


CHAPTER 1 pp. 2–23	Standards		Skills and Activities
	National	State/Local	
	National Health Education Standards 1.1, 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 5.2, 6.1, 7.2		HEALTH INVENTORY , p. 3 HANDS-ON HEALTH Your Personal Health, p. 20 BUILDING HEALTH SKILLS <i>Analyzing Influences</i> Identifying Influences, pp. 18–19
Lesson 1 What Is Health and Wellness? pp. 4–7	National Health Education Standards 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 3.1, 3.2, 6.1, 6.2, 7.1, 7.2		MEDIA WATCH Being “In the Know,” p. 5
Lesson 2 Changes During the Teen Years pp. 8–12	National Health Education Standards 1.2, 2.1, 2.4, 3.2, 4.2, 4.4, 5.3, 5.4, 5.6, 6.1, 6.4, 7.1, 7.2, 8.1		DEVELOPING GOOD CHARACTER Your Growing Responsibility, p. 9 HEALTH SKILLS ACTIVITY <i>Practicing Healthful Behaviors</i> Making Health a Habit as You Grow, p. 11
Lesson 3 Taking Responsibility for Your Health pp. 13–17	National Health Education Standards 1.1, 1.5, 1.6, 1.7, 1.8, 1.9, 2.7, 2.8, 2.9, 3.2, 3.4, 5.2, 5.5, 5.6, 5.7, 6.1, 6.2, 7.1, 7.2, 8.1		DEVELOPING GOOD CHARACTER Self-Discipline, p. 14

PACING THE CHAPTER

Lesson 1	45 min		
Lesson 2	45 min	Chapter Review 45 min	Hands-on Health 20 min
Lesson 3	45 min	Building Health Skills 45 min	

BLOCK SCHEDULING

For block scheduling, assign students Building Health Skills feature *Analyzing Influences*, pages 18–19, and Guided Reading and Writing. 

Planning Guide



Reproducible Resources	Assessment	Media and Technology
Chapter FAST FILE Resources Chapter Summaries and Activities REVIEW Building Health Skills Activity TEACH Performance Assessment Activity EXTEND Universal Access Activities TEACH Parent Letter and Activities Student Activities Workbook TEACH Reading Tutor TEACH	Building Health Skills Activity, pp. 18–19 Chapter 1 Assessment, pp. 22–23 Chapter FAST FILE Resources Performance Assessment Activity, p. 4 Chapter 1 Test, p. 7 <i>ExamView® Assessment Suite</i>	TeacherWorks includes: <ul style="list-style-type: none"> • Interactive Teacher Edition • Lesson Planner with Calendar • Access to all blackline masters • Correlations to standards StudentWorks™ Plus Online Student Edition Dinah Zike's Teaching Health with Foldables™
Chapter FAST FILE Resources Concept Mapping Activity 1-1 REVIEW Cross-Curriculum Activity 1-1 EXTEND Enrichment Activity 1-1 EXTEND Lesson Plan 1-1 Guided Reading and Writing 1-1 TEACH Reteaching Activity 1-1 REVIEW	Lesson 1 Review, p. 7 Vocabulary PuzzleMaker <i>ExamView® Assessment Suite</i>	Vocabulary PuzzleMaker <i>ExamView® Assessment Suite</i> StudentWorks™ Plus Transparency 1-1 <i>Health Online</i>
Chapter FAST FILE Resources Concept Mapping Activity 1-2 REVIEW Health Lab 1-2 EXTEND Enrichment Activity 1-2 EXTEND Lesson Plan 1-2 Guided Reading and Writing 1-2 TEACH Reteaching Activity 1-2 REVIEW	Lesson 2 Review, p. 12 Vocabulary PuzzleMaker <i>ExamView® Assessment Suite</i>	Vocabulary PuzzleMaker <i>ExamView® Assessment Suite</i> StudentWorks™ Plus Transparency 1-2 <i>Health Online</i>
Chapter FAST FILE Resources Concept Mapping Activity 1-3 REVIEW Decision-Making Activity 1-3 EXTEND Enrichment Activity 1-3 EXTEND Lesson Plan 1-3 Guided Reading and Writing 1-3 TEACH Reteaching Activity 1-3 REVIEW	Lesson 3 Review, p. 17 Vocabulary PuzzleMaker <i>ExamView® Assessment Suite</i>	Vocabulary PuzzleMaker <i>ExamView® Assessment Suite</i> StudentWorks™ Plus Transparency 1-3 <i>Health Online</i>

Chapter and Lesson Resources

The *Teen Health* resources are designed for differentiated learning abilities. You may want to use the coded items in this way:

REVIEW—activities to review or reinforce content

TEACH—activities to teach basic concepts

EXTEND—activities to extend or enrich lesson content



OUT OF TIME?

Use Health Skills Activities *Making Health a Habit as You Grow*, page 11, or *Developing Good Character*, page 9.

Health Care for Adolescents

Preventive health care can have a positive impact on all three sides of a teen's health triangle. The American Medical Association recommends that physicians provide health counseling about risk behaviors, such as smoking and unplanned pregnancy, as a part of their medical care. However, adolescents visit the doctor the fewest times per year of any age group. A study showed that the average teen visits the doctor less than two times per year.

In addition to medical care for illness and injury, an adolescent should receive one preventive checkup each year. During that visit, the teen's physical health is addressed with screenings for medical problems and administration of recommended vaccines. Dental health and vision are also usually addressed. During the visit, doctors can take the opportunity to counsel teens about risks to physical health, such as sedentary lifestyle, sexual activity, and alcohol, tobacco, or drug use.



During a preventive visit, doctors also have the opportunity to screen for mental/emotional problems, such as eating disorders, difficulties at school, and depression. A doctor may also address social health by asking about relationships with family and friends, dating, and violence in the school.

When teaching students about risk behaviors, prevention, and precautions, be sure to stress the importance of routine medical checkups, even for teens who feel healthy. Work with the school nurse to develop a list of resources for those who are experiencing difficulty in obtaining health care due to financial, language, or transportation barriers.

Common Risk Behaviors

There are many risk behaviors that threaten the health of teens. The Centers for Disease Control and Prevention (CDC) monitor these risk behaviors using the Youth Risk Behavior Surveillance Survey.

Students may not realize that unintentional injury is the leading cause of death for people their age. Risk behaviors that can lead to unintentional injury are one subset of the behaviors monitored by the CDC. For example, the leading cause of unintentional injury in teens is automobile accidents, yet more than 18 percent of teens rarely or never wear a seatbelt. Bicycle accidents are also a major cause of unintentional injuries in teens, but more than 85 percent of teens reported rarely or never wearing a bicycle helmet when riding their bikes.

Homicide is the second leading cause of death among 15–24-year-olds. Behaviors that can lead to homicide, such as carrying a weapon on school property and engaging in a physical fight, are two of the behaviors measured in the Youth Risk Behavior Surveillance Survey.

For ages 10–24, suicide is the third leading cause of death. Suicidal thoughts, having a suicide plan, and attempting suicide are all risk behaviors tracked by the CDC.

When students are learning about risk behaviors, lead discussions in which students connect risk behaviors to their consequences. Have students reflect on risk behaviors in their own lives that could be changed. The CDC and The National Center for Injury Prevention and Control Web sites have resources that can be used when discussing risk behaviors with students.



Support for Teaching Reading



Reading Support



Academic Integration For additional academic integration strategies, visit the Teacher Center at health.glencoe.com.

Reading Preview

Activating Background Vocabulary Ask students what comes to mind when they hear the terms *healthy*, and/or *wellness*. Create a word web on the board, placing these terms in the center. Record students' responses in the surrounding spaces. Guide students in a discussion of what constitutes good health and what things they need to do to keep their bodies, minds, and emotions healthy.

FOLDABLES™ Study Organizer *Dinah Zike's Reading and Study Skills for Teen Health* provides interactive graphic organizers that help students comprehend and retain health concepts as they read. Use the Foldable™ on page 3 or find more Foldables™ activities for the chapter on **Understanding Your Health** in the separate booklet, available in the TCR.

Lesson 1 What Is Health and Wellness?

Determining Main Ideas Ask students to identify the main ideas in the lesson. Guide them to the boldface headings and the key terms. Ask students to find the main idea in the first section. Guide them to answer "What is Health?" and to identify details regarding the areas of physical, mental/emotional, and social health that support the main concept of health.

Lesson 2 Changes During the Teen Years

Preview and Predict Show students how to skim the lesson title, headings, and captions to get an overall view of what the lesson is about. Direct students to write one sentence for each subheading, predicting what they will learn when they read that section. After they read, have students work in pairs to review their predictions and revise as necessary.

Lesson 3 Taking Responsibility for Your Health

Review and Remember Encourage students to read at a pace that lets them retain what they have read. Stop students during the reading process and ask them to review the key terms and to remember what they have learned so far. Ask: What are lifestyle factors? Are there consequences to risk behaviors? How can your attitude affect your health? Have students return to the text and reread to clarify remaining questions.

Post Reading

Technology Based Presentations Guide students in a discussion about the health triangle, physical changes for teens, and maintaining a healthy lifestyle. Have students work in pairs to develop an oral presentation for the class that incorporates audiovisual aids and technology and covers one of the areas involved in this lesson. Encourage students to use appropriate volume, stress, and pacing in presenting their information.

