control and balance; vision blurred**

4. At what BAC level might someone lose consciousness? **0.30 percent**

5. Why do most law enforcement agencies set a BAC of 0.08 to 0.10 percent as the level at which someone can be arrested for driving while intoxicated? **Possible answer: At this point, someone is likely to endanger himself or herself or others because of impaired balance, vision, and hearing and a decrease in judgment and self-control.**
Problem Drinking

Directions: Read the following story. Then use the terms in the vocabulary box to fill in the blanks.

“You look tired,” Jawad said to Mario as they walked home after school.

Mario smiled weakly. “A lot happened this weekend,” he said. “Since you’re my best friend, I’ll tell you about it.

“Well,” Mario began, “you know that my brother, Ed, has been drinking _______ alcohol _______ on a regular basis ever since he went off to college.”

“That’s terrible,” Jawad said. “I remember that he was caught drinking in his senior year of high school.”

Mario nodded. “Well, the drinking has been causing lots of trouble for Ed. His grades in school are getting worse and he is having social problems. No wonder they call it _______ problem drinking _______. Anyhow, Ed came home pretty _______ intoxicated _______ Friday night. He got lost on the bus coming home and didn’t get in until dawn.

“When Ed woke up on Saturday,” Mario continued, “he couldn’t remember anything about Friday night, which meant he’d had a(n) _______ blackout _______. He didn’t remember coming home at all.”

“That’s awful,” Jawad said.

Mario nodded. “But something good happened after that,” he said. “The whole family sat down with him. We all talked together that whole day. Ed admitted he has a drinking problem and that he can’t seem to stop on his own. Mom and Dad had already looked into different treatment programs for the disease of _______ alcoholism _______. They offered to help Ed get into a recovery program. And guess what? As of this morning, Ed’s at a treatment center.”

“That’s great!” Jawad said. “I’m so glad he’s getting help.”

“We’re all glad,” Mario said. “It won’t be easy, but Ed took the first big step when he admitted that he had a problem and needed help. That took courage.”
Problem Drinking

Directions: Complete the lesson outline below by filling in the blanks.

Alcohol’s Effects on the Mind
1. Alcohol is a factor in ___________ half ___________ of the drowning deaths of teen males.
2. In children 9 to 15 years old, alcohol is linked to almost ___________ a third ___________ of suicides.

Problem Drinking and Alcoholism
3. Some signs of problem drinking include: Possible answers:
   a. ___________ drinking to feel comfortable in social situations ___________,
   b. ___________ having regrets about what was done while drinking ___________, and
   c. ___________ forgetting what happened when drinking ___________.
4. The key factor in the disease of alcoholism is ___________ dependence ___________, rather than how much or how often a person drinks.

Alcoholism’s Effect on Family and Friends
5. A person who knowingly or unknowingly supports the harmful behavior of someone who has alcoholism is known as a(n) ___________ enabler ___________.
6. The emotional effects on friends or relatives of a person who has alcoholism include experiencing: Possible answers:
   a. ___________ suspicion ___________,
   b. ___________ guilt ___________,
   c. ___________ disappointment ___________, and
   d. ___________ embarrassment ___________.

Family, Culture, and Media Influence
7. Alcoholism is ___________ hereditary ___________, which means that children of parents who have alcoholism are more likely to develop alcoholism than are children who are adopted into the same family.
8. A person is more likely to ___________ avoid ___________ alcohol in a culture that frowns on the use of alcohol.
9. Advertisers of alcoholic beverages avoid mentioning the ___________ harmful and unsafe ___________ effects of drinking alcohol and send the message that successful and attractive people drink alcohol.

Use with textbook pages D18–D25.
How Smoking Can Harm You

Directions: Use the terms in the vocabulary box to complete the crossword puzzle.

Vocabulary

| asthma | cancer | carcinogen | chronic bronchitis | cilia | emphysema | nicotine | tar |

Across

2. A cancer-causing substance
5. The persistent inflammation of the lining of the airways in the lungs, with excess production of mucus
7. A colorless, odorless, highly addictive drug found in tobacco that stimulates the central nervous system

Down

1. A disease in which air sacs in the lungs lose most of their ability to function
3. The hairlike projections in the respiratory system that trap harmful particles, keeping them out of the lungs
4. A condition that causes the bronchial tubes to become blocked or narrowed, making breathing difficult
6. A disease in which cells divide in an uncontrolled manner
8. A sticky fluid produced when tobacco is burned
How Smoking Can Harm You

Directions: Complete the lesson outline below by filling in the blanks.

Nicotine: An Addictive Drug

1. The harmful effects of the addictive drug nicotine include:
   a. ______________ dulling of the taste buds____________________,
   b. _______________ constricting of the blood vessels ________________ , and
   c. ______________ increasing the heart rate and blood pressure ________________.

Short-Term Effects of Smoking

2. The specific short-term physiological effects of smoking are ______________ shortness of breath ________________, and ______________ wheezing ________________.

3. The cosmetic effects of smoking are:
   a. ______________ discoloration of teeth and fingers ________________ ,
   b. ______________ bad breath ________________ , and
   c. ______________ an odor on clothes, hair, and fingers ________________ .

4. Since smoking is generally frowned upon, it can negatively affect your ______________ social relationships ________________ with friends or potential dates.

Long-Term Effects of Smoking

5. Two substances in cigarettes that are harmful to the cardiovascular system are ______________ nicotine ________________, a stimulant drug that forces the heart to work harder, and ______________ carbon monoxide ________________, which decreases the amount of oxygen carried by blood cells.

6. Long-term effects of smoking include developing these diseases or conditions: Possible answers:
   a. ______________ cancer ________________,
   b. ______________ emphysema ________________, and
   c. ______________ chronic bronchitis ________________ .

Smoking and Long-Term Goals

7. Smoking affects long-term goals such as your ______________ career ________________ because employers are less likely to hire a smoker and your ______________ quality of life ________________ because you can spend most of your adult life fighting tobacco-related health problems.

8. Women who smoke while pregnant increase the risk of their child being born ______________ prematurely ________________ by 14 percent and increase the risk of their child having a(n) ______________ low birth weight ________________ by 20 to 30 percent.
Secondhand Smoke and Smokeless Tobacco

Directions: Each conversation below contains clues that refer to a term in the vocabulary box. After reading each conversation, write the term the conversation refers to on the line provided. Then underline the word or words in the conversation that helped you choose the correct term.

1. “Did you enjoy your night of bowling?” Mr. Wallace asked.
   “Yeah, Dad, we had a great time. Ravi even beat his own best score,” Farida replied.
   “Congratulations, Ravi. Did you enjoy the game?” Mr. Wallace asked.
   “I did, until the couple next to us left their cigarettes burning in an ashtray. The smoke coming from the cigarettes irritated my asthma,” Ravi said.
   ____sidestream smoke____

2. “Why do some states ban smoking inside all public places, including restaurants?” Priscilla asked.
   “Well, the harmful effects of exhaled smoke and sidestream smoke are dangerous to anyone who breathes them. This form of smoke is known as environmental tobacco smoke,” Mrs. Fitzpatrick answered.
   ____secondhand smoke____

3. “Our poster should point out that tobacco contains a highly addictive drug. It has real and damaging effects on your body,” Mary said.
   “That is a good point,” Kung agreed. “I hope that our class project will help people who smoke to participate in the Great American Smokeout.”
   ____nicotine____

4. “The people behind me are both smoking. They are inhaling and exhaling clouds of smoke. I’m moving,” Rick said as he got up from his booth at the diner.
   “Ugh!” said Ray, jumping up behind him. “I’m going to the manager to tell her about the people smoking. They are not supposed to be smoking here.”
   ____mainstream smoke____

5. “Smoking has been linked to serious diseases, such as one where cells divide uncontrollably, which can be fatal. Many people think smoking causes this disease only in your lungs, but where else can be affected?” Ms. Laveau asked.
   “The mouth, larynx, esophagus, prostate, and breasts,” answered Emma.
   ____cancer____
Secondhand Smoke and Smokeless Tobacco

Directions: Complete the lesson outline below by filling in the blanks.

Risks of Secondhand Smoke
1. Both mainstream smoke and sidestream smoke are classified as **Group A carcinogens**, substances that are proven to cause cancer in humans.

2. Risks associated with breathing secondhand smoke include: Possible answers:
   a. **irritation of eyes, throat, and lungs**
   b. **respiratory infections**
   c. **heart disease**
   d. **lung cancer**

3. Ways to decrease your exposure to secondhand smoke include: Possible answers:
   a. **asking others not to smoke in your home or car**
   b. **avoiding situations that expose you to secondhand smoke**
   c. **sitting in nonsmoking sections of restaurants**
   d. **asking others not to smoke in your presence**

Risks of Smokeless Tobacco
4. Smokeless tobacco contains more **nicotine**, the addictive drug in tobacco, than cigarettes do.

5. Health risks associated with using smokeless tobacco include: Possible answers:
   a. **mouth and throat cancer**
   b. **bleeding gums**
   c. **increased heart rate and blood pressure**
   d. **dulled or destroyed sense of taste and smell**
Saying “No” to Tobacco Use

Directions: Use the terms in the vocabulary box to complete the sentences.

1. When you see an advertisement that shows attractive people having fun while smoking cigarettes, you can analyze the harmful message it contains because you have _______ media literacy _________.

2. Research has shown that the best way to quit using tobacco products is to use a(n) _______ tobacco cessation program _______.

3. The risk for heart disease and lung cancer is increased for nonsmokers who are exposed to _______ secondhand smoke ________, which contaminates the air with harmful substances.

4. Tobacco companies attempt to get people to buy their products by paying for an announcement, or a(n) _______ advertisement _______, in newspapers and magazines.

5. A parent, teacher, sports figure, or entertainer can be considered a(n) _______ role model _______, a person who provides a positive example for others to follow.

Directions: Answer each question. Use lesson vocabulary terms in your responses.

6. How can a school, hospital, or health department help a person stop smoking?
   They are all places that may run tobacco cessation programs to help a person stop smoking.

7. If a tobacco advertisement presented the information that smoking helps you manage stress, how would you analyze that message?
   I would use my media literacy skills to understand that the information is faulty.
   The truth is that the nicotine in tobacco actually triggers more stress.

8. Where can you see tobacco advertisements? Where are tobacco advertisements not allowed?
   Tobacco advertisements can be seen in printed materials such as newspapers and magazines but are not allowed on the radio or television.
Saying “No” to Tobacco Use

Directions: Complete the lesson outline below by filling in the blanks.

**Tobacco Advertisements, the Media, and Teens**

1. Tobacco ads portray the incorrect message that using tobacco is **attractive**, **cool**, and perfectly **acceptable**.

2. Even though tobacco ads imply that smoking will help you be **accepted by peers**, the truth is that most teens do not smoke and do not like being around those who do.

**How Teens Can Say “No” to Tobacco Use**

3. One skill involved in saying “no” to tobacco use is using **assertive behavior**, in which you express your thoughts and feelings honestly without experiencing anxiety or threatening others.

4. Ways of saying “no” to tobacco use include: Possible answers:
   a. **matching verbal and nonverbal behavior**
   b. **avoiding situations in which there is pressure to use tobacco**
   c. **influencing others to avoid tobacco use**

**Reasons for Saying “No” to Tobacco Use**

5. Reasons for saying “no” to use tobacco include: Possible answers:
   a. **wanting to be physically fit**
   b. **being accepted by peers who do not smoke**
   c. **not wanting to have yellow teeth**
   d. **not wanting to have smoker’s cough**

**Tobacco Cessation Programs**

6. Tobacco cessation programs are designed to help people **stop using tobacco**.

7. In addition to setting a target date to quit smoking and meeting with a medical professional to seek help in quitting, a person can follow these steps to stop using tobacco:
   a. **change his or her environment and routine**
   b. **avoid people who use tobacco**
   c. **exercise regularly and vigorously**
   d. **form a support system**
Resolve Conflicts

Directions: With a classmate, role-play the parts of the two brothers in the following situation. You and your older brother are at a family gathering. You are talking in a room with your favorite aunt. Suddenly she lights up a cigarette and begins to smoke. You want to tell her to put out the cigarette, but your brother gives you a warning look and pulls you into the next room. He is angry because he is concerned that you will hurt her feelings if you say something to her. How would you resolve this conflict? Use the steps for resolving conflicts to guide your role play. The steps are listed to the right as a reminder.

1. Why does the conflict have to be settled in a hurry?
   Possible answer: Our aunt is already smoking the cigarette and making the room unsafe.

2. What are the important issues in the conflict?
   Possible answer: I want to be firm with my aunt about her smoking, but my brother is angry that I may hurt her feelings.

3. Why is it important in this situation to be calm, reasonable, and honest without being mean or critical?
   Possible answer: Staying calm and being reasonable allows both of us to hear each other’s concerns, and being honest lets me quickly identify the key points in the disagreement.

4. In what ways are health, safety, and showing respect for self and others considerations in settling this conflict?
   Possible answer: Secondhand cigarette smoke can be harmful to my health, lit cigarettes are dangerous because they involve fire, and it’s important to respect my brother’s point of view, my right to an opinion, our aunt’s feelings, and our parents’ or guardians’ wishes.

Extend

Directions: After you and a classmate role-play this situation, act it out again for the class. Allow classmates to describe how you followed each step for resolving the conflict. Discuss additional suggestions for dealing with the situation in healthful ways. Write a summary of your discussion on a separate sheet of paper.
Stimulants, Depressants, and Narcotics

Directions: Use the provided clues to unscramble the vocabulary terms. Write the unscrambled terms in the spaces provided, writing one letter above each blank. When you have unscrambled all of the terms, write the circled letters in the space provided. Use the circled letters and the final clue to form a term related to the content in the lesson.

1. sedatives that relax muscles and reduce anxiety
   quietinarrlzs **t r a n q u i l i z e r s**

2. a highly addictive stimulant drug made from coca leaves
   aeccoin **c o c a**

3. highly addictive drugs also known as “ice”
   thestaminapemmeh **m e t h a m p h e t a m i n e s**

4. the law controls all aspects of this type of drug including manufacture and sale
   coldderrgdonut **c o n t r o l l e d d r u g**

5. a group of drugs that slow down the central nervous system, cause drowsiness, and can be used as painkillers
   stairconc **n a r c o i c s**

6. drugs that slow down the activity of the central nervous system
   strapseens **d e p r e s s a n t s**

7. a purified form of cocaine that produces a rapid and intense reaction
   karcc **c r a c k**

8. depressants associated with their use in sexual assaults
   supterradaged **d a t e r a p e d r u g**

9. chemically manufactured stimulant drugs that are highly addictive, also called “speed”
   painthememas **a m p h e t a m i n e s**

10. a type of sedative that was prescribed by physicians to help people sleep
    stirrubtabae **b a r b i t u r a t e s**

Write the circled letters here: **u, i, t, l, t, n, a, s, m, s**

Clue: These are drugs that increase central nervous system activity.

Answer: **stimulants**
Stimulants, Depressants, and Narcotics

Directions: Complete the lesson outline below by filling in the blanks.

**Controlled and Illegal Drugs**

1. A controlled drug can be obtained with a(n) ________ prescription ________ from a physician, whereas a(n) ________ illegal ________ drug is against the law to possess, make, distribute, and sell.
2. The caffeine in coffee, tea, and some soft drinks is a(n) ________ stimulant ________, because it increases the activity of the central nervous system.

**Illegal and Controlled Stimulants**

3. The harmful effects of the illegal stimulant drug cocaine include: Possible answers: increased heart rate, anxiety, and increased aggressiveness.
4. Using amphetamines can cause addiction, brain damage, and psychotic behavior.

**Depressants**

5. In general, depressants slow down the activity of the central nervous system by: relaxing muscles, calming nerves, and causing sleepiness.
6. Sedatives such as tranquilizers have a(n) ________ calming ________ effect on behavior.
7. Hypnotic drugs make the user feel drowsy or sleepy.
8. In the past, barbiturates have been prescribed by physicians to treat anxiety and high blood pressure.

**Narcotics**

9. Some of the side effects of using narcotics include: Possible answers: drowsiness, an inability to concentrate, and nausea.
Caffeine Content

Look at the chart below. It shows the amount of caffeine in various items.

<table>
<thead>
<tr>
<th>Item</th>
<th>Caffeine Content</th>
</tr>
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<tbody>
<tr>
<td>Brewed coffee (8 ounces)</td>
<td>85 mg</td>
</tr>
<tr>
<td>Decaffeinated coffee (8 ounces)</td>
<td>3 mg</td>
</tr>
<tr>
<td>Decaffeinated cola (12 ounces)</td>
<td>5 mg</td>
</tr>
<tr>
<td>High-caffeine cola (8 ounces)</td>
<td>158 mg</td>
</tr>
<tr>
<td>Milk chocolate (1 ounce)</td>
<td>6 mg</td>
</tr>
<tr>
<td>Iced tea (8 ounces)</td>
<td>30 mg</td>
</tr>
</tbody>
</table>

Directions: Answer these questions about the chart above.

1. What is the caffeine content of one ounce of milk chocolate?
   6 mg

2. Which beverage contains 158 mg of caffeine in one 8-ounce serving?
   high-caffeine cola

3. What would be the caffeine content of 12 ounces of decaffeinated coffee?
   4.5 mg

4. How much more caffeine is in 8 ounces of iced tea than in 12 ounces of decaffeinated cola?
   There are 25 mg more, or six times the amount of, caffeine in the iced tea as in the decaffeinated cola.

5. Based on the information in the chart, how much caffeine do you consume in an average day? What is one step you can take to reduce the amount of caffeine you consume?
   Possible answer: In an average day, I consume 164 mg of caffeine. One way to reduce the amount of caffeine I consume is to drink decaffeinated cola instead of caffeinated cola.
Marijuana and Other Illegal Drugs

Directions: Read the following story. Then use the terms in the vocabulary box to fill in the blanks.

“You missed a good assembly at school today,” Luyen told her brother when she got home that afternoon. “Are you feeling better?”

“Yes,” Tien responded. He’d had his tonsils removed the day before and was recuperating on the sofa in their family’s den. “What was the program about?”

“Well,” began Luyen, after getting an apple from the kitchen and rejoining her brother, “it was about the dangers of using illegal drugs—aside from the danger of getting arrested.”

“Like what?” Tien asked.

“For example,” Luyen continued, “did you know that marijuana contains a chemical called THC that can cause memory problems that can last for days?”

“No, I never knew that,” answered Tien.

“An emergency room doctor talked about the effects of hallucinogens such as PCP and ecstasy. He described patients who’d nearly died from just one dose. It was scary.”

Luyen could see that Tien was interested, so she went on. “What’s even scarier is that weeks or even months after taking something like LSD, you could have a(n) flashback, an illusion that makes you feel as if you’d taken another dose.”

“Whoa,” Tien commented.

“Remember that TV show we watched about the kids who were sniffing glue? The doctor described types of brain damage you can get from using inhalants like glue or gasoline. Then the program ended with a tragic story about a high school athlete who had a stroke and almost died from using a(n) anabolic steroid to bulk up and increase his strength. None of these drugs are worth the risks,” Luyen said, sighing and adding, “Ugh!”

Tien nodded his head. “Ugh,” he agreed.
Marijuana and Other Illegal Drugs

Directions: Complete the lesson outline below by filling in the blanks.

Marijuana
1. Marijuana is an illegal drug that comes from parts of the hemp plant, whose scientific name is Cannabis sativa.
2. Marijuana contains THC, a chemical that can cause mood changes, and most of the chemicals found in tobacco smoke, totaling over 400 chemicals in all.
3. Marijuana use can result in psychological and physical dependence.

Hallucinogens
4. Hallucinogens such as LSD and PCP distort the senses and cause other effects such as: Possible answers:
   a. terrifying thoughts,
   b. intense anxiety, and
   c. fluctuations in heart rate and blood pressure.

Anabolic Steroids
5. Besides increasing muscle size and strength, the use of anabolic steroids has damaging negative effects that include: Possible answers:
   a. severe acne,
   b. increased cholesterol levels, and
   c. elevated blood pressure.

Inhalants
6. Some of the effects of using inhalants such as lighter fluid, spray paint, nail polish remover, and gasoline include: Possible answers:
   a. a depressed central nervous system,
   b. decreased breathing,
   c. racing heart, and
   d. death from heart failure or asphyxiation.
### Intervention and Treatment

**Directions:** Use the terms in the vocabulary box and the numbered clues to complete the table below. Write the term using only one letter per provided line. When the table is correctly completed, a hidden term will appear in one of the columns. Write the term on the line provided. Then write a definition of this term.

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<table>
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<td>6.</td>
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<td></td>
<td><strong>D E T O X I F I C A T I O N</strong></td>
<td><strong>F O R M A L I N T E R V E N T I O N</strong></td>
<td><strong>D R U G D E P E N D E N C E</strong></td>
<td><strong>W A R N I N G S I G N S</strong></td>
<td><strong>E N A B L E R S</strong></td>
</tr>
</tbody>
</table>

1. the physical process of ridding the body of an addictive substance
2. the involvement of family and friends to help someone who is abusing drugs to make the decision to get treatment
3. harms a user’s physical, mental, emotional, and social health
4. examples include talking about using a drug and spending time with people who use drugs
5. people who make excuses for a person's harmful behavior
6. the way speech can sound when a person abuses drugs

**Hidden term:** denial

**Definition:** the refusal to recognize and admit a problem

### Vocabulary

- formal intervention
- detoxification
- slurred
- warning signs
- enablers
- drug dependence

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Intervention and Treatment

Directions: Complete the lesson outline below by filling in the blanks.

From Drug Abuse to Drug Dependence
1. In addition to “experimenting” with drugs, ways to tell that someone has progressed from the misuse or abuse of a drug to drug dependence are:
   a. continuing to use the drug because of the feeling it produces
   b. developing a tolerance for the drug and requiring larger amounts
   c. denying a problem with drugs
   d. being preoccupied with getting the drug

Confronting Denial with Honest Talk
2. People who are in denial over their drug problem may hide drugs and exhibit other behaviors such as:
   a. lying to others
   b. blaming others for their behavior
   c. becoming argumentative and violent
3. A healthful way for people to respond to someone who is dependent on drugs is to express their feelings through honest talk and ______ I-messages _______ that describe their own feelings and reactions to the problem.

Formal Intervention and Treatment
4. In a formal intervention, a person’s family and friends ______ confront ______ the person with the truth about his or her dependence.
5. Very often the first step in treatment for someone who is abusing drugs is ______ detoxification _______, the physical process of ridding the body of the drug.

Resources for Treatment
6. Resources for the treatment of drug-related problems include: Possible answers:
   a. ______ support groups _______
   b. ______ counseling _______, and
   c. ______ recovery and treatment programs _______.

Saying “No” to Drugs

Directions: Each conversation below contains clues that refer to a term in the vocabulary box. After reading each conversation, write the term the conversation refers to on the line provided. Then underline the word or words in the conversation that helped you choose the correct term.

1. “I’m glad that our school board designated an area where students are protected from people who might try to sell them drugs,” Ms. Gaul said.
   “I agree,” Mr. Ayres said. “Too bad we can’t create these areas everywhere in our town.”
   [safe and drug-free school zone]

2. “You all have made a responsible and healthful choice by putting together these pledge sheets and voluntarily signing them,” Coach Mulrooney said to the team.
   “We wanted to show you that we will not be misusing over-the-counter and controlled drugs and not using any illegal drugs,” Evelyn explained.
   [being drug free]

3. What is one way to avoid all the dangers associated with drugs?” Mrs. Horton asked her eighth grade class.
   “By not misusing or abusing drugs,” Anya responded.
   “That’s correct,” Mrs. Horton said.
   [drug-free lifestyle]

4. “When I say ‘no,’ I mean it,” Ravi said. “I stand up straight and tell the person who is trying to coax me to try marijuana ‘no’ in a firm and confident voice.”
   “That’s great. That’s exactly how you should deal with people like that,” his sister replied.
   [assertive behavior]

5. “I’m worried about Ken,” Katy said. “His parents just got a divorce, and his best friend moved to another state. He seems withdrawn lately.”
   “Let’s give him a call,” Margo said. “He needs to know that we care about him.”
   [risk factors]

Vocabulary
assertive behavior  
drug-free lifestyle  
risk factors  
being drug free  
safe and drug-free school zone
Saying “No” to Drugs

Directions: Complete the lesson outline below by filling in the blanks.

Risk Factors and Protective Factors
1. A person could be at risk for drug use under circumstances such as these: Possible answers:
   a. having difficult family relationships, 
   b. being unable to resist peer pressure, and 
   c. having negative self-esteem.

2. Examples of protective factors that can help someone avoid harmful drug use include: Possible answers:
   a. having close family relationships, 
   b. being able to resist peer pressure, and 
   c. having stress management skills.

Staying Drug Free and Protected
3. Two ways that people expose themselves to violence and injuries when misusing or abusing drugs are by: Possible answers:
   a. behaving in an aggressive manner while on drugs 
   b. taking unnecessary risks

4. Teens who use needles to inject drugs or who are sexually active under the influence of drugs are at risk for becoming infected with HIV.

Resisting Harmful Drug Use
5. Ways to resist harmful drug use and influence others to resist the dangers of drug use include: Possible answers:
   a. using assertive behavior, 
   b. matching nonverbal and verbal behavior, and 
   c. avoiding people who misuse and abuse drugs.

Saying “No” to Alcohol and Other Drugs
6. Reasons you can use for saying “no” to alcohol and other drugs include: Possible answers:
   a. They harm the heart and blood vessels.
   b. They cause addiction.
   c. They are a waste of money.

Use with textbook pages D68–D75.
Pathogens and Communicable Diseases

Directions: Match the definitions in Column I with the terms in Column II. Write the correct letter in each blank.

Column I

1. pathogens that are similar to bacteria but multiply like viruses
2. an illness
3. single-celled organisms, some of which cause certain diseases
4. a disease-causing agent
5. the smallest disease-causing pathogen
6. single-celled or multicelled organisms that feed on organic material
7. a disease that can be passed to a person from another person, animal, or object
8. single-celled microorganisms that live nearly everywhere

Column II

A  bacteria
B  communicable disease
C  disease
D  fungi
E  pathogen
F  protozoa
G  rickettsia
H  virus

Directions: Answer each question. Use lesson vocabulary terms in your responses.

9. How is sudden acute respiratory syndrome (SARS) transmitted and what type of pathogen causes it?
   SARS is transmitted through the air and it is caused by a virus.

10. What type of pathogen causes typhus and Rocky Mountain spotted fever?
    rickettsia

11. What are the two main types of diseases?
    communicable diseases and chronic diseases

12. Yeast and mold are examples of what type of pathogen?
    fungi

13. How is Lyme disease transmitted?
    Lyme disease is transmitted through deer ticks.
Pathogens and Communicable Diseases

Directions: Complete the lesson outline below by filling in the blanks.

How Pathogens Cause Disease

1. The pathogens that infect body cells and direct the cells to make more of the pathogen are ________ viruses ________ and ________ rickettsia ________.

2. There are more than a thousand kinds of ________ bacteria ________, but only about 100 are known to cause disease.

3. Athlete’s foot and candidiasis are caused by ________ fungi ________, single-celled or multicelled organisms that feed on ________ organic material ________.

4. Protozoa cause such diseases as malaria, African sleeping sickness, and ________ dysentery ________.

5. When cells are entered by ________ prions ________, normal proteins are converted to infectious proteins.

How Pathogens Are Spread

6. The ways in which pathogens may be spread are:
   a. ________ contact with people ________
   b. ________ contact with objects ________
   c. ________ contact with animals or insects ________
   d. ________ transmission through the air ________, and
   e. ________ transmission through food and water ________.

7. Scientists must develop new and stronger antibiotics to fight bacterial diseases because the overuse of antibiotics has caused ________ drug resistance ________.

Preventing the Spread of Disease

8. To help prevent the spread of communicable diseases, you should practice ________ good hygiene ________, starting with washing your hands frequently.

9. After you have been for a walk in the woods, check for ________ ticks ________ on your body.
Common Communicable Diseases

Directions: Use the terms in the vocabulary box to complete the crossword puzzle.

Across
3. A substance that kills or slows the growth of bacteria
6. The process of determining what type of illness is present by examining someone, studying his or her symptoms, and running tests.
7. Body temperature that is above the normal level of 98.6°
8. Resistance to disease

Down
1. Proteins that help fight infection
2. Tissues that line the nose, mouth, and throat and produce a fluid that traps pathogens
4. White blood cells that ingest and kill pathogens
5. A mixture of dead or weakened pathogens that is injected into the body to cause the immune system to produce antibodies

Vocabulary
antibiotic
antibodies
diagnosis
fever
immunity
mucous membranes
phagocytes
vaccine
Common Communicable Diseases

Directions: Complete the lesson outline below by filling in the blanks.

The First Line of Defense
1. Pathogens can be prevented from entering your body because ________ unbroken skin ________ acts as a barrier.
2. Mucous membranes produce ________ mucus ________, which works with ________ saliva ________ to trap and destroy pathogens.
3. Chemicals contained in your ________ tears ________ and ________ perspiration ________ can kill pathogens in your eyes and on your skin.
4. If you swallow pathogens that have gotten past your saliva, ________ stomach acid ________ will attack them.

The Immune System
5. Behaviors that you can practice to keep your immune system healthy are:
   a. ________ avoiding alcohol, tobacco, and other drugs ________.
   b. ________ practicing stress management ________.
   c. ________ getting plenty of rest, sleep, and vitamin C ________, and
   d. ________ getting the appropriate vaccines ________.

Common Communicable Diseases
6. Each disease has its own set of ________ symptoms ________, or changes that it causes in body function.
7. If a disease is caused by bacteria, it may be treated with ________ antibiotics ________ prescribed by a physician.
8. Having a chest X ray can diagnose the presence of ________ tuberculosis (TB) ________, a serious bacterial infection of the lungs.

Reducing the Risk of Infection
9. To reduce your risk of getting a communicable disease, practice responsible behaviors such as: Possible answers:
   a. ________ washing your hands frequently ________.
   b. ________ practicing abstinence ________.
   c. ________ not touching sores on another person's body ________, and
   d. ________ not sharing personal items ________.
Sexually Transmitted Diseases

Directions: Each conversation below contains clues that refer to a term in the vocabulary box. After reading each conversation, write the term the conversation refers to on the line provided. Then underline the word or words in the conversation that helped you choose the correct term.

1. “In addition to all the other harmful effects that result from STDs,” Mrs. Anderson, the school nurse, explained to a health class, “sometimes a person who has had an STD will no longer be able to produce children.”
   
   **sterile**

2. “Being sexually active increases the risk of becoming infected with STDs,” Mr. Janowski explained to his class.
   “What can be done to prevent STDs?” Gary asked.
   “There is one way to be 100 percent sure that you will not get an STD,” Mr. Janowski answered. “What is that way? Who can tell me?”
   
   **abstinence from sex**

3. “What’s so scary is that most of the time, if you are infected, you don’t even know it,” said Jerry.
   “What is even worse is that you can infect other people through sexual activity. Even if you don’t show symptoms, other people might,” answered Pedro.
   
   **sexually transmitted disease (STD)**

4. “A stage of syphilis includes round, hard, but painless sores on the infected person’s mouth, genitals, or rectum,” informed Ms. Lucas.
   Cleo raised her hand. “That’s in the first stage of the disease, right, Ms. Lucas?”
   
   **chancre**

5. “They stand out from other bacteria because of their shape; they are spiral-shaped,” explained Mr. Lee.
   Malcolm raised his hand and asked, “And is it true that the symptoms of syphilis can disappear for years, but these bacteria remain active and eventually harm major organs?”
   
   **spirochete**
Sexually Transmitted Diseases

Directions: Complete the lesson outline below by filling in the blanks.

Sexually Transmitted Diseases: Facts and Fallacies

1. STDs are transmitted during sexual activity with someone who is infected.

2. A person might have an STD and not know it because he or she feels fine and has no signs or symptoms.

3. A fallacy about STDs is that candidiasis can turn into an STD.

4. Having an STD and not treating it could cause a person to become sterile so that he or she would never be able to produce children.

Common STDs

5. Babies born to females infected with chlamydia can be infected during childbirth.

6. Unlike gonorrhea and syphilis, genital herpes and genital warts are caused by viruses rather than bacteria.

7. Though many STDs are treatable, the growths associated with genital warts may return at any time because the virus is never eliminated from the body.

8. Caused by a spiral-shaped bacterium called a spirochete, syphilis is treated with antibiotics.

Preventing Sexually Transmitted Diseases

9. The only sure way to protect yourself from STDs is to practice abstinence from sex.

10. Having responsible values and behaving in ways that support those values promote self-respect.
HIV Infection and AIDS

Directions: Use the provided clues to unscramble the vocabulary terms. Write the unscrambled terms in the spaces provided, writing one letter above each blank. When you have unscrambled all of the terms, write the circled letters in the space provided. Use the circled letters and the final clue to form a term related to preventing HIV infection.

1. a test used to confirm the presence of HIV antibodies noted by other tests
   orebtslnetw W e s i e r n o b l o t

2. an illness that would not normally occur if a person did not have a weakened immune system
   fntnoespicotirincupoti o p p o r t u n i s t i c i n f e c t i o n

3. when an HIV infection causes a breakdown of the body’s ability to fight other infections
   einurciyncrameideiedusqnomcyemfd a c q u i r e d i m m u n e d e f i c i e n c y s y n d r o m e

4. a blood test that can detect HIV antibodies
   miemaoyesmkestianolnbsunyrnd e n z y m e - l i n k e d i m m u n o s o r b e n t a s s a y

5. the virus that causes AIDS
   hiseyuminemidcvoanumcnir h u m a n i m m u n o d e f i c i e n c y v i r u s

6. another blood test that may be used to detect the presence of HIV antibodies
   azsinymemoenayusm e n z y m e i m m u n o a s s a y

Write the circled letters here: _______ t, b, p, t, i, c, n, c, r, e, i, s, a, n, e, c, e, a

Clue: This is the only sure way to prevent being infected with HIV or any other STD.

Answer: _______ practice abstinence _______ from sex
HIV Infection and AIDS

Directions: Complete the lesson outline below by filling in the blanks.

HIV and the Immune System
1. Once it enters the blood, HIV attaches itself to, multiplies in, and eventually destroys _______ helper T cells _______.
2. A person infected with HIV may display some or all of these symptoms in the early stages:
   a. ___________________________, tiredness,
   b. ___________________________, fever,
   c. ___________________________, headache, and
   d. ___________________________, swollen glands.

How HIV Is and Is Not Spread
3. The body fluids through which HIV is usually spread are _______ blood _______, _______ vaginal secretions _______, and _______ semen _________.
4. Actions that place people at risk for HIV infection include touching the body fluids of a person infected with HIV and sharing _______ needles _______ used to inject drugs or for tattooing or piercing.

Fighting HIV
5. A blood test can determine whether a person is infected with HIV because if the virus is present, the body produces _______ antibodies _______.
6. Two drugs used for the treatment of HIV and AIDS are _______ AZT _______ and _______ ddI _________, which slow the reproduction of the virus.
7. Practicing abstinence from sex, not sharing needles, not choosing friends who use drugs, and avoiding sharing personal items such as toothbrushes are all examples of _______ responsible behaviors _______ that HIV/AIDS prevention depends on.

Protecting Health Care Workers
8. Ways health care workers can protect themselves from HIV infection include: Possible answers:
   a. _______ wearing latex gloves when handling blood and certain body fluids _______
   b. _______ wearing protective masks and/or eyewear _______
   c. _______ washing immediately after coming into contact with blood or body fluids _______.
HIV/AIDS Cases

Look at the statistics below. They show how many HIV/AIDS cases have been reported in different world regions.

HIV/AIDS Cases for Selected World Areas in 2002

<table>
<thead>
<tr>
<th>Area</th>
<th>Total number of cases</th>
<th>New cases</th>
<th>Percentage of adults infected</th>
</tr>
</thead>
<tbody>
<tr>
<td>South and Southeast Asia</td>
<td>6 million</td>
<td>700,000</td>
<td>0.6</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>29.4 million</td>
<td>3.5 million</td>
<td>8.8</td>
</tr>
<tr>
<td>North America</td>
<td>980,000</td>
<td>45,000</td>
<td>0.6</td>
</tr>
</tbody>
</table>

Directions: Answer these questions about the statistics above.

1. For what areas of the world are statistics given?
   South and Southeast Asia, sub-Saharan Africa, and North America

2. In which area of the world have the most cases of HIV/AIDS been identified?
   sub-Saharan Africa

3. How many cases were in North America before the number of new cases was determined? How do you know? 935,000; I knew because I subtracted the number of new cases from the total number of cases.

4. Compare the statistics for South and Southeast Asia and North America. How are they similar? How are they different?
   Possible answer: South and Southeast Asia had far more cases of AIDS in 2002, both total and new. However, the same percentage of the adult population is affected—0.6 percent—in both areas.
Make Responsible Decisions

Directions: Think of a situation that requires a teen to make a decision about not spreading a pathogen like bacteria or about keeping the immune system healthy. Work through the decision-making process with a classmate. State the possible choices the teen has. Then have a classmate ask you questions associated with the four steps of responsible decision making. Record your dialogue on a separate sheet of paper. The steps for making responsible decisions are listed to the right as a reminder.

1. Is this decision a very important one? Tell why or why not.
   Possible answer: The decision is important because it affects the teen’s life.

2. How can identifying the available choices help someone make a decision?
   Possible answer: Identifying choices may help a person come up with a choice he or she had not thought of before.

3. How did talking the decision through with a classmate help the process?
   Possible answer: My classmate suggested new ideas for a solution to the teen’s issue.

4. To whom could a teen go for help if he or she was not sure what the responsible decision was?
   Possible answer: a trusted, responsible adult

5. How can evaluating a decision after it is made help with the decision-making process?
   Possible answer: It helps to ensure that the teen’s decision was a responsible one.

Extend

Directions: With your partner, role-play your dialogue for the class. Have other classmates point out each step of the decision process. Discuss additional suggestions for coming up with a responsible decision for the situation. Afterwards, write an evaluation of the decision-making process and how you might apply it to the next decision you must make.
Cardiovascular Diseases

Directions: Read the following story. Then use the terms in the vocabulary box to fill in the blanks.

“That’s not carrot juice you’re drinking, is it?” Brian asked in alarm.

His sister made a face. “Yes, it is, and it’s good for me and it could do you some good, too.”

“Why?” Brian asked.

“You know that high blood pressure or hypertension runs on Mom’s side of the family, right?” Lisa asked.

“Yes, that’s why she gets it checked all the time. The physician even ordered a(n) electrocardiogram (EKG) last time to check the electrical activity of her heart. Another cardiovascular disease also runs on Dad’s side of the family. It is arteriosclerosis, which is a term used to cover several conditions that cause the hardening and thickening of the arteries,” Brian responded.

“Well, those conditions are considered chronic diseases because they are not transmitted by pathogens and are present for a long time,” Lisa said.

“I learned about those in health class. Some of them are degenerative diseases, which cause continued breakdown of body cells, tissues, and organs,” Brian added.

“That’s right. The treatments for the conditions that run in our family can range from daily medication to major surgery. Aunt Rhonda had a(n) pacemaker implanted last year to send electrical impulses to her heart to help it beat regularly. Another surgery is...,” Lisa explained.

“I know, it’s bypass surgery. That’s when a physician helps blood get to the heart by creating a detour around a narrowed artery,” Brian interrupted.

“Very good. Now do you understand why it is so important to live a healthful lifestyle?” Lisa asked.

“Yes, I do. Will you pour me a glass of carrot juice?” Brian asked.
Cardiovascular Diseases

Directions: Complete the lesson outline below by filling in the blanks.

Chronic Diseases
1. Factors that may affect the development of chronic diseases include _______ heredity _______ and _______ lifestyle choices _______.
2. The two chronic diseases that are caused by environment, heredity, and lifestyle are _______ diabetes _______ and _______ stroke _______.

Cardiovascular Diseases
3. Although it may be a symptom of serious heart problems, _______ arrhythmia _______, an abnormal or irregular heartbeat, is usually of little concern.
4. Damage to the heart muscle, caused by a lack of blood flow to the heart muscle, is what occurs during a(n) _______ heart attack _______.
5. When a blood vessel in the brain is blocked or broken, a(n) _______ stroke _______ occurs.

Preventing Cardiovascular Disease
6. Nicotine, carbon monoxide, and other substances in smoke make _______ cigarette smoking _______ the greatest risk factor in the development of cardiovascular diseases.
7. Your risk of developing atherosclerosis is increased if your diet is high in _______ saturated fat _______ and _______ cholesterol _______.
8. Having lower blood pressure, less fat in the bloodstream, and a lower percentage of body fat can be achieved through _______ proper diet _______ and _______ exercise _______.

Treating Cardiovascular Diseases
9. In the case of arrhythmia, a physician may prescribe _______ beta-blockers _______ to slow the heart rate and reduce the force of the heart’s contractions.
10. One surgical solution to cardiovascular disease is to implant a small device called a(n) _______ pacemaker _______ to help the heart beat regularly.
11. In another type of surgery, a vein from the leg may be grafted onto clogged heart _______ arteries _______ so that blood can flow around the clogged areas; this is called _______ bypass surgery _______.

162  Unit D  •  Chapter 8  Use with textbook pages D110–D117.
Cancer

Directions: Use the terms in the vocabulary box to complete the sentences.

1. The presence of a __________ tumor __________, a growth of cells that forms a lump, does not automatically indicate the presence of cancer.

2. People can limit their risk for skin cancers such as basal cell carcinoma and the more serious and potentially fatal __________ melanoma __________ by wearing protective clothing and sunscreen in the sun and avoiding tanning booths and lamps.

3. Because early detection and treatment of breast cancer is so important, women should perform self-examinations and get a __________ mammogram __________ regularly, according to their physician's instructions.

4. In the case of leukemia and sarcomas, __________ metastasis __________ takes place through the bloodstream.

5. If any signs of cancer seem to be evident, a physician will probably order a __________ biopsy __________ to check for the presence of cancer cells.

6. What is a benign tumor?
   
   A benign tumor is noncancerous. The tumor can be removed and usually does not come back.

7. What are three forms of skin cancer?
   
   basal cell carcinoma, squamous cell carcinoma, and melanoma

8. What is a mammogram?
   
   A mammogram is an X-ray of the breasts used to screen for breast cancer.
Cancer

Directions: Complete the lesson outline below by filling in the blanks.

Types of Cancer
1. Where a cancer _grows_ determines how the cancer is classified.
2. Possible early warning signs of cancer include: Possible answers: 
   a. _an obvious change in a wart or mole_, 
   b. _an unexplained change in weight_, and 
   c. _unusual bleeding or discharge_.

Reducing the Risk of Cancer
3. People can reduce the risk of cancer by practicing healthful behaviors such as: Possible answers: 
   a. _knowing the warning signs of cancer_, 
   b. _choosing to be tobacco free_, 
   c. _protecting yourself from the sun_, and 
   d. _maintaining a desirable weight_.

Tests and Treatment for Cancer
4. People can improve the chances of detecting cancer early by performing regular _self-examinations_ to check for any changes in their body and seeing a physician immediately if they notice any changes.
5. Treatments for cancer include: Possible answers: 
   a. _surgery_, 
   b. _radiation therapy_, 
   c. _immunotherapy_, and 
   d. _chemotherapy_.

When a Family Member Has Cancer
6. Hospitals may provide support for friends and family members of cancer patients through _counseling groups_.
7. One way to deal with the stress of having a family member diagnosed with cancer is to become _informed_ about the type of cancer and the treatment process.
Chronic Health Conditions

**Directions:** Each conversation below contains clues that refer to a term in the vocabulary box. After reading each conversation, write the term the conversation refers to on the line provided. Then underline the word or words in the conversation that helped you choose the correct term.

1. “Do you know if there are any nuts in these banana muffins?” asked Juyong.
   
   Steve shrugged. “I don’t *think* my mom put any nuts in.”
   
   “Well, they look really good, but I will have to pass. I can’t take a chance on eating nuts because I’ll have an allergic reaction to them.”

   **underline:** allergen

2. “It makes me sad when I visit my grandma,” confided Sara to her friend Kim.
   
   “Why is that?” asked Kim sympathetically. “Is she sick?”
   
   “She was diagnosed with a chronic health condition,” answered Sara. “She’s still really fun to talk to, but every time I see her she seems weaker and she has a hard time moving around. The worst part is that there is no cure.”

   **underline:** muscular dystrophy

3. “My father was diagnosed with Type 2 when he was 50,” Manuel told his friend Lou.
   
   “He can probably control it with a healthful diet, exercise, and oral medications,” Lou responded. “I have to have insulin injections every day.”

   **underline:** diabetes

4. “My hands feel so stiff in the morning,” commented Mrs. Schultz.
   
   Her husband looked up from the newspaper. “I haven’t wanted to complain, but my knee has been giving me a terrible time, too. Sometimes when I stand up, I’m not sure it’s going to hold me up. Then once I move around a little it’s not so bad.”

   **underline:** arthritis

5. “I’ll sneeze if you bring that over here,” warned Lian.
   
   “It’s just a bouquet,” said her sister. “It won’t hurt you.”
   
   “I know it’s just a bouquet, but you picked it out in the field, and I can see yellow rocket in there. I’m telling you, I will sneeze up a storm if you put that in this room.”

   **underline:** allergies

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**Vocabulary**

- allergen
- allergies
- arthritis
- diabetes
- muscular dystrophy
Chronic Health Conditions

Directions: Complete the lesson outline below by filling in the blanks.

Allergies
1. When your body has a(n) ______ abnormal reaction ______ to an ordinarily harmless substance, you are considered to be allergic to that substance.

2. An allergic reaction may cause a person to sneeze, have difficulty breathing, feel sick to his or her stomach, ______ feel dizzy ______, or ______ get a rash ______.

3. In the first stage of an allergic reaction, the ______ white blood cells ______ of the immune system mistakenly produce antibodies to attack an allergen.

Arthritis and Asthma
4. Though arthritis has a number of forms, it is always a painful inflammation of the ______ joints ______ in a person’s body.

5. To treat arthritis, over-the-counter anti-inflammatory drugs that reduce ______ pain and swelling ______ are often used.

6. During an asthma flare, or attack, the affected person begins to ______ wheeze ______ due to tightening muscles along already narrowed airways.

More Chronic Health Conditions
7. Damage to the brain before, during, or shortly after birth may result in ______ cerebral palsy ______, which can affect a child’s ability to walk, talk, eat, and control body movements.

8. The form of diabetes in which a body’s immune system destroys beta cells, the cells that make insulin, is known as ______ Type 1 ______.

9. Improper communication between nerve cells causes ______ seizures ______ in a person who has epilepsy.

10. Numbness, fatigue, and dizziness are early symptoms of ______ multiple sclerosis ______; more serious symptoms appear as the disease progresses.

Conditions Common in Certain Groups
11. Sickle-cell anemia has a higher rate of occurrence among two groups of people in the United States: ______ African Americans ______ and ______ Hispanic Americans ______.

12. In addition to having no known cause, lupus is mysterious in that it has no fixed set of ______ symptoms ______.
Being an Informed Consumer

Directions: Use the provided clues to unscramble the vocabulary terms. Write the unscrambled terms in the spaces provided, writing one letter above each blank. If the word has a hyphen, do not write a hyphen in the blanks. When you have unscrambled all of the terms, write the circled letters in the space provided. Use the circled letters and the final clue to form a term related to finding health care information.

1. the work that people provide for others or sources of information ricevess __ __ __ __ __ __ __ __
2. a system that transmits electronic messages from one computer to another melia __ __ __ __ __ __ __ __
3. connecting to a remote computer system, such as the Internet nleion __ __ __ __ __ __ __ __
4. a computer disc that stores computer programs, text, graphics, music, and animation in files dormc __ __ __ __ __ __ __ __
5. items available for purchase such as multivitamins or shoes dropstuc __ __ __ __ __ __ __ __
6. a collection of networks that connect millions of people worldwide tenntire __ __ __ __ __ __ __ __

Write the circled letters here: __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ ___
Being an Informed Consumer

**Directions:** Complete the lesson outline below by filling in the blanks.

**Evaluating Sources of Information**
1. To find out if health-related information is valid, you should check that the information comes from a(n) [reliable source], such as a government agency, and find out about the [purpose] of the information.

2. Questions you can ask to evaluate health-related information you find include: **Possible answers:**
   - a. [Is the source qualified?]
   - b. [Is the source trying to sell me something?]
   - c. [Is the information based on current research and scientific knowledge?]
   - d. [Does the information make realistic claims?]

**Organizations That Promote Health**
3. If you believe that a company is making false claims in its advertising, you can contact the [Better Business Bureau], a private organization.

4. Information published by the [American Lung Association], a community organization that focuses on the prevention and curing of lung disease, is considered reliable.

5. The federal government agency to contact for information regarding the safety of growth hormones in meat and dairy products is the [Food and Drug Administration (FDA)].

**Using Your Computer**
6. When using the Internet, it is your responsibility to find out if the information you are viewing is [valid].

7. One way to obtain health information on a computer without using the Internet is to use a(n) [CD-ROM], which can store information.

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8. Reliable sources of online information include: **Possible answers:**
   a. nonprofit organizations
   b. magazines, newspapers, and journals
   c. medical information services
   d. weather services

Using Online Services

9. Reasons you might use online services to get health information include: **Possible answers:**
   a. learning about topics of interest
   b. communicating with health professionals
   c. researching topics for school projects

10. In addition to talking with a parent or guardian before using online services or buying products online, ways to be safe when using the Internet include: **Possible answers:**
    a. not giving out personal information
    b. looking for information from reliable sources
    c. avoiding sources of information that you don't know or that don't seem to be valid
Checking the Media

Directions: Each conversation below contains clues that refer to a term in the vocabulary box. After reading each conversation, write the term the conversation refers to on the line provided. Then underline the word or words in the conversation that helped you choose the correct term. Use each term only once. Some have close meanings, but with an important difference.

1. “Look at all these fashion magazines,” Carmen said as she picked one up from Ana’s kitchen table and began to page through it.
   “That’s how my sister used to do a lot of her shopping,” Ana said. “She used to buy anything that was advertised with a celebrity. She would say ‘All the top supermodels use this shampoo’ or ‘famous socialites wear this designer’s clothing.’ It took her a long time and a lot of wasted money to realize that the ads’ promises were not always what they seemed.”
   image appeal

2. “This microwave oven is the right size—and the right price—for me,” Vimal said to the sales associate.
   “The company stands by this oven,” the sales associate said. “They guarantee in writing that it will work for a full year, or they will give your money back.”
   warranty

3. “That’s a good TV ad,” Darnell commented to Josh as they waited for their favorite program to come back on the air.
   “Why do you say that?” Josh asked.
   “Because,” Darnell explained, “I don’t even like fish sticks, but now I’m craving them.”
   commercial

4. “I like the color of this backpack,” Etty said to her mother as Etty inspected it. “On the other hand, it doesn’t look very sturdy.” Etty scanned the shelves and found another bag. “How about this one?” she asked, handing the backpack to her mother.
   “This one looks good, but it’s too expensive,” Etty’s mother said, after looking at the price tag.
   “Finding the right backpack is hard work,” Etty said with a sigh.
   comparison shopping

5. “How do my teeth look?” Elijah said to his friend Soichi, drawing his lips back to reveal his top and bottom teeth.
   “Well, the ads in magazines and newspapers and on TV are saying our teeth aren’t white enough,” Elijah said, shrugging.
   “Who listens to them? They just want you to buy their product,” Soichi said.
   advertisements
Checking the Media

Directions: Complete the lesson outline below by filling in the blanks.

Comparison Shopping
1. A responsible consumer will _______ evaluate ____________ similarities and differences among related products and services.
2. When you are comparison shopping, you should consider factors such as price and:
   a. __________________________ warranty,
   b. __________________________ convenience,
   c. __________________________ features, and
   d. __________________________ quality.

The Power of Advertising
3. Advertisements are designed to appeal to your _______ emotions ____________, _______ needs ____________, and _______ wants ____________.
4. Techniques that advertisers use to appeal to consumers include: Possible answers:
   a. __________________________ bandwagon appeal,
   b. __________________________ brand loyalty appeal,
   c. __________________________ humor appeal, and
   d. __________________________ scientific evidence appeal.

The Power of Technology
5. Technology, especially computers, has influenced how people _______ communicate ____________; they may now send e-mails instead of using the telephone or postal service.
6. The separation between people who do have access to the Internet and those who do not is known as the _______ digital divide ____________.
Making Healthful Choices

Directions: Read the following story. Then use the terms in the vocabulary box to fill in the blanks.

“What’s this?” Uncle Rex asked his nephew Tony, pointing to a small tube on the kitchen counter.

Tony smiled sheepishly. “Something I ordered through the Internet,” Tony said. “It’s a tooth whitener called Miracle White.”

Uncle Rex raised his eyebrows. He picked up the box and examined the label. “I see that it’s ‘bound to improve your smile,’” he said. “Very white teeth are a popular ______ lately. Every few years very white teeth are a popular fashion idea for a short time.”

“Well, my teeth are sort of pale yellow,” Tony explained. “I saw a commercial on TV with a guy who claimed that bright, white smiles will increase your chances of meeting friends. So when I saw Miracle White on the Internet, I decided to give it a try.”

Uncle Rex put the box back on the counter. “The guy on the commercial was probably a ______ quack. He was promising results that have no basis in fact. Who can prove that a white smile will increase your chances of making friends? So, have you experienced a miracle?”

“Well, my teeth didn’t get much whiter, even though I used the product for two weeks. All the same, I did meet a classmate who is turning out to be a good friend. We both like soccer and math. And that has nothing to do with my smile,” Tony said.

Uncle Rex could see that Tony didn’t need a lecture. “Well, you’ve had a first-hand experience with ______ quackery, someone selling you a useless product. Try to get your money back. Write them a letter. You only spent $20. If you had bought a more expensive item, you could have taken the manufacturer to ______ small-claims court and presented your case. If people win there, they are able to get some of their money back.”

“I know,” Tony said. “I also have to remember the guidelines for ______ healthful entertainment. If I had checked with Mom and Dad first, they never would have allowed me to purchase a product from an unreliable Web site.”
Making Healthful Choices

Directions: Complete the lesson outline below by filling in the blanks.

What Influences Your Purchases?
1. In addition to your family’s influence, the other factors that influence your purchases are:
   a. ____________________________,
   b. ____________________________,
   c. ____________________________,
   d. ____________________________.

Making Healthful Consumer Choices
2. When looking for healthful entertainment, start by seeing if your school provides options such as ________________ or ________________.
3. You are more likely to choose healthful entertainment if you choose activities that are approved for your age group as well as those that:
   a. ________________ are approved by my parents or guardian
   b. ________________ do not present harmful drug use as acceptable behavior
   c. ________________ do not present violence as acceptable behavior
   d. ________________ do not lead me to believe that engaging in sexual activity outside marriage is acceptable behavior
4. Caring for your clothes includes putting them away after washing them, cleaning them properly, and learning how to ________________ them, which will save the cost of replacing them.
5. When you have finished using an item of personal property, you should put it away in a(n) ________________ safe place ________________, which will demonstrate respect for yourself, your property, and your family members.
6. In addition to personalizing your room, keeping it ________________ makes the room truly yours and shows that you have taken responsibility for your living space.

continued
Quackery

7. Quackery may be found in health-related areas such as _______ weight loss and diet scams _______, which can harm a consumer’s health, and unproven medical _______ products ________, which can create false hopes.

8. Characteristics of a quack include: Possible answers:
   a. _______ promises of quick cures, miracles, or secret formulas _______
   b. _______ using celebrity testimonials _______
   c. _______ promoting products without labeled ingredients _______
   d. _______ appealing to fear and emotions _______

How to Make a Customer Complaint

9. The first step you should take when you have a complaint about a purchase you have made is to _______ form a plan _______ with the help of your parents or guardian.

10. When making a complaint, having _______ records _______ such as receipts or credit card statements will help you make your case.

11. If you send a typed certified letter to the president of the manufacturing company and do not get a satisfactory response, you should send copies of the letter to _______ government _______ or voluntary groups concerned with consumer affairs or a(n) _______ member of Congress _______.

12. A last resort in resolving a customer complaint is to _______ sue the business _______ in a small-claims court.
Access Valid Health Information, Products, and Services

Directions: Use a magazine to find an ad for a new product or service that interests you. On a separate piece of paper, list five questions you would like to have answered about the product. List five sources you could use to find answers to your questions. Use the steps for accessing valid health information, products, and services to help you write your questions and locate your sources. The steps are listed to the right as a reminder.

1. What product or service is promoted in the ad?
   Possible answer: fat-burning pills

2. What about this product or service interests you?
   Possible answer: The pills promise to help me lose weight while I still eat anything I want.

3. Which statements in the ad appear to be facts? Which appear to express opinions?
   Possible answer: The ad uses “before and after” pictures of people who lost a lot of weight using the pills as facts. The people who used the pills expressed their opinions about how great the pills are.

4. Why is it important to look for reliable information about the product or service?
   Possible answer: I could waste money or even endanger my health by using a product or service for which I have inadequate information.

Extend

Directions: Check out the sources with your parents or guardian for approval. If they approve, contact at least two of the sources that you identified to help you find answers to your questions about the product or service shown in the magazine ad. When you get answers to your questions, write a consumer report about the product or service, telling why you would or would not buy the product or service.
Spending Time and Money

Directions: Use the terms in the vocabulary box to complete the crossword puzzle.

**Across**
1. Owing money to someone
5. How you will divide the things you need to do and the things you want to do
7. Reacting less and less to something you’re exposed to
9. Money paid for the use of borrowed or deposited money

**Down**
2. A plan for saving and spending money
3. A plan in which your income is the same as or greater than your expenses
4. Money that you set aside for future use
6. Money that you spend
8. Money that you receive from working and other sources
Spending Time and Money

Directions: Complete the lesson outline below by filling in the blanks.

Making a Time Management Plan
1. You will be more likely to honor your _______ priorities _______, the things that are most important to you, if you use a time management plan.
2. When you have a time management plan, you will have the benefits of:
   a. ___________________________; less stress
   b. ___________________________; more time for yourself
   c. ___________________________; better grades
   d. ___________________________; a more varied social life

Making a Budget
3. A budget includes subtracting your _______ expenses _______, or money that you spend, from your _______ income _______, or money that you receive; what is left over is your _______ savings _______, or money that can be set aside for future use.
4. One way people can spend more money than they have is through the use of a(n) _______ credit card _______, which charges interest if people cannot pay the full amount due each month; this causes people to be in _______ debt _______.

Entertainment and Shopping Addictions
5. Signs of entertainment addiction include excessive: Possible answers:
   a. ___________________________; television watching
   b. ___________________________; movie attendance
   c. ___________________________; video and computer game playing
6. Certain television programs can give teens a(n) _______ unrealistic _______ view of the world or _______ desensitize _______ them to violence.
7. People with a shopping addiction buy on _______ impulse _______, whether or not they need anything.

Use with textbook pages E28–E33.
Making a Budget

Look at the chart below. The information in the chart shows a sample of a teen’s weekly budget.

**Directions:** Answer these questions about the chart above.

1. What information is provided in the “Income” column of the chart?
   
   **The “Income” column includes all of the money that the teen has made.**

2. Where does most of the teen’s money for the week come from?
   
   **childesitting**

3. What are the greatest expenses shown on the chart?
   
   **food and entertainment**

4. If the teen saved the same amount of money each week, how many weeks would it take for the teen to save enough money to buy a tennis racquet that costs $30?
   
   **six weeks**

5. How is a chart such as this helpful in managing money?
   
   **Possible answer: It clearly shows how much money is coming in and being spent. It also shows whether there is money left over for savings or if more money is being spent than is coming in.**
Planning for Health Care

Directions: Match the terms in the vocabulary box with their definitions. Write one letter above each blank. If a blank has a number under it, write the letter for that blank in its corresponding square in the pattern. The filled pattern contains a message about preventive care.

Vocabulary

allied health professional
health care facility
health care practitioner
health care provider
health care system
preventive care
primary care provider
specialist

1. a network that includes health care providers, facilities, and a payment plan

health care system

2. a physician who has specific training in a particular area of health care

specialist

3. a professional who helps people maintain their health

health care provider

4. a physician or other health care professional who provides general care

primary care provider

5. a trained practitioner who practices under supervision

allied health professional

6. a person, not necessarily a licensed physician, who deals with a specific area of the body

health care practitioner

7. health care that helps to keep people from becoming ill

preventive care

8. a place where people receive medical care

health care facility

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Planning for Health Care

Directions: Complete the lesson outline below by filling in the blanks.

Preventive Care
1. Types of preventive care include healthful nutrition as well as:
   a. _______ skin care________,   c. _______ physical exams________, and  
   b. _______ vaccinations________,   d. _______ sports exams________.

Choosing Health Care Providers
2. Ways a family can obtain names of health care providers are: Possible answers:
   a. _______ through organizations such as the American Medical Association____,  
   b. _______ from a local hospital________________,  
   c. _______ from a recommendation by a respected health care provider____, and  
   d. _______ from a list supplied by their health care plan______________.

3. A family considering a particular health care provider should find out the pro-
   vider’s credentials and fees, as well as: Possible answers:
   a. _______ whether the provider is associated with any hospitals______,  
   b. _______ how long it takes to get an appointment_________________, and  
   c. _______ whether the provider emphasizes preventive care__________.

Medical Specialists
4. A medical specialist who treats disorders of the heart and blood vessels is a(n) _______ cardiologist______.

5. A medical specialist known as a(n) _______ psychiatrist______ diagnoses and treats mental and emotional problems.

6. An allied health professional who performs physical examinations, makes diag-
   noses, and prescribes treatment, often under the supervision of a physician is
   a(n) _______ nurse practitioner________.

Health Care Centers
7. Families should become familiar with facts about their local health care facili-
   ties, such as knowing the hours they are open, the kinds of care provided in
   them, the _______ fees________ that are charged, and patients’ rights.

8. Included among the Patient’s Bill of Rights are the rights to: Possible answers:
   a. _______ receive respectful and considerate care__________,  
   b. _______ enjoy privacy regarding care and records__________,  
   c. _______ consent to or refuse any experimental procedures________, and  
   d. _______ expect care on a continuing basis_________________.

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Getting Health Care

Directions: Use the terms in the vocabulary box and the numbered clues to complete the table below. Write the term using only one letter per provided line. When the table is correctly completed, a hidden term will appear in one of the columns. Write the term on the line provided. Then write a definition of this term as it relates to types of coverage in health insurance.

1. money that clients pay to an insurance company so that the insurance company will pay its portion of the cost of health care services
2. an organized system of health care services set up to control health care costs
3. a health care provider who appears on an approved list of people whose services are covered by an insurance company
4. a business that provides health care services for lower costs through preferred providers but does not require that its members use preferred providers
5. a specific amount of money that the insured must pay to a health care provider before an insurance company will cover the rest of his or her costs
6. a business that provides health care services at a reduced rate through preferred providers only
7. a plan that helps pay for the cost of health care services

Hidden term: medical

Definition: insurance that pays physicians’ fees, laboratory fees, and prescription drug costs

Vocabulary
- deductible
- health insurance
- health maintenance organization
- managed care
- preferred provider
- preferred provider organization
- premium
Getting Health Care

Directions: Complete the lesson outline below by filling in the blanks.

Health Care Facilities and Services
1. A hospital may provide urgent care; ______ outpatient care, when you receive treatment and leave on the same day; and ______ inpatient care, when you stay in the hospital overnight.

2. Community health care facilities include: Possible answers:
   a. ______ emergency medical services, or EMS
   b. ______ convalescent homes
   c. ______ extended care facilities
   d. ______ veterans’ hospitals

Paying for Health Care
3. Many people have some form of ______ health insurance to help pay for their health care services, one form of which is ______ managed care, a system with the primary purpose of controlling costs.

4. The government provides insurance for senior citizens through ______ Medicare and for people in need through ______ Medicaid.

Public Health
5. The federal government protects public health through laws, regulations, education, and ______ scientific research.

6. The public health services that the state governments operate are:
   a. ______ centers for people with developmental disabilities
   b. ______ clinics that provide immunizations and testing for certain diseases
   c. ______ mental health facilities
   d. ______ scientific research

7. County and city governments take care of public health by: Possible answers:
   a. ______ keeping records of health-related statistics
   b. ______ removing garbage and waste
   c. ______ operating water and sewage treatment plants
   d. ______ operating prenatal care facilities
“I think I want to be a physician,” Shabnam said to her friend Hannah.

“Last week you wanted to be a journalist,” Hannah said. “What changed your mind?”

“It started with journalism,” Shabnam answered. “I planned to interview my family’s physician for a health class project. When I called Dr. Morales, she invited me to spend last Saturday morning following her around to see what her job is like—you know, job _________ shadowing _________.”

“That sounds interesting,” Hannah said. “How was it?”

“When my dad dropped me off at Dr. Morales’s office, Tamisha, the _________ physician’s assistant (PA) _________ who works for Dr. Morales, greeted me and explained the morning’s schedule,” Shabnam said. “Tamisha is a licensed health professional who works under Dr. Morales’s supervision to diagnose illnesses and prescribe treatments. Before I went into the examining room, Dr. Morales got permission from each patient to let me be in the room. While she treated her patients, Dr. Morales explained all of the procedures. I was scribbling notes the whole time.”

“Knowing you, I’ll bet you asked a lot of questions,” Hannah said.

“Of course,” Shabnam said. “I was in my journalist role. At the end of the morning, I told Dr. Morales that watching her had made me want to be a physician—either a family practice physician like her or a _________ pediatrician _________, who works with children. She offered to be my _________ mentor _________ and help guide me in that decision.”

“Wow!” Hannah said.

“That’s not all,” Shabnam continued. “Dr. Morales says that if I want to be a _________ volunteer _________ this summer, her office can always use extra clerical help.”

“You’ll be a physician in no time,” Hannah said.

“Yes,” answered Shabnam. “But first, I have to finish my report for health class!”
Being a Health Care Volunteer

Directions: Complete the lesson outline below by filling in the blanks.

Learning About Volunteering

1. If you want to become a volunteer, you should start by:
   a. listing your skills, talents, and interests
   b. asking a teacher or guidance counselor about service learning opportunities, and
   c. calling or visiting organizations you’re interested in volunteering for

Learning About Careers

2. You can explore your interest in possible careers by participating in job shadowing, in which you spend time with and observe a person doing his or her job.

3. If you are assigned to work under the supervision of a(n) mentoring nurse, you might help feed patients or transport them from one place to another.

4. If you want to become a physician, you could join a volunteer program at a(n) medical school, where you can shadow health care providers, learning the daily tasks of a physician and donating your time to people who need help.

Investigating Health Careers

5. One type of health care professional is a(n) EEG technologist, who operates electronic instruments that measure brain waves.

6. A person whose kidneys are unable to filter wastes might be treated by a(n) dialysis technician.

7. A bachelor’s or master’s degree and specialized training are necessary to become a(n) occupational safety and health worker, a person who inspects factories and other places of employment.

8. A physician who specializes in the care of children from birth to the age of 21 is a(n) pediatrician.
Respect for the Environment

Directions: Use the terms in the vocabulary box to complete the sentences.

1. The negative effects that pollution has on the environment include rising temperatures and contaminated air, water, and soil.

2. A government agency whose purpose includes reducing and controlling environmental pollution is the Environmental Protection Agency (EPA).

3. Studying the relationship between living organisms and the environment is called ecology.

4. Oxygen and wildlife are examples of renewable resources, which can be replaced.

5. The saving of Earth’s natural resources, or conservation, is an important goal.

6. Trees, animals, streams, and rocks are all part of a forest’s ecosystem.

7. Employees and employers are offered technical assistance by the Occupational Safety and Health Administration (OSHA), a government agency dedicated to maintaining a safe and healthful work environment for all workers.

8. Anything that causes a negative change in the environment is considered a(n) pollutant.

9. Many of our energy sources are nonrenewable resources; after they are used up, they cannot be replaced.

Vocabulary

- conservation
- ecology
- ecosystem
- Environmental Protection Agency (EPA)
- nonrenewable resources
- Occupational Safety and Health Administration (OSHA)
- pollutant
- pollution
- renewable resources
Respect for the Environment

Directions: Complete the lesson outline below by filling in the blanks.

Earth’s Balance
1. Producers are organisms such as plants that make their own food by the process known as _______ photosynthesis _______.
2. Earthworms and fungi are _______ decomposers _______ because they break down the dead organisms they consume into organic matter that returns to the soil.

Balance in the Ecosystem
3. An example of balance in an ecosystem is that plants take _______ carbon dioxide _______ from the air to make their own food while producing _______ oxygen _______, which most kinds of living things need to carry out respiration.
4. All organisms in an ecosystem are _______ interdependent _______, meaning that they need each other for survival.

Pollution
5. Pollution, which can affect the quality of the water, land, and air in the environment, has a negative effect on the _______ life _______ and _______ health _______ of living things.
6. Pollution can cause _______ indirect _______ harmful effects when humans consume fish from contaminated water.

Protecting the Environment
7. The responsibilities of the EPA include: Possible answers:
   a. developing and enforcing rules and standards for environmental _______ programs _______,
   b. assessing environmental conditions and seeking solutions to current and future environmental problems _______ and _______, and
c. encouraging environmental education so that people will take _______ responsibility for caring for their surroundings _______.
8. OSHA is responsible for maintaining safe and healthful _______ work environments _______ to prevent injuries, protect workers’ health, and save lives.
Producers, Consumers, and Decomposers

Look at the chart below. The chart shows how energy flows between producers, consumers, and decomposers.

Directions: Answer these questions about the diagram above.

1. What is the relationship between producers and consumers?
   
   Possible answer: The consumers depend on the producers for food.

2. From which two sources do producers get their energy?
   
   the sun and decomposers

3. Why do you think plants are at both the beginning and end of the cycle?
   
   Possible answer: Plants produce their own food. When they die, their organic matter is returned to the soil to enable living plants to live and produce their own food.

4. Charts or illustrations may present some ideas more clearly than a paragraph of text. Do you think that is true in the case of this illustration? Explain your answer.
   
   Possible answer: Yes. The pictures and the arrows clearly show the relationships among plants and animals. It would take a lot of words to explain all of the connections that are shown in the illustration.
Renewable and Nonrenewable Resources

Look at the chart below. Columns are often used to help organize information.

<table>
<thead>
<tr>
<th>Renewable Resources</th>
<th>Nonrenewable Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>water</td>
<td>oil</td>
</tr>
<tr>
<td>trees</td>
<td>coal</td>
</tr>
<tr>
<td>oxygen</td>
<td>natural gas</td>
</tr>
<tr>
<td>wildlife</td>
<td>copper and iron</td>
</tr>
<tr>
<td>foods that come from plants</td>
<td>silver, gold, and aluminum</td>
</tr>
</tbody>
</table>

**Directions:** Answer these questions about the chart above.

1. What are the headings for the columns in this chart?
   - Renewable Resources and Nonrenewable Resources

2. What are the examples given for renewable resources?
   - water, trees, oxygen, wildlife, and foods that come from plants

3. What are the examples given for nonrenewable resources?
   - oil, coal, natural gas, copper, iron, silver, gold, and aluminum

4. How do we use nonrenewable resources? Why do you think it is important to conserve the nonrenewable resources?
   - Possible answer: The nonrenewable resources are items that we use to build, to make power, or to fuel our transportation systems. It is important to conserve them because we cannot replace them when they have run out.

5. Can you think of a way to change or add to this chart so that it would be more attractive or even easier to read? Describe the change or addition.
   - Possible answer: an illustration or photograph of each item in the columns
Keeping the Air Clean

Directions: Match the definitions in Column I with the terms in Column II. Write the correct letter in each blank.

Column I

1. a shield far above Earth’s surface that protects all living things from ultraviolet radiation
2. tiny amounts of soot, dirt, and pollen in the air
3. the total of the levels of five different pollutants
4. an ongoing increase in Earth’s temperature
5. the trapping of heat by carbon dioxide and other gases in the air
6. an illness caused by indoor air pollution
7. a condition that occurs when a layer of warm air forms above a cooler layer of air, trapping pollution in the cooler layer of air
8. contamination of air with undesirable gases, dust, smoke, and chemicals
9. chemicals released into the air as a result of burning fuel in cars
10. combination of smoke and fog

Column II

A air pollution
B Air Quality Index (AQI)
C global warming
d greenhouse effect
E motor vehicle emissions
F ozone layer
G particulates
H sick building syndrome
I smog
J thermal inversion

Use with textbook pages E64–E71.
Keeping the Air Clean

Directions: Complete the lesson outline below by filling in the blanks.

How Air Becomes Polluted

1. The sources of air pollution include: Possible answers:
   a. ____________________________
   b. ____________________________ factories, and
   c. ____________________________

2. A ground-level chemical reaction between air pollutants and the light energy from the sun produces the gaseous pollutant ozone, which is found in smog and is harmful to human health when inhaled.

The Changing Atmosphere

3. Over time, exposure to ultraviolet radiation can cause health problems such as skin cancer and cataracts.

4. Now banned in aerosol products in the United States, chlorofluorocarbons (CFCs) damage the ozone layer when released.

5. When motor vehicles burn fuel, they contribute to the greenhouse effect.

6. Some amount of greenhouse effect is necessary, but too strong of a greenhouse effect could cause global warming, or an ongoing increasing of Earth’s temperature.

Indoor Air Pollution

7. In addition to building materials, cleaning fluids, and other household chemicals, tobacco smoke and pesticides are causes of indoor pollution.

8. Irritation or illness may be caused by chemicals that were once used in building materials, such as asbestos, which is now banned, and formaldehyde.

Clean Air

9. One way to help keep the air clean is to limit the use of motor vehicles by walking or riding bikes when possible.

10. Inside the home, the use of energy-efficient appliances cuts down on energy use, which helps minimize air pollution.
Protecting Our Water

Directions: Read the following story. Then use the terms in the vocabulary box to fill in the blanks.

“Let’s walk on the path near the river,” suggested Mr. Patterson.

Kira and Amy gladly followed, but when they got to the river, they stopped. “What’s all that stuff in the water, Dad?” asked Amy.

Mr. Patterson frowned. “You know, I read an article about this the other day. The people who live along the river have been complaining that the businesses upstream have been dumping chemicals and other wastes in the river. I didn’t realize the water pollution was as bad as this.”

Kira, Amy, and their father walked along, a little less cheerfully. Then Kira wrinkled up her nose. “Ooh, Dad, what’s that?” she exclaimed.

“I suppose that is just what it smells like,” answered their dad. “It seems as if the river is polluted by chemicals as well as sewage, which consists of solid and liquid wastes.” They continued their walk.

“The river seems cleaner here,” observed Amy.

Kira and Mr. Patterson agreed. “It almost looks nice enough to go wading in,” said Amy, bending down and swishing a finger in the water. “Hey, this water feels warm, like bathwater. I wonder if this is a result of the power plant cooling its equipment in the river which causes thermal pollution.”

Kira thought about the river. “It’s too bad those businesses are even there. If they are going to ruin the river, maybe we’d be better off if that whole area was still farmland.”

“I agree that farmland is more attractive to look at than an industrial park, Kira,” her father said. “However, even farmers can cause significant pollution through water runoff. Many farmers use chemicals on their fields. When it rains, some of those chemicals may travel along the surface of the ground until they run into the river. However, many farmers correct this situation.”

Mr. Patterson led the way up the last part of the path. “I guess I’d better water the lawn when we get home. It’s awfully dry.”

“We read in science class that it’s best not to water the lawn in the middle of the day, Dad. When it’s hot and the sun is out, a lot of the water evaporates and doesn’t even get to the lawn,” Kira pointed out. “Waiting until evening is a way to practice water conservation.”
Protecting Our Water

Directions: Complete the lesson outline below by filling in the blanks.

The Water Cycle and Pollution
1. During the water cycle, water on Earth **evaporates** into the air. It then cools and **condenses** into a liquid state and returns to Earth as a form of **precipitation**.

2. When farmers water their land, some of the water travels along the land as **water runoff**, carrying pesticides along to a body of water.

3. Groundwater contaminated by sewage is dangerous because it can contain **bacteria**, which can cause a variety of diseases.

Other Sources of Water Pollution
4. Damage to a body of water’s ecosystem can occur when thermal pollution causes the temperature of the water to **rise**, which decreases the amount of **oxygen** in the water.

5. The chemicals trihalomethanes, which can harm the nervous system and many body organs, are produced when **chlorine** reacts with other substances in the water supply.

6. To avoid contaminating groundwater, do not pour **harmful chemicals** onto the ground, into a storm sewer, or down a household drain.

Conserving Water
7. Ways to conserve water include: Possible answers:
   a. **taking short showers instead of baths**
   b. **repairing leaking faucets and pipes promptly**
   c. **not leaving a hose running when not in use**
   d. **collecting rainwater and using it to water flowers and shrubs**
The Water Cycle

Look at the diagram. A diagram sometimes shows a process or a sequence of events.

Directions: Answer these questions about the diagram above.

1. What do the arrows in the diagram show?
   The arrows show the direction in which the water (or water vapor) is moving.

2. What happens to water stored in the atmosphere?
   Possible answer: It falls to the ground as precipitation.

3. What happens when water returns to Earth as rain or snow?
   Possible answer: It either soaks into the ground or flows on the surface until it joins a body of water.

4. Based on the diagram, how do you think the water cycle is related to water pollution?
   Possible answer: Water that returns to Earth can run over the surface and carry pollutants with it into bodies of water.
Protecting Our Land

Directions: Use the terms in the vocabulary box to complete the crossword puzzle.

Across
1. Breaking down or re-forming waste products for repeated use
5. Reducing waste before it occurs
8. A group of trees and plants covering a large, warm, wet area
10. A place where wastes are dumped and buried

Down
2. Actions taken to save land
3. Discarded poisonous materials
4. Able to be broken down by organisms to become part of Earth’s natural resources
6. Breaking down plant remains and other once-living materials into simpler substances
7. Discarded materials such as paper, metal, and yard waste
9. Discarded radioactive materials

Vocabulary
biodegradable
composting
land conservation
landfill
precycling
radwaste
rain forest
recycling
solid waste
toxic waste
Protecting Our Land

Directions: Complete the lesson outline below by filling in the blanks.

Land Use and Waste Disposal
1. Threats to land conservation include development, or new construction, and the amounts of trash and pollution produced.
2. The trash that the residents of the United States generate is disposed of by being recycled, burned in incinerators, or buried in landfills.

Preserving Our Land
3. Purchasing products that have minimal packaging or whose packages are recyclable are examples of precycling.
4. The three parts of the recycling process are:
   a. Collect and process materials.
   b. Manufacture recycled products.
   c. Buy recycled products.
5. Insects, earthworms, and bacteria decompose biodegradable materials into compost, which reduces the amount of waste that goes to landfills and incinerators and provides gardeners with a nutrient-rich soil additive.

Our Vanishing Rain Forests
6. Cutting down the rain forests results in fewer trees producing oxygen and has a negative effect on Earth's water cycle and climate.
7. To help save the rain forests and the animals they contain, you can:
   a. use precycling strategies
   b. recycle and reuse materials
   c. not purchase animals that are brought to the United States illegally from rain forests
   d. support companies and programs committed to protecting the environment
Other Ways to Protect the Environment

Directions: Read the following letter. Then use the terms in the vocabulary box to fill in the blanks.

Dear Students,

As you begin to look toward high school and beyond, I would like to challenge you to make the world a better place. At the same time, I do not want you to feel overwhelmed by the many things in the world we could improve. So, before you take on the world’s problems, make sure you have a(n) _____ support network _____. You will need people around you in whom you can confide, and who will support and encourage you. If you remember that other people need you as much as you need them, your social-emotional environment will be a positive one.

Keep in mind that the world around you affects how you feel, both physically and emotionally. What you see every day, your visual environment, should energize you, not bring you down. You have the power to change and create what you see. Try not to become immune to visual pollution. Sidewalks don’t have to be dirty or littered. Highways don’t have to have billboards, and street poles don’t have to be littered with posters and signs. You can change how the world looks.

Finally, remember that the world takes care of us, and we should take care of it. Most of our energy comes from non-renewable resources such as fossil fuels. Once all of our supply of fossil fuels is used, we can never replace it. Encourage everyone around you to practice energy conservation so that the benefits of a healthful environment can be enjoyed for generations to come.

With those thoughts, go forward and keep on making the world a better place.

Sincerely,

Mrs. Shively
Principal
Other Ways to Protect the Environment

Directions: Complete the lesson outline below by filling in the blanks.

Energy Conservation and the Environment

1. In general, the environment is less harmed by renewable energy sources such as the ______ wind ______, ______ sun _______ (solar power), and ______ moving water _______ (hydroelectric power) than by using nonrenewable resources.

2. Actions that can conserve energy include: Possible answers:
   a. ______ insulating walls, ceilings, floors, and pipes in your home _______
   b. ______ turning off lights when you leave a room _______
   c. ______ putting on a sweater or sweatshirt instead of turning up the heat in _______ the winter _______, and
   d. ______ purchasing energy-efficient appliances _______

Your Visual Environment

3. What you see regularly is your ______ visual environment _______

4. In addition to improving your quality of life and providing stress relief, a pleasant visual environment can improve your ______ mood _______ and ______ concentration _______.

5. A family photograph and an achievement award are examples of ______ visual validations _______ that a person might display on a wall.

6. Your feelings and level of alertness can be affected by the ______ colors _______ and ______ lighting _______ in your surroundings.

7. Creating a pleasant visual environment can be achieved by adding ______ life _______ to it through plants or by ______ seeing new sights _______ such as an art museum or park.
Noise Pollution

8. The negative effects that noise may have on your health are high blood pressure, ____________, and ____________ hearing loss.

9. To reduce noise and protect yourself from its effects, you can: Possible answers:
   a. keep the volume low enough to hear someone speaking when ____________,
      listening to music through headphones,
   b. have your hearing checked regularly by a professional ____________, and
   c. be considerate of other people by playing music at a reasonable ____________, volume.

10. Pleasant sounds can:
   a. ____________, motivate and energize you,
   b. ____________, lift your spirits, and
   c. ____________, have a calming effect.

Your Safety Net

11. A family member or close friend who helps and encourages you is part of your _______ support network _________.

12. A positive social-emotional environment helps you to:
   a. ____________, build self-respect,
   b. ____________, build resiliency, and
   c. ____________, reduce the risk of illness.
Be a Health Advocate

**Directions:** Think of a situation in your own life in which you might take action to help protect the outdoor or indoor environment. Describe three specific strategies for handling the situation. Use the steps for being a health advocate to help you plan your strategies. The steps are listed to the right as a reminder. Write your strategies on a separate sheet of paper.

1. **Does your issue or situation involve the outdoor or indoor environment? Explain the issue.**
   
   Possible answer: My issue involves the outdoor environment. The issue is litter on the highways.

2. **How can you learn more about the issue and possible ways to solve it?**
   
   Possible answer: I can contact the sanitation department of the county that the highway goes through.

3. **Why or how is this issue or situation harmful or dangerous?**
   
   Possible answer: The litter ruins the visual environment and it is bad for the environment when trash is not properly disposed of.

4. **Which of your strategies do you think is the best way to solve your situation? Why?**
   
   Possible answer: I could work with the sanitation department to organize volunteers to help remove the trash. Cooperation between the government and citizens is an effective way to solve matters concerning public health.

**Extend**

**Directions:** With a small group, act out one of your strategies for the class. Allow classmates to describe how you followed each step for being a health advocate. Discuss additional suggestions for dealing with the situation in healthful ways. Write a summary of your discussion on a separate sheet of paper.