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Live Well

Middle School Health

Karen E. McConnell
Pacific Lutheran University

Terri D. Farrar
Pacific Lutheran University

Charles B. Corbin
Arizona State University, Professor Emeritus



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Letter From the Authors

We are so excited to share our new middle school health and wellness textbook with you. This book is influenced by our experiences as health and physical educators at the college and K-12 levels and through our years of work helping to shape health curriculum and assessment for Washington State and beyond. As university professors we are able to consider the most recent developments in health knowledge and research when writing content, and our experiences in K-12 teaching and consulting allow us to provide authentic and relevant skill development activities, reflection questions, and special features throughout the text. This book also benefits from our previous experience in writing successful high school health and fitness books.

The selection of topics in the book reflects the content recommended by the Centers for Disease Control and Prevention within the Health Education Curriculum Analysis Tool (HECAT). The National Health Education Standards developed by the American Public Health Association, the American School Health Association, and the Society of Health and Physical Educators guide the health skills that are focused on throughout the book. We also paid close attention to a variety of state-level health education standards to ensure this book meets the needs of diverse students, schools, and communities. The result is a comprehensive health textbook with an intentional focus on a skills-based approach to learning. Through thoughtfully blending key health knowledge with critical health skills, we hope our book helps middle school students develop a passion for learning about health and empowers a lifetime of healthy choices.

We also want to acknowledge the critical contributions we received from experienced middle school and high school teachers Rebecca Harris, MS, and Nathan Courtney, MA, whose input on the text itself as well as the associated skill activities, worksheets, and lesson plans informed and shaped our work. We know this book is better because of the real-world insights and experiences they brought to it.

We are so excited about this book and hope it helps everyone who reads it experience a lifetime of Living Well!

Karen E. McConnell

Terri D. Farrar

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About the Authors



Karen E. McConnell, PhD, a professor at Pacific Lutheran University, is a certified health education specialist (CHES) and has taught at the university level for more than 23 years in areas related to health and fitness education, curriculum and assessment, and exercise science. She has written or contributed to over a dozen book chapters and texts, including *Health for Life* and *Health Opportunities Through Physical Education*, as well as the teacher resources for the fifth and sixth editions of *Fitness for Life*. She is a past recipient of the Arthur Broten Young Scholar Award and has received the University Professional of the Year Award from the Washington Alliance for Health, Physical Education, Recreation and Dance for contributions made to state standards in health and fitness. She enjoys running and participating in most outdoor activities.



Terri D. Farrar, PhD, is an associate professor and director of the kinesiology baccalaureate program at Pacific Lutheran University in Tacoma, Washington. She has taught health and fitness education at the middle school and high school levels for over 27 years and has taught health and fitness pedagogy at Pacific Lutheran University for 10 years. She coauthored the *Health for Life* and *Health Opportunities Through Physical Education* textbooks and teacher resources. She is a member of SHAPE America (Society of Health and Physical Educators) and of the Washington chapter of SHAPE America. She was SHAPE Washington's University Professor of the Year in 2019 and is the assessment chairperson for SHAPE Washington. She enjoys traveling, working out, and coaching.



Charles B. ("Chuck") Corbin, PhD, is a professor emeritus in the School of Nutrition and Health Promotion at Arizona State University. He coauthored two health series for use in grades K through 8 and is the senior author of several award-winning elementary, middle school, high school, and college texts, including *Fitness for Life: Elementary School*, *Fitness for Life: Middle School*, and the sixth edition of *Fitness for Life*, all of which were winners of Texty Awards, awarded by the Text and Academic Authors Association (TAA). He also authored the 17th edition of *Concepts of Physical Fitness*, winner of the TAA's McGuffey Award. His books are the most widely adopted public school and college texts in the area of fitness, health, and wellness. Dr. Corbin is internationally recognized as an expert in physical activity, health, and wellness promotion and youth physical fitness. He has presented keynote addresses at more than 40 state AHPERD conventions, made major addresses in more than 15 countries, and presented numerous named lectures. Among his many honors are the Gulick Award from SHAPE America (Society of Health and Physical Educators); the Healthy American Fitness Leaders Award from the President's Council on Sports, Fitness, and Nutrition and the National Jaycees; and the Hetherington Award from the National Academy of Kinesiology. He was named the Alliance Scholar by SHAPE America, selected as the Cureton Lecturer by the American College of Sports Medicine (ACSM), and named to the National Association for Sport and Physical Education (NASPE) Hall of Fame. He served for more than 20 years as a member of the FitnessGram advisory board and was the first chair of the Science Board of the President's Council on Sports, Fitness, and Nutrition.

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Editorial Review Board

Human Kinetics gratefully acknowledges the middle school health educators who reviewed selected chapters from this textbook:

Laura K. Johnson
Howard County Public School System, Ellicott City, Maryland

Amy Lipovetsky
Holy Family Catholic School, Duval County, Florida

Mollie J. Martin
Beulah Middle School, Escambia County, Florida

Deborah Porter
Palm Harbor Middle School, Pinellas County Schools, Palm Harbor, Florida

Amy Prior
Hilton Head Island Middle School, Beaufort County, South Carolina

Kelly Ray
Houston ISD, Pershing Middle School, Harris, Texas

Carlye Satterwhite
Des Moines Public Schools, Des Moines, Iowa

Scott Todnem
Scullen Middle School, Naperville