Key for Using the Teacher Wraparound Edition

Use this key to help you identify the different types of prompts found in the Teacher Wraparound Edition.

- R** **Reading Strategies** activities help you teach reading skills and vocabulary.
- C** **Critical Thinking** strategies help students apply and extend what they have learned.
- U** **Universal Access** activities provide differentiated instruction for students learning to speak English, along with suggestions for teaching various types of learners.
- HS** **Health Skills Practice** activities reinforce Health Skills concepts and help students apply these skills in their everyday lives.
- W** **Writing Support** activities provide writing opportunities to help students comprehend the text.
- AL** **Active Learning** strategies provide a variety of activities for presenting lesson content, including Quick Demos and engaging classroom projects that get students actively involved.

Key to Ability Levels

Teaching Strategies and activities have been coded for ability level and appropriateness.

- AL** Activities for students working above grade level
- OL** Activities for students working on grade level
- BL** Activities for students working below grade level
- EL** Activities for English Learners

Symbols

- Transparencies
- CD-ROM
- health.glencoe.com
- Print Resources

Understanding Your Health

Chapter at a Glance

Lesson 1 defines health, identifies the three sides of the health triangle, and explains how health habits affect wellness.

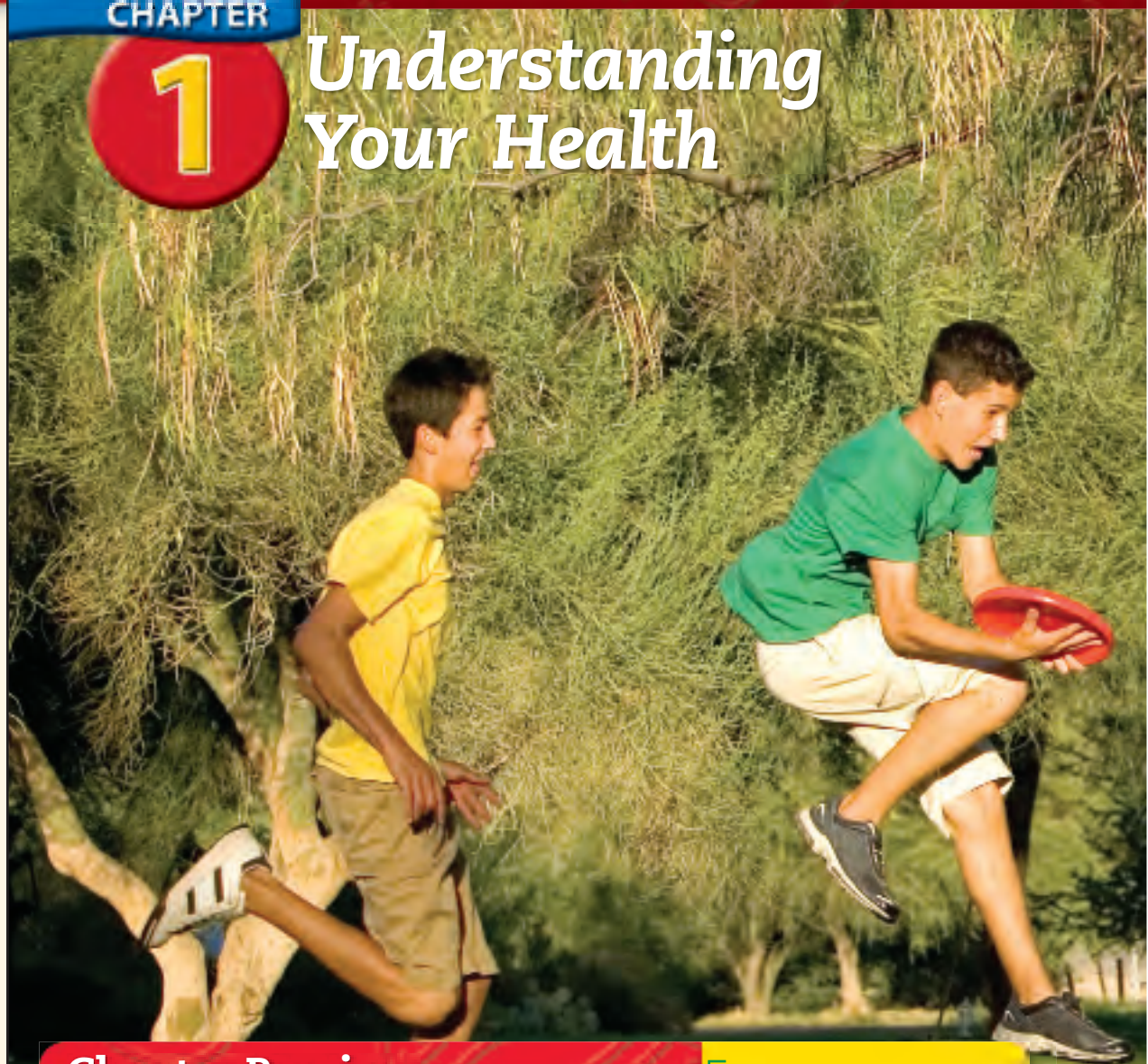
Lesson 2 describes physical changes that occur during the teen years, identifies the mental and emotional changes that hormones cause, explains how relationships may change, and explains how to practice healthful behaviors to improve total health.

Lesson 3 explains the role of lifestyle factors in a person's health, identifies ways to reduce risks, tells how abstinence benefits the three sides of the health triangle, and explains how to evaluate a source of health information.

R Reading Strategy

Interpreting the Photo Have students examine the photo. Ask: What parts of the health triangle are these teens developing? *physical, mental/emotional, and social* Ask: What are some other ways that these teens could maintain and improve their health? *Sample answer: Taking bike rides with their families.* **OL**

Understanding Your Health



Chapter Preview

Lesson 1 What Is Health and Wellness?	4	Building Health Skills	18
Lesson 2 Changes During the Teen Years	8	Hands-on Health	20
Lesson 3 Taking Responsibility for Your Health	13	Chapter Reading Review	21
		Chapter Assessment	22

▲ Working With the Photo

R

Good health includes being physically active, but there is more to it than just that. **What other sides of the health triangle are these teens working on?**

2



Universal Access

Differentiated Learning Glencoe provides teacher support and student materials for all learners in the health classroom.

- Spanish Glosario and chapter summaries for the English Language Learners.
- *Reading Tutor* and related worksheets support reluctant readers.

- Universal Access strategies throughout the Teacher Wraparound Edition and Fast Files help you present materials for gifted students, at-risk students, physically impaired students, and those with behavior disorders or learning disabilities.

Start-Up Activities

Before You Read

Do you practice good health habits? Take the short health inventory on this page. Keep a record of your answers.

HEALTH INVENTORY

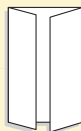
1. I try to stay physically active.
(a) always (b) sometimes (c) never
2. I try to get along well with others.
(a) always (b) sometimes (c) never
3. I eat well-balanced meals.
(a) always (b) sometimes (c) never
4. I avoid high-risk activities.
(a) always (b) sometimes (c) never

FOLDABLES™ Study Organizer

As You Read

Make this Foldable™ to record what you learn about health and wellness in Lesson 1. Begin with a plain sheet of 11" × 17" paper.

- 1 Fold the short sides of the sheet of paper inward so that they meet in the middle.



- 2 Draw two circles—one that covers both sides of the Foldable, and one that covers only one side of the Foldable. Label as shown.



- 3 On the back of each panel of your Foldable, take notes, define terms, and record examples of health and wellness. In the middle section, draw your personal health triangle.

Health Online

Visit health.glencoe.com and use the e-flashcards to preview vocabulary terms for Chapter 1.

HEALTH INVENTORY

Health Habits Ask students to record an answer for each of the Health Inventory questions. Remind students that they will have a chance to reevaluate their Health Inventory responses after they have completed reading the chapter.

No Child Left Behind

Working Effectively with Parents

Parents and guardians are essential partners in health education. Use the Parent Letters, found in the Fast Files for this chapter, to communicate with parents and guardians throughout the year. The use of a monthly newsletter highlighting upcoming assignments, lesson content, and long-term projects can also help keep parents and guardians informed. At the beginning of the year, ask parents and guardians who work in a related field if they would consider serving as a guest speaker during the year.

Health Online

Have students visit health.glencoe.com and use the e-flashcards for Chapter 1.

FOLDABLES™ Study Organizer

Dinah Zike Foldables™

Have students use the Foldable™ as they read Lesson 1. Explain that the Venn diagram shows health as a part of total wellness. Have students record notes,

vocabulary terms, and examples on the back of each panel of the Foldable.™ Have students draw their personal health triangle in the middle section. **BL**

Lesson 1

FOCUS

Activating Prior Knowledge

What I Know Ask students to describe what they think of when they hear the word *healthy*. Then challenge students to explain how *health* differs from *wellness*.

Guide to Reading

BUILDING VOCABULARY

- Explain that the word part *-ness* means “the state or condition.” Ask students to relate this to the meaning of the term *wellness*.
- Use Vocabulary PuzzleMaker to reinforce vocabulary terms.

READING STRATEGY

FOLDABLES™ Study Organizer Have students use their Foldables™ as they read Lesson 1.

- **Classifying** Have students make a copy of the health triangle concept map on a piece of paper. Have students fill in their graphic organizer as they read the lesson.

Quick Write

To introduce the Quick Write, have students work as a class to brainstorm a list of healthful behaviors.

Academic Vocabulary

Accurate The text gives an accurate definition of health. Explain that *accurate* means “exact or free from error.” Ask students to use the word *accurate* in a spoken sentence. **OL**

Lesson 1

What Is Health and Wellness?

Guide to Reading

Building Vocabulary

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

- health (p. 4)
- wellness (p. 6)

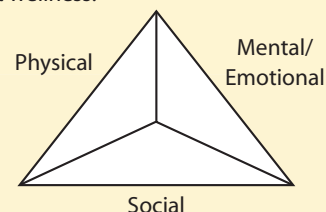
Focusing on the Main Ideas

In this lesson, you will learn to

- **define** *health*.
- **identify** the three sides of the health triangle.
- **explain** how health habits affect wellness.

Reading Strategy

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



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

Quick Write

Make a list of three healthful behaviors that you can practice. List which side of the triangle each would be associated with.

What Is Health?

Do you know someone who you would describe as “healthy”? What kinds of healthy traits do they demonstrate? Maybe they are involved in sports. Perhaps they just “look” healthy. Looking fit and feeling well are important, but good health does not stop there. Good health includes getting along well with others. It also means feeling good about yourself. An accurate definition of *health* includes all these traits. **Health** is a combination of *physical*, *mental/emotional*, and *social well-being*. Your physical health, mental/emotional health, and social health all relate and make up your total health.



- ▶ Your physical health is one aspect of your total health. **What are some positive ways of improving your physical health?**

4 Chapter 1: Understanding Your Health

Lesson 1 Resources

- Chapter **FAST FILE** Resources
 - Guided Reading and Writing 1-1
 - Concept Mapping Activity 1-1
 - Cross-Curriculum Activity 1-1
 - Reteaching Activity 1-1
 - Enrichment Activity 1-1
 - Lesson Quiz 1-1

Technology

- Transparency 1-1
- Audio Summaries
- ExamView
- Vocabulary PuzzleMaker
- StudentWorks™ Plus

The choices you make and actions you take every day shape your health. Look back at the short health inventory that opened this chapter on page 3. Your answers provide a first glimpse of your behaviors and decisions. In the pages ahead you will learn how your behaviors have an influence on your health. You will also learn steps for making good decisions and ways of practicing good health habits.

Your Health Triangle

AL Total health is sometimes pictured as a triangle (see **Figure 1.1**). This shape best reflects the three sides of health. These sides are physical health, mental/emotional health, and social health.

Physical Health

Connie plays on the basketball team, while her sister, Danielle, walks to and from school. Both girls make regular physical activity part of their daily routine. How about you? Do you take part in behaviors that promote good physical health?

FIGURE 1.1

THE HEALTH TRIANGLE

R Each picture shows a different side of health. The health triangle has three equally important sides. **Which side deals with managing stress?**



MediaWatch

Being "In the Know"

This health book will provide you with a foundation of health knowledge. There are, however, many other sources available that offer health information. You can use resources from your home, school, and community that provide valid health information. Being able to find this information will keep you up-to-date on current health issues.

Examine newspapers and magazines. What are some of the current health topics? How many different health articles can you find?

MediaWatch

Being "In the Know"

Challenge students to bring in health-related articles they have located. Ask students to identify some of the current health topics being discussed in the media. If possible, create an ongoing display with current news about health-related topics.

AL Active Learning

Role-Plays Divide the class into small groups. Have each group prepare a role-play that demonstrates how the three sides of the health triangle are connected. Allow 10 minutes for the groups to write the role-plays, and then allot 5 to 10 minutes for practice. Have each group perform its role-play for the class. After each group performs, have the remainder of the class discuss how the role-play demonstrated the connection between the sides of the health triangle. **OL**

R Reading Strategy

Analyzing a Graphic Have students examine Figure 1.1, which shows the three sides of health. Have students name other activities that could improve one or more of the three sides of health. **OL**



Home, School, and Community

In the Community Lead a discussion of community resources that could be used to improve one or more of the three sides of health. For example, a local bike path could be used to improve physical health by providing a place for exercise, social

health by providing a place for a family activity, and mental/emotional health by providing a place to deal with stress. Have students make pamphlets describing some of the community resources that are discussed. **OL**

Caption Answers

Photo Caption, p. 4

Participate in a variety of physical activities.

Figure Caption, p. 5 mental and emotional health

W Writing Support

Expository Writing Explain that having a positive attitude is a part of good mental/emotional health. Ask students to write a paragraph explaining how a positive attitude can also affect social and physical health. Remind students that expository writing is writing that explains or informs. Remind students to proofread their work and make any necessary corrections. **AL**

R Reading Strategy

Analyzing a Graphic Have students examine Figure 1.2 on the next page. Ask each student to write a short paragraph that identifies his or her place on the health continuum. Have each student reflect on one change that he or she could make to move closer to peak health. Allow students to keep their work confidential. **OL**

Reading Check

Answer Exercising can build physical health, sharing feelings with a friend can improve mental/emotional health, and good communication can improve social health.



▲ Eating healthful foods for breakfast is one extremely important health habit during your growth years.

What are some other health habits important to teens?

Health Online

Visit health.glencoe.com and complete the Interactive Study Guide for Lesson 1.

6 Chapter 1: Understanding Your Health

You can improve your physical health in different ways. One way is by eating nutritious meals and snacks. Another way is to get regular checkups from a doctor and a dentist. You can also maintain good physical health by avoiding harmful behaviors. This includes avoiding alcohol, tobacco, and other drugs.

Mental/Emotional Health

Do you like and accept yourself? Are you able to handle challenges that come your way? Do you find positive solutions to problems? These actions are part of good mental/emotional health.

W Your mental/emotional health also involves how you handle your feelings, thoughts, and the situations you face each day. You can improve your mental/emotional health by expressing yourself in a healthy way. This includes sharing your thoughts and feelings with a friend or with your family, and having a positive attitude.

Social Health

Do you get along well with friends, classmates, and teachers? Do you spend time with your family? Good social health includes supporting the people we care about. It also includes communicating with, respecting, and valuing people. The ability to keep and make friends is another mark of good social health. Spending quality time with your family and friends is one way to improve your social health.

Reading Check

List Name one way you can build good physical health. Do the same for mental/emotional health and social health.

Achieving a Healthy Balance

Like a triangle, the three sides of health are connected. When one side changes, the other two are affected. For example, Sean awoke late for school this morning and did not have time for breakfast. Now it is mid-morning and Sean is having trouble paying attention in class. He also feels tired. His choice to skip breakfast is negatively affecting his mental and physical health. Over time, ignoring any side of your health triangle can affect your total health. Being healthy means balancing the three sides of your health triangle.

Wellness and Total Health

When your health is in balance, you are more likely to have a high level of wellness. **Wellness** is a state of well-being, or total health. It is an indication of your current health habits and behaviors. All the decisions you make can affect your wellness.

Caption Answer

Photo Caption Sample answer: Exercising and good grooming are important health habits for teens.

Promoting Coordinated School Health

Schools and Teen Health The model of coordinated school health developed by the CDC names eight components that contribute to student health, including health education and physical education. The CDC also offers a School Health Index that can be used to identify ways that individual schools

can better meet the physical, mental/emotional, and social health needs of their students. Discuss with students the ways in which the school environment can affect their health. Be certain that students are aware of all health and wellness resources available through the school.

Wellness is sometimes represented by a *continuum*, or scale, such as the one in **Figure 1.2**. Wellness, in this way, provides a picture of your health triangle at any given time. It lets you know if you are taking good care of your health, or if you need to improve your health habits. The pages ahead will give you ideas and suggestions for maintaining wellness. These ideas will help you achieve good total health now and in the future.

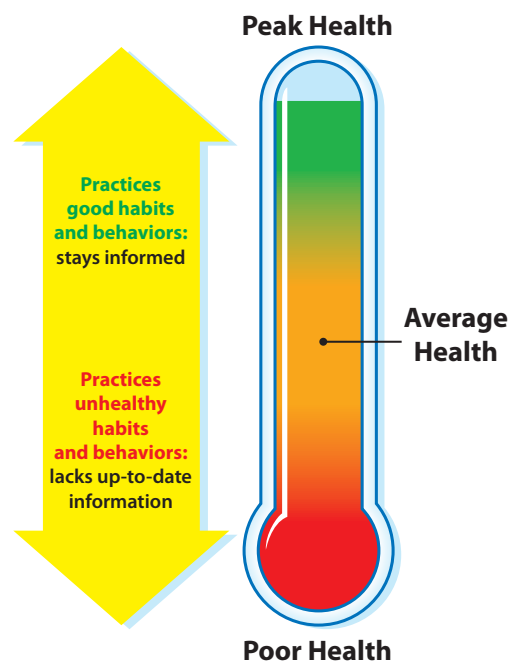


Define What is *wellness*?

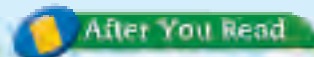
FIGURE 1.2

THE WELLNESS CONTINUUM

Personal health varies. **Where would you place your health currently on the wellness continuum?**



Lesson 1 Review



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

What I Learned

- Vocabulary** Define *health*.
- List** Name the three sides of the health triangle.
- Describe** What role do decisions play in wellness? What other factors affect a person's wellness?

Thinking Critically

- Evaluate** Kathy spends a lot of time with her friends. They watch movies, listen to CDs, and go shopping. Kathy gets good grades except in her physical education class. Evaluate which part of her total health could be out of balance. What

could Kathy do to improve this area of wellness?

- Apply** Masaki rarely catches a cold. Does this mean he has a high level of wellness? Why or why not?

Applying Health Skills

- Practicing Health Behaviors** Look back at your behaviors over the past week. What behaviors help you improve your wellness? What behaviors bring down your wellness? What changes can you make to improve your total health? How important is it for you to assume responsibility for your personal health behaviors?



For more review questions for Lesson 1, go to health.glencoe.com.

Lesson 1: What is Health and Wellness? 7

CHAPTER 1

Lesson 1

Reading Check

Answer Wellness is a state of well-being, or total health.

ASSESS

Assessment Resources

Lesson Review Quiz

ExamView

Fast Files Activities

Online Quizzes and Activities

Reteaching

- Assign Concept Map 1-1 or Reteaching Activity 1-1 in the Fast Files.
- Have students write a sentence identifying three positive health habits and explaining how each affects total wellness.

Enrichment

- Assign Enrichment Activity 1-1 in the Fast Files.
- Have students write a puppet show for younger students about the three sides of the health triangle. Arrange for students to present their puppet shows to other classes.

CLOSE

Call on students to explain the difference between health and wellness.

Lesson 1 Review Answers

- Health is a combination of physical, mental/emotional, and social well-being.
- The three sides of the health triangle are physical, mental/emotional, and social health.
- Positive decisions increase your level of wellness. Other factors that affect your level of wellness include health habits and health knowledge.
- Kathy needs to work on her physical health. She could ask her friends to exercise with her.
- No, it simply means he has good physical health.
- Help students brainstorm habits that can improve overall wellness. Students should explain ways that health behaviors influence health.

FOCUS

Activating Prior Knowledge

What I Know Ask volunteers to define and differentiate between the terms *adolescence* and *puberty*.

Guide to Reading

BUILDING VOCABULARY

- Have students write a sentence that explains how two of the vocabulary terms from this lesson are related.
- Use Vocabulary PuzzleMaker to reinforce vocabulary terms.

READING STRATEGY

- **Finding the Main Idea**
Have students write the main idea of the text under each heading using their own words, rather than copying a sentence from the text.

Quick Write

To get students started on the Quick Write, have them discuss ways that relationships can change. Respect student privacy during this activity.

Caption Answer

Photo Caption Physical growth and more mature behavior are two changes that take place during adolescence.

Changes During the Teen Years

Guide to Reading

Building Vocabulary

Write definitions for terms you think you may know. As you read, make any corrections.

- adolescence (p. 8)
- puberty (p. 9)
- hormones (p. 9)
- peers (p. 11)
- community service (p. 12)

Focusing on the Main Ideas

In this lesson, you will learn to

- **describe** physical changes that occur during the teen years.
- **identify** the mental and emotional changes hormones cause.
- **explain** how your relationships may change.
- **practice** healthful behaviors to improve total health.

Reading Strategy

Finding the Main Idea For each of the main headings in this lesson, write one sentence that states the main idea.

Quick Write

Write a paragraph about the ways in which your relationships with family and peers have changed over the past year.

Adolescence: Time of Change and Challenge

Next to infancy, the fastest period of physical growth is during **adolescence**. Also known as the teen years, this is *the stage of life between childhood and adulthood*. It is a time when you begin to form your own beliefs and values. Adolescence is a period of discovery. The object of discovery is *you*. Maybe without realizing it, you begin seeking answers to the question “Who am I?” As



- ▶ Your teen years connect your childhood with your adult years. **What are some changes that take place during adolescence?**

Lesson 2 Resources



Chapter FAST FILE Resources

Guided Reading and Writing 1-2
Concept Mapping Activity 1-2
Health Lab 1-2
Reteaching Activity 1-2
Enrichment Activity 1-2
Lesson Quiz 1-2

Technology

Transparency 1-2
Audio Summaries
ExamView
Vocabulary PuzzleMaker
StudentWorks™ Plus

a result of this search, you learn more about yourself and your abilities. You meet new people and have new experiences. You gain greater independence and take on new responsibilities.

These changes in life can be very exciting, but they can also be challenging, and even a little scary. The changes you experience during adolescence affect all three sides of your health triangle. You might grow a few inches, make some new friends, discover new interests, and experience mood swings—all within a short period of time. Knowing what to expect can make this a smoother transition.

Physical Changes

Josh couldn't believe his eyes the first day of school. His classmate, Marty, had grown much taller over the summer. Growth spurts are a normal part of adolescence. Some, like Marty's, can be quite dramatic.

In addition to growing taller, some of the changes that occur during adolescence include the growth of body hair and changes to the shape of your body. Boys may also notice that their voices are getting deeper. These and other changes that occur during adolescence are the result of **puberty** (PYOO·buhr·tee). This is *the time when you start developing physical characteristics of adults of your gender*. Puberty begins at different ages for different people. For girls, puberty usually begins between ages 8 and 14. For boys, puberty usually begins between ages 11 and 14.

The changes that occur during puberty are all related to the release of **hormones**. These are *chemical substances, produced in glands, that help regulate many body functions*. The changes hormones cause can make some teens feel uncomfortable or awkward. This is because the rapid growth during adolescence is sometimes uneven. Your hands and feet sometimes grow first, which may make them feel too big for the rest of your body. It is important to remember that puberty is a normal part of the growth process. It is something that everyone goes through. If you have concerns, talk with a parent or other trusted adult.



Define What are *hormones*? How do they relate to physical changes during adolescence?



▲ Growth spurts are common during puberty. **What are some other physical changes that can occur?**



Your Growing Responsibility

The responsibilities you take on during adolescence prepare you for your adult years. Your current responsibilities may include helping with household chores, such as washing the dishes or mowing the lawn. You may also be responsible for looking after a younger brother or sister, or for walking the dog.

List responsibilities that you believe lie ahead. What responsibilities are you looking forward to?

Lesson 2: Changes During the Teen Years 9

TEACH



Your Growing Responsibility

Have students list responsibilities they believe lie ahead as they mature. Then have volunteers describe some of the responsibilities they are looking forward to. **OL**

HS Health Skills Practice

Accessing Information The text directs students to ask a parent or other trusted adult if they have questions about puberty. Have students brainstorm strategies for making these discussions successful, for example, talking to a parent or guardian while younger siblings are busy, using car time to discuss difficult topics, and using the content of television shows or movies as ways to bring up sensitive topics. Explain to students that using a hypothetical situation to ask a question can be an effective way to reduce embarrassment. **OL**



Answer Hormones are chemical substances that regulate body functions. Many of the physical changes of adolescence are caused by hormones.

Caption Answer

Photo Caption boys' voices change and girls' figures develop

What Teens Want to Know

Is my growth normal? One of the most noticeable physical changes of puberty is a growth spurt. Teens may feel that their body is not developing normally if they experience their growth spurt before or after their classmates. Explain that, on average, females experience growth spurts

two years earlier than males. During a growth spurt, an adolescent can grow at a rate of 4 to 6 inches in a year. Remind students that there is a wide variation in the age at which the growth spurt occurs. Explain that accepting differences in people shows maturity.

AL Active Learning

Class Newspaper Provide a sample newspaper for students to quickly review. Point out the different types of content found in a newspaper, for example, editorials, factual articles, advertisements, photographs, and cartoons. Using topics that relate to mental/emotional changes during adolescence, have each student prepare one component of a newspaper. Assemble the components to resemble a newspaper, and display the results in the classroom. **OL**

U Universal Access

Students with Different Learning Styles Have each student create a piece of art, a poem, or a musical composition that represents the emotional changes of adolescence. Have students present their work to the class, along with a short oral report explaining how their art, writing, or music is related to the lesson content.

AL**Academic Vocabulary**

Complex Students learn about facing complex problems during adolescence. Explain that one meaning of *complex* is “difficult to solve.” Ask students to identify antonyms of the word *complex* (simple, easy).

OL**Reading Check**

Answer Teens are able to think ahead and to solve complex problems.



▲ Your emotional growth helps you better understand what others are going through. This enables you to become a source of support for them. **How could you help a friend who is feeling sad?**

Mental/Emotional Changes**AL**

Another change that occurs during adolescence is in the way you think and reason. You are able to face problems that are more complex. You are able to imagine the possible consequences of your actions. You begin to understand different points of view and to think of different solutions to a problem. You begin realizing that your choices affect others. Many teens also begin developing their own values and beliefs.

U

Adolescence brings emotional changes as well. Many teens experience mood swings. You may feel happy one minute and sad the next. These sudden emotional changes are caused by the release of hormones. Although mood swings can be confusing and even challenging, they are normal. It is important that you know how to use resources from home, school, and the community that provide valid information when you need it. If you are feeling alone, angry, or sad, talking to a friend, family member, or trusted adult can help.

Another emotional development that occurs during adolescence is feelings of attraction toward others. These feelings lead some, though

not all, teens to think about dating. These feelings develop at different times for different people. Some teens simply are not ready or do not feel interested in dating, but others are.

An increased awareness in what is important to you is another emotional change experienced during adolescence. You may begin to understand how important your family, friends, and physical activity are to you. You might also realize that setting and achieving goals is important to you. You may also become aware of the importance of assuming responsibility for your personal health behaviors.

Reading Check

Describe Tell how a teen's thinking is likely to change during adolescence.

Social Changes

Another change that occurs in adolescence is in your *relationships*. These are social connections you have with other people and groups. Healthy relationships are important to good social health. During adolescence you are likely to experience changes in your relationships with family, peers, and the community.

Cultural Perspectives

Teen Dating One of the emotional changes of adolescence mentioned in the text is attraction toward others and dating. A teen's family, cultural background, and personal readiness may all affect if and when a teen begins to date. For example,

students from certain social or cultural backgrounds may be forbidden to date. Keep in mind these widely varied attitudes toward teen dating when leading class discussions on this topic.



Health Skills Activity

Practicing Healthful Behaviors

Making Health a Habit as You Grow

Changes that occur during your teen years affect all three sides of your health triangle. Therefore, you need to develop good health habits for all three areas of your health. The health habits you develop now will have positive long-term effects on your health and wellness. Here are some examples of good health habits for each side of your health triangle:

PHYSICAL HEALTH

- Make physical activity part of your daily routine.
- Eat well-balanced meals and healthy snacks.
- Get plenty of sleep so you will have enough energy during the day.

MENTAL/EMOTIONAL HEALTH

- Think about possible consequences of your actions and behaviors.
- Talk to a friend or trusted adult when you are feeling sad or overwhelmed.
- Keep a positive attitude.

SOCIAL HEALTH

- Ask family members what you can do to help them instead of waiting to be asked.
- Be a good friend by listening and giving encouragement.
- Help out at a community event.

On Your Own

What are some strategies for improving and maintaining your personal health? What new health habits can you develop to improve your total health? Name at least one example for each side of your health triangle.

Family Relationships

You may no longer depend as much on parents or other family members as you once did. Now you are learning to act independently and to make decisions for yourself. Sometimes this can cause differences between you and your family members. For example, differences over how late you are allowed to stay up may occur. Despite your differences, keeping a positive relationship with your family is important to having good social health.

Peer Relationships

During adolescence, your friends and peers take on a greater importance. **Peers** are *people in your age group*. You may begin

Health Online

Visit health.glencoe.com and complete the Interactive Study Guide for Lesson 2.

Lesson 2: Changes During the Teen Years 11

Health Skills Activity

Practicing Healthful Behaviors

Making Health a Habit as You Grow

Use the following strategies to help students complete the activity.

- Have students work individually to read the introductory paragraph and the bulleted lists of positive health habits. Then, lead a class discussion of other health habits that could be added to the lists.
- Challenge students to complete the On Your Own activity by identifying a new health habit they could develop to improve total health. Give students the following guidelines for selecting health habits to develop: they must choose at least one positive health habit for each side of the health triangle; the health habits they select must be habits that will be new for them; and the health habits must be realistic. **OL**

Dealing with Sensitive Issues

Importance of Families Family relationships have an impact on many teen risk behaviors, so it is important to discuss positive, healthful family relationships. Adolescents often have conflicts with their parents or guardians. In fact, a study by the U.S. Department of Health and Human

Services found that 32 percent of teens in the United States find it difficult or very difficult to talk to their mothers about things that are bothering them. Point out strategies for managing potential conflicts and resources available to those who are having difficulties.

Caption Answer

Photo Caption, p. 10

Listening and offering encouragement are ways to help when a friend feels sad.

Lesson 2

Reading Check

Answer A friend suggesting you study together is a positive influence.


ASSESS

Assessment Resources


Lesson Review Quiz

 ExamView


 Fast Files Activities

 Online Quizzes and Activities

Reteaching

- Assign Concept Map 1-2 or Reteaching Activity 1-2 in the Fast Files. 
- Give examples of changes that occur during the teen years, classify the changes as physical, social, or mental/emotional, and explain how they are interrelated.

Enrichment

- Assign Enrichment Activity 1-2 in the Fast Files. 
- Have students develop a presentation that describes ways to make healthy habits a part of everyday life.

CLOSE

Have students work in small groups to discuss common ways in which relationships change during adolescence.

Health Online

Topic: Turning Peer Pressure Around

Visit health.glencoe.com for Student Web Activities to learn about different kinds of peer pressure and how you can deal with it in a positive way.

Activity: Using the information provided at the link above, come up with a list of at least five responses to peers. Your responses should include different ways of saying no to negative peer pressure.

spending more time with your friends. Your opinions and behaviors will often be influenced by your peers. You may feel pressure to think and act like them. Peer pressure can influence healthful choices. Good social health includes learning to benefit from positive peer influence while resisting negative influences. Helping a friend with homework, volunteering with a friend, or simply listening to a friend are examples of positive peer influence.

Relationships with the Community

When you think of the word *community*, you probably think of your neighborhood. However, your community also includes your school and the city you live in. Social growth includes making positive contributions to your community. You might become involved, for example, in a neighborhood cleanup or park project. Many schools have begun sponsoring **community service** programs to get teens involved. These are *volunteer programs whose goal is to improve the community and the life of its residents*. These programs allow teens to help at different community events or help others in need. Many teens find community service to be a rewarding experience. It is also great preparation for the adult years ahead.

Reading Check

Explain In what ways can peer pressure be a positive influence?

Lesson 2 Review

After You Read

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

What I Learned

1. **Vocabulary** Define *puberty*.
2. **Identify** What are mood swings? What causes them?
3. **Recall** What are some physical changes that occur during the teen years?

Thinking Critically

4. **Analyze** Regi's cousin told her she is upset about differences she is having

with her parents. What advice would you give this teen if you were in Regi's place?

5. **Apply** What are two ways that you could become involved in your own community?

Applying Health Skills

6. **Analyzing Influences** Give two examples of how peer influence can positively affect a teen's decisions.

Lesson 2 Review Answers

1. Puberty is the time when the physical characteristics of adults develop.
2. Mood swings are sudden shifts in emotion caused by hormones.
3. These include changes in height and the shape of the body.
4. **Sample answer:** Regi might tell her cousin that it is normal for family relationships to change during adolescence.
5. **Sample answer:** I could help at the senior center or tutor younger students.
6. **Sample answer:** Peer influence can be positive if it encourages teens to participate in physical activity or to study.

Lesson 3

Taking Responsibility for Your Health

Guide to Reading

Building Vocabulary

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

- lifestyle factors (p. 13)
- risk behaviors (p. 14)
- sedentary lifestyle (p. 15)
- cumulative risks (p. 15)
- precautions (p. 15)
- prevention (p. 15)
- abstinence (p. 16)
- attitude (p. 17)

Focusing on the Main Ideas

In this lesson, you will learn to

- **explain** the role of lifestyle factors in a person's health.
- **identify** ways to reduce risks in your life.
- **tell** how abstinence benefits the three sides of your health triangle.
- **evaluate** a source of health information

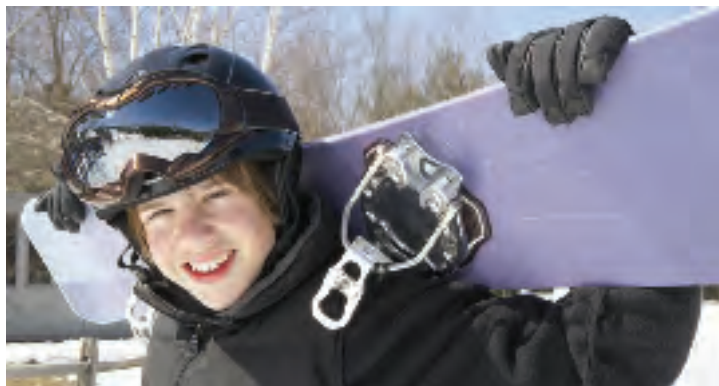
Reading Strategy

Predicting Quickly look at the main headings, figures, and captions before you read this lesson. Write down the sort of information you think this lesson will provide.

Choosing to Live Healthfully

Do you protect your skin from the sun's harmful rays? Do you get enough sleep so you are not tired in class? If a friend approached you with a problem, would you stop to listen? How you answer these questions reflects your personal **lifestyle factors**. These are *behaviors and habits that help determine a person's level of health and wellness*. These factors are related to the cause or prevention of disease and other health problems. Positive lifestyle factors promote good health. Negative lifestyle factors do the opposite. **Figure 1.3** lists some positive lifestyle factors.

- Protective gear is one type of safety precaution that can help you reduce the risk of injury. **What are some others?**

**Quick Write**

What does the word *responsibility* mean to you? Write a brief definition. Then list the ways you show that you are responsible.

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Lesson 3

FOCUS

Activating Prior Knowledge

What I Know Have volunteers name an example of a risk behavior. List students' responses on the board. Have students describe ways that these risks could be avoided.

Guide to Reading

BUILDING VOCABULARY

- Point out the word part *pre-* in the word *precaution*. Tell students that *pre-* means "before or prior to." Have students use this information to determine the meaning of the word *precaution*.
- Use Vocabulary PuzzleMaker to reinforce vocabulary terms.

READING STRATEGY

- **Predicting** Ask volunteers to share their predictions. After students have read the lesson, have them look back to see how many of their predictions are correct.

Quick Write

Have volunteers share some of the healthy habits they practice. Challenge students to explain how positive health habits are related to responsibility.

Caption Answer

Photo Caption Following posted rules is another way to reduce the risk of injury.

Lesson 3 Resources

- Chapter FAST FILE Resources**
- Guided Reading and Writing 1-3
- Concept Mapping Activity 1-3
- Decision-Making Activity 1-3
- Reteaching Activity 1-3
- Enrichment Activity 1-3
- Lesson Quiz 1-3

Technology

- Transparency 1-3
- Audio Summaries
- ExamView
- Vocabulary PuzzleMaker
- StudentWorks™ Plus

Lesson 3

TEACH

R Reading Strategy

Analyzing a Graphic After students have examined Figure 1.3, have them work in small groups to develop an infographic depicting a different situation that involves cumulative risks. Have students use art, text, and an equation format as shown in Figure 1.4 to identify how risks add up. Have each group share its infographic with the class. **OL**

C Critical Thinking

Categorize After students have read the information about risk behaviors, have them work as a class to develop two lists of risk behaviors—those with immediate consequences and those with consequences that occur later in life. Some risk behaviors may be included on both lists. Have students justify their classifications. **OL**

DEVELOPING Good Character

Self-Discipline
Have students write down one healthy habit that involves self-discipline and try to practice that habit during the week.

Caption Answer

Figure Caption Answers will vary.

FIGURE 1.3**POSITIVE LIFESTYLE FACTORS**

Lifestyle factors affect your total health. **Which of these lifestyle factors do you currently practice?**

-  Eating well-balanced meals, starting with a good breakfast.
-  Getting at least 60 minutes of physical activity daily.
-  Sleeping at least eight hours every night.
-  Doing your best in school and other activities.
-  Avoiding tobacco, alcohol, and other drugs.
-  Following safety rules and wearing protective gear.
-  Relating well to family, friends, and classmates.

Risks and Your Health

“Dangerous intersection. Proceed with caution.” “Don’t walk.” “No lifeguard on duty.” You have probably seen these signs or ones like them. They are there to alert you to possible risks or dangers and to ensure your safety.

Risks are an unavoidable part of life. Everyday tasks such as preparing food with a sharp knife or crossing a busy street both carry a degree of risk. Even when there are no signs to warn you, you have some awareness of risks. For example, you know that stairways carry a risk of falls. If you hurry or push through people on stairs, you increase your own and others’ risk of getting hurt. Taking responsibility for your personal health behaviors is a part of growing into a responsible adult.

Risk Behaviors

Risk behaviors are actions or behaviors that might cause injury or harm to yourself or others. Some of these behaviors are obvious. Walking out on a street from between parked cars is an example. Other risk behaviors are less obvious because the effects are not immediate. For example, smoking is a risk behavior. Even though you may not notice any immediate damaging effect, unhealthy lifestyle behaviors may have a lasting negative impact on your health. When you understand the short-term and long-term

DEVELOPING Good Character**Self-Discipline**

Developing a healthy lifestyle takes commitment. For example, you may need to remind yourself to turn off the TV or computer, and participate in activities that build good physical health.

What are some other ways you can show self-discipline?

TECHNOLOGY AND HEALTH

Sedentary Teens Leading a sedentary lifestyle is an increasingly common risk behavior of teens. Studies have found that the average student spends between 4½ and 5½ hours each day watching television, using video games, or using a

computer. Have students develop a list of physical activities that could take the place of television viewing, computer use, or video game use. Have each student make a personal health goal to reduce sedentary behavior and increase physical activity. **OL**

consequences of safe, risky, or harmful behavior, you will probably stop to consider the impact your behavior can have on your health.

Another risk behavior is a **sedentary lifestyle**. This is a way of life that includes little physical activity. Sitting in front of the TV or a computer is a sedentary behavior. Either becomes a risk factor when it continually replaces sports or other physical activities.



Explain What role do positive lifestyle factors play in a person's health?

Risks and Consequences

All risk behaviors have consequences. Some consequences are minor or short-term. For example, eating a candy bar too close to mealtime may prevent you from eating more of the healthy foods your body needs for proper growth.

Other risk behaviors carry serious and sometimes life-threatening consequences. These are long-term consequences. Experimenting with alcohol, tobacco, or other drugs is an example. These types of risk behaviors can seriously damage your health. Using these substances can affect all three sides of your health triangle. They can lead to dangerous **addictions**—physical and mental dependencies. These substances can cloud the user's judgment, increasing the risks he or she takes. Using these substances can also lead to problems with family and friends, and problems at school.

Risks that affect your health are further complicated when they are cumulative. **Cumulative risks** are related risks that increase in effect with each added risk. **Figure 1.4** shows an example of a cumulative risk that could be prevented.



Define What are cumulative risks?

Reducing Risks

Taking precautions can minimize the possibility of harm. **Precautions** are planned actions taken before an event to increase the chances of a safe outcome. You can use positive health behaviors to reduce some risks. Examples include checking the depth of water before diving and wearing a safety helmet when bike riding. Another strategy for reducing risks is **prevention**. This means taking steps to keep something from happening or getting worse. Prevention includes getting regular medical and dental checkups. Checkups can detect health or dental problems early, thus preventing the problems from getting worse.

AL

▼ The Internet is a good source for current health information. **How can staying informed help you maintain your health?**



Lesson 3: Taking Responsibility for Your Health 15

Academic Vocabulary

Minor Have a student define the term *minor* as it is used on page 15, when risks with minor consequences are discussed (small or unimportant). Then have volunteers describe other definitions of the word *minor* with which they are familiar (a person under the age of 18, a type of musical scale). **OL**

AL Active Learning

Lessons for Younger Students

Students Challenge students to develop a lesson that could be used to teach younger students about risks, precautions, and prevention. Suggest they prepare a fact sheet as a handout. Have each student present his or her lesson to the class, and if possible, to younger students. **OL**



Answer, top Positive lifestyle factors promote good health.

Answer, bottom Cumulative risks are risks that increase in effect with each added risk.

HEALTH LITERACY

Prevention and Precautions Emphasize the many positive, healthful actions teens can take to reduce health risks. Eating a healthful diet and getting plenty of physical activity are two ways for teens to reduce health risks. However, only 24.7 percent of teens get sufficient amounts of moderate

physical activity, and only 22 percent of teens report eating five or more servings of vegetables and fruits in a day. Ask students to reflect on their diet and level of physical activity. Have students make health goals to improve in one or both of these areas. **OL**

Caption Answer

Photo Caption Being informed helps you take precautions and avoid health risks.

Lesson 3

R Reading Strategy

Analyzing a Graphic Have each student focus on one positive lifestyle factor in Figure 1.3 and create a public service announcement encouraging teens to practice that healthful behavior. **OL**

W Writing Support

Focusing on Details After students have read the material under the heading *Choosing Abstinence*, have students write one or two sentences in their own words that state the main ideas of this section. Ask volunteers to share their sentences with the class. Have the class reach a consensus of the main ideas of the section. **BL**

Reading Check

Answer Abstinence maintains your family's trust in you, shows that you are responsible, and shows that you respect yourself and others.

Health Online

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

FIGURE 1.4

R CUMULATIVE RISKS ADD UP

Notice that each added risk brings about a result that is more severe.

What precautions could this person take to avoid a bad outcome?

**Choosing Abstinence**

One of the most effective forms of prevention is **abstinence**. This is the conscious, active choice not to participate in high-risk behaviors. Often, the word *abstinence* is used in connection with avoiding sexual activity. As a preventive strategy, however, abstinence extends to any high-risk behavior. This includes the use of tobacco, alcohol, and other drugs.

W Abstinence benefits all sides of your health triangle. It promotes your physical health by helping you avoid injury and illness. It protects your mental/emotional health by giving you peace of mind. When you avoid taking risks, you also avoid the pressure and worries that go along with these actions. Abstinence is a smart choice because it maintains your family's trust in you. It also benefits your relationships with peers and friends. Practicing abstinence shows that you are assuming responsibility for your personal health behaviors and that you respect yourself and others.

Reading Check

List Identify three benefits of abstinence.

Caption Answers

Figure Caption Sample answer: Wearing a helmet is a precaution that could help this teen avoid a bad outcome.

Cultural Perspectives**The Effect of the Media on Risk Behaviors**

Television and music are factors in American culture that have been linked to risk behaviors in teens. According to a study in *Pediatrics*, the amount of sexual content a teen views on television has an impact on teen sexual activity. The more time a

teen spent viewing television and music videos, the more likely that teen is to start drinking. Discuss media influences that can lead teens to take part in risky behaviors. Have students develop recommendations for managing the influence of the media on health decisions. **OL**

Taking Responsibility For Your Health

Are you eager to take on more responsibility in your life? Many teens are. You can now begin by accepting responsibility for your health. You can choose behaviors that promote good health.

Staying informed is one way of taking responsibility for your health. Learning about developments and breakthroughs in health is an important part of maintaining your own health.

You will also have greater success in taking responsibility for your health if you keep a positive attitude. An **attitude** is a *personal feeling or belief*. Teens who have a positive attitude about their health are more likely to practice good health habits.

Taking responsibility for your health means more than just recognizing healthy choices and risk factors. It means *believing* that good health habits can have a positive effect.

- ▼ Getting regular medical checkups is one form of prevention.
What is another?



Lesson 3 Review



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

What I Learned

1. **Vocabulary** What are *lifestyle factors*?
2. **List** What are some ways teens can reduce risks related to health problems?
3. **Explain** How does abstinence benefit all sides of your health triangle?

Thinking Critically

4. **Compare** Steve and Michael are brothers who both play on the school basketball team. Before practice, Michael takes a few minutes to stretch and warm up, but

Steve does not. Compare and contrast the teens' methods for preventing injuries.

5. **Apply** Give an example of a cumulative risk that affects all three sides of your health triangle. Identify each risk.

Applying Health Skills

6. **Practicing Healthful Behaviors** Identify a positive lifestyle factor you would like to start practicing. Develop a plan for making this behavior a regular part of your life.



For more review questions for Lesson 3, go to health.glencoe.com.

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ASSESS

Assessment Resources

Lesson Review Quiz

ExamView

Fast Files Activities

Online Quizzes and Activities

Reteaching

- Assign Concept Map 1-3 or Reteaching Activity 1-3 in the Fast Files.
- Ask volunteers to identify two health risk behaviors and describe ways to avoid those risks.

Enrichment

- Assign Enrichment Activity 1-3 in the Fast Files.
- Have students use presentation software to make a slide show explaining how to access reliable health information.

CLOSE

Ask students to describe how abstinence benefits all sides of the health triangle.

Caption Answer

Photo Caption *Sample answer:* Refusing to ride with a driver who has been drinking is a form of prevention.

Lesson 3 Review Answers

1. Lifestyle factors are behaviors that help determine a person's level of health.
2. Eating healthy foods and being physically active are two ways to reduce health risks.
3. *Sample answer:* Abstinence prevents illness, gives you peace of mind, and helps maintain the trust of your family.
4. Michael takes precautions to avoid injury, Steve does not.
5. *Sample answer:* Drug use affects physical health by causing addiction, mental/emotional health by affecting school performance, and social health by undermining family trust.
6. Help students develop realistic plans for incorporating the behavior into their lives.

Building Health Skills

ANALYZING INFLUENCES

Analyzing Influences

SKILL

Analyzing Influences

Activating Prior Knowledge

Ask students to identify some of the factors that influence their decisions.

- **Objective** After completing the activity, students will be able to identify external and internal influences on their decisions.
- **Time** 45 minutes
- **Materials** paper, pencil

Teacher Classroom Resources

- Building Health Skills
- Transparency 2-3

Model

- Have students read about the influences on Sebastian's decision. Ask: Why can Sebastian feel confident that he made a good decision? **Sample answer:** *He took the time to sort out all of the influences on his decision.*

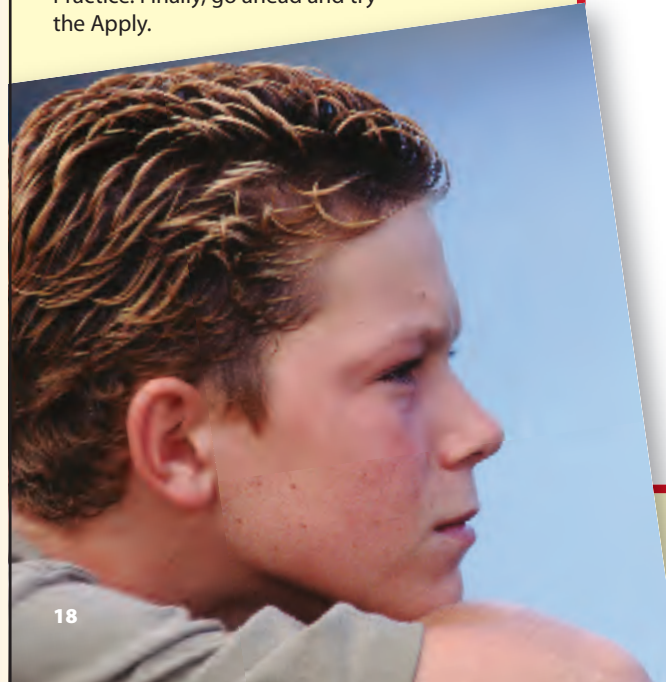
Analyzing Influences

DIRECTIONS

Analyzing Influences involves recognizing the ways in which internal and external factors affect your health choices. This activity will give you the opportunity to develop and master this important health skill. Here's a guide to the different parts of this activity:

- 1 In the **Model** section, you will read about a teen who performs the health skill successfully. This "model" scenario will show you how the skill is done.
- 2 The **Practice** section will help guide you in practicing the skill.
- 3 In the **Apply** section, you will have a chance to perform the skill on your own. You can use the Self-Check to check your work.

To complete this activity, first read the scenario presented in the Model. Then move on to the Practice. Finally, go ahead and try the Apply.



18

1 Model

Many factors influence your choices. Some, including your personal likes and dislikes, are *internal*; they come from within you. Others are *external*. Your friends, family, environment, culture, and the media are all external influences.

When Sebastian decided to try out for a junior varsity sport, he got some suggestions. His older brother said he should continue a family tradition and try out for track. He had been on the track team and so had their father. However, Coach Walker felt Sebastian would be a natural at volleyball because of his ability to jump high. Sebastian's friends were encouraging him to try out for basketball.

Sebastian made a chart to help him decide what to do.

Decision: Which sport should I try out for?

Influences affecting me most	Influences I value most right now, and why
Personal likes/dislikes	I've always liked playing volleyball.
Friends	My friends want me to play basketball.
Family	It would be nice to keep a family tradition, but I don't enjoy track that much.
Coach	Coach Walker thinks I would be really good at volleyball.

Sebastian realized his personal likes/dislikes affected his decision the most. He would try out for volleyball!

Teaching Tips

Being a Good Listener Explain to students that the skill of saying little or nothing (while waiting for the other person to speak) often feels awkward because we often want to dive right in and offer quick solutions to our friends. Sometimes, however, simply allowing the person to

express their concerns without interruption is very helpful.

Using Skits Effectively Suggest students work in teams to prepare skits demonstrating how a teen recognizes influences. Be prepared to suggest topics for students to demonstrate this skill.

National Health Standards Addressed
2.1, 2.3, 2.4, 2.5, 2.7,
2.8, 5.2, 6.1, 7.2

2 Practice

Sebastian used the skill of analyzing influences again to help him plan a training program to prepare for volleyball tryouts. He wants to run two miles every day to strengthen his heart and lungs. He lives in a part of the country that gets a lot of snow. This makes running outdoors difficult. He also needs to allow time for two other school clubs he belongs to. These clubs meet after school three days a week. Plus, his father does not want him running after dark.

1. What factors have an influence on Sebastian's choice to run?
2. In your opinion, which influences would affect Sebastian the most?

Skill Summary ANALYZING INFLUENCES

There are many influences on your health behaviors and decisions, some internal, some external. They include:

Internal	External
■ knowledge	■ family
■ likes and dislikes	■ friends and peers
■ values	■ environment
■ curiosity	■ culture
■ fears	■ media and technology
	■ role models

3 Apply

What activities do you participate in? Do you belong to any clubs or community groups? Do you take music lessons or play sports? Think about what influences you to choose your activities. Maybe it is your friends or family, or perhaps your own interests. Make a list of your own external and internal influences and how they influence your choice of activities. Identify which influence affects you most.

Self-Check

- Did I analyze the internal and external influences on my choice of activities?
- Did I show which influence affects me the most?

Practice

- Divide the class into small groups. Ask students to read and discuss the Practice paragraph with their groups.
- Have each group prepare a chart listing the influences on Sebastian's choice to include running as a part of his training program.
- Call on different groups to share influences they identified. Have each group name the influences it felt affected Sebastian the most.

Apply/Assess

- Have students work individually to complete the Apply activity.
- Have volunteers share their results with the class.
- Lead a class discussion of the influences that were identified as the most important in decision making.
- You may wish to distribute the Building Health Skills Activity in the Fast Files.



ASSESSMENT SCORING

Student work should meet all criteria to achieve the highest score.

Skills Student work analyzed:

- Influences that affect teens the most.
- Influences that have the least effect.
- Whether internal or external influences are most influential

Concept Student work provides:

- Accurate information about the connection between influences and health.

Your Personal Health

Time: 20 minutes

Materials: pencil or pen, paper

Introducing Hands-on Health

- Have students recall the three sides of the health triangle. Have a volunteer explain how each side is important for overall good health.

Teaching the Activity

- Have students make three vertical columns on a piece of paper.
- Assure students that they will be allowed to keep their answers confidential.
- Allow students 10 minutes to respond to the statements.
- After students have completed the inventory, have students score their responses.
- Have students write a short summary of their results identifying areas that need improvement.



Your Personal Health

The personal health inventory that follows will help you find out if your health triangle is balanced.

What You Will Need

- pencil or pen
- paper

What You Will Do

Make three columns with the name of each side of the health triangle listed at the top of each column. Number the paper 1–5 for each health area. Think about each of the following statements and respond with a *yes* or *no* answer.

Physical Health

1. I eat well-balanced meals each day.
2. I get at least 60 minutes of physical activity daily.
3. I sleep at least eight hours a night.
4. I avoid the use of tobacco, alcohol, and drugs.
5. I have good personal hygiene.

Mental/Emotional Health

1. I feel good about who I am.
2. I can name several things that I can do well.

3. I generally keep a positive attitude.
4. I ask for help when I need it.
5. I try to improve myself.

Social Health

1. I relate well to family, friends, and classmates.
2. I try to work out any differences I have with others.
3. I express my feelings in positive ways.
4. I treat others with respect.
5. I can say no to risky behaviors.

Wrapping It Up

Give yourself 1 point for each yes answer. A score of 5 in any area reflects excellent health. A score of 3–4 shows good health, meaning some changes need to be made. If you score 0–2 in any area, make a plan to improve that part of your health triangle by talking to a parent or a trusted adult.

HANDS-ON HEALTH Assessment

Discussion Ask students: Why is it important to assess all three sides of the health triangle? *Sample answer: All three areas are important for good health.*

Why is a parent or trusted adult a good source of information about teen health? *Sample answer: Adults have been through the teen years and have experienced the changes I am now undergoing.*

Reading Review

FOLDABLES™ Study Organizer

Foldables™ and Other Study Aids Take out the Foldable™ that you created for Lesson 1 and any graphic organizers that you created for Lessons 1–3. Find a partner and quiz each other using these study aids.

Lesson 1 What Is Health and Wellness?**Key Ideas**

- Health is defined as a combination of physical, mental/emotional, and social well-being.
- The three sides of the health triangle are physical health, mental/emotional health, and social health.
- The behaviors and decisions you make will affect one or more of the three sides of your health triangle, which will in turn determine your degree of wellness.

Vocabulary

- health (p. 4)
- wellness (p. 6)

Lesson 2 Changes During the Teen Years**Key Ideas**

- Physical changes that occur during the teen years include growth spurts, changes in body shape, the growth of body hair, and the release of hormones.
- During adolescence you develop a greater ability to solve more complex problems. You are able to recognize the consequences of your actions. You may experience mood swings. Also, you may develop feelings of attraction toward others.

- Relationships with family, peers, and friends may change. Adolescence is a time when you are learning to act more independently.

Vocabulary

- adolescence (p. 8)
- hormones (p. 9)
- puberty (p. 9)
- peers (p. 11)
- community service (p. 12)

Lesson 3 Taking Responsibility for Your Health**Key Ideas**

- Positive lifestyle factors promote good health, while negative lifestyle factors do the opposite.
- Ways to reduce risks in your life include taking precautions, practicing prevention, and choosing abstinence.
- Abstinence is avoiding participation in high-risk behaviors. Abstinence promotes all sides of the health triangle: physical health by helping you avoid injury and illness; mental/emotional health by giving you peace of mind; and social health by maintaining your family's trust in you.

Vocabulary

- lifestyle factors (p. 13)
- risk behaviors (p. 14)
- sedentary lifestyle (p. 15)
- cumulative risks (p. 15)
- precautions (p. 15)
- prevention (p. 15)
- abstinence (p. 16)
- attitude (p. 17)

Assessment Resources

- Chapter 1 Summary and Activity
- Audio Summaries
- ReadingTutor
- Performance Assessment
- Chapter 1 Test
- ExamView
- Vocabulary PuzzleMaker
- Online Learning Center

Reading Review**Study Aids**

- **Using the Dinah Zike Foldable™ Study Organizer** Have students use the Foldable™ to review the concepts of health and wellness.

**Key Ideas**

- **Use the Lesson Reviews** Have students work in pairs to ask and answer questions from the Lesson Reviews.

Vocabulary Review

- **Vocabulary Puzzle** Have students make a crossword puzzle, word search, or other puzzle that incorporates the chapter vocabulary terms.

Teaching Tips

Reading in Health Class Before students read each of the lessons, direct their attention to the Main Ideas, found on the lesson opener page. Have students copy each Main Idea onto a piece of paper, leaving space beneath each. Then, as

students read the lesson, have them write supporting details and vocabulary terms under the appropriate Main Idea. After students have completed their reading, ask volunteers to share what they have written for each of the Main Ideas.

Assessment

Reviewing Vocabulary and Main Ideas

1. Health
2. Wellness
3. adolescence
4. peers
5. hormones
6. Puberty
7. b
8. c
9. a
10. b

Thinking Critically

11. By recognizing that health also has mental/emotional and social sides, a person can take action to build all three sides of his or her health triangle. A healthful mental and emotional state is important for your overall health and wellness. Social health contributes to good mental/emotional health.
12. Answers might include the observation that such changes are a normal part of adolescence caused by the release of hormones.

Assessment

After You Read

HEALTH INVENTORY

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

Reviewing Vocabulary and Main Ideas

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

- adolescence
- health
- hormones
- peers
- puberty
- wellness

Lesson 1 What Is Health and Wellness?

1. _____ is a combination of physical, mental/emotional, and social well-being.
2. _____ is a state of well-being, or total health.

Lesson 2 Changes During the Teen Years

3. The stage of life between childhood and adulthood is known as _____.
4. Your _____ are people in your age group.
5. Chemical substances, produced in glands, that help to regulate many body functions are called _____.

6. _____ is the time when you start developing physical characteristics of adults of your gender.

Lesson 3 Taking Responsibility for Your Health

On a sheet of paper, write the numbers 7–10. After each number, write the letter of the answer that best completes each statement.

7. A way of life that includes little physical activity is called a(n)
 - a. cumulative risk.
 - b. sedentary lifestyle.
 - c. attitude.
 - d. prevention.
8. Behaviors and habits that help determine a person's level of health are known as
 - a. cumulative risks.
 - b. sedentary lifestyles.
 - c. lifestyle factors.
 - d. risk behaviors.
9. You can reduce risks in your life by doing all of the following *except*
 - a. becoming sedentary.
 - b. practicing prevention.
 - c. taking precautions.
 - d. choosing abstinence.
10. All of the following statements are true of abstinence *except*
 - a. It helps you avoid injury and illness.
 - b. It applies only to avoiding sexual activity.
 - c. It is a preventive strategy.
 - d. It helps you maintain your family's trust in you.

Health Online

Have students visit health.glencoe.com to take the Chapter 1 Quiz.

HEALTH INVENTORY WRAP-UP

Health Habits Ask students to review their answers to the chapter opener Health Inventory. Have students identify the side of the health triangle associated with each

habit listed in the Health Inventory. Ask volunteers to use what they learned while reading the chapter to explain how each habit could contribute to overall wellness.



Thinking Critically

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

11. **Analyze** Why is it important to recognize that health is more than just looking good or feeling fit?
12. **Apply** What advice might you have for a friend who is concerned over mood swings she or he has been experiencing?

Write About It

13. **Communication Skills** Write a private journal entry describing some of the physical, mental/emotional, and social changes you are experiencing.
14. **Accessing Information** Read a health-related article from a newspaper, magazine, or the Internet. Write a brief description of

Registered Nurse Registered nurses are health care professionals who are skilled in caring for the sick under the direction of a doctor. To become a registered nurse, you need at least a two-year Associate's degree in nursing from a junior or community college, and completion of the licensure examination for Registered Nursing. University nursing programs also offer Bachelor's degrees and higher degrees in nursing. To see whether you would enjoy this type of work, volunteer at a local hospital. Learn more about nursing and other health careers by clicking on *Career Corner* at health.glencoe.com.

the article. Explain whether or not you think the information is accurate and comes from a reliable source, and why.

Write About It

13. **Personal Writing**
Students' journal entries will vary but should describe changes experienced during the teen years and express emotions that accompany these changes. Remember to respect student privacy by allowing them to keep journal entries private.
14. **Descriptive Writing**
Explain to students that descriptive writing presents a clear picture, attracts the reader, and presents broad views or focuses on details. Student writing will vary but should include a description of a health-related article and an explanation of why the article is or is not accurate and reliable.

Standardized Test Practice

Math

The Centers for Disease Control and Prevention gathers data on teen risk behaviors. This table shows trends in several risk behaviors over a six-year period. Use the table to answer the questions that follow.

Selected Risk Behaviors Among Teens, 1999–2003			
Risk Behavior	1999	2001	2003
Rarely or never wore seatbelts	16.4%	14.1%	18.2%
Rarely or never wore bicycle helmets	85.3%	84.7%	85.9%
Rode with a driver who had been drinking alcohol	33.1%	30.7%	30.2%

TEST-TAKING TIP

Make sure you understand the parts of a table. Read the title of the table. This will help you figure out its subject. Read each column heading and the label of each row.

1. Which risk behavior steadily decreased over the time span shown?
 - A. Rarely or never wore seatbelts.
 - B. Rarely or never wore bicycle helmets.
 - C. Rode with a driver who had been drinking alcohol.
 - D. None of the above.
2. Which risk behavior is the most common among teens?
 - A. Rarely or never wore seatbelts.
 - B. Rarely or never wore bicycle helmets.
 - C. Rode with a driver who had been drinking alcohol.
 - D. None of the above.

Standardized Test Practice

1. C
2. B



Registered Nurse Have students visit the Career Corner at health.glencoe.com to gather more information about a career as a registered nurse. Have interested students research to find out where registered nurses are employed (examples include hospitals, doctor's offices, schools, and nursing homes).

Test-Taking Tips

Charts and Tables Tell students that some test questions will require reading and interpreting a table, graph, or chart. Have students examine the chart on this

page. Ask a volunteer to describe the data contained in the chart. Explain that reading column heads is the first step to using the data to answer the test questions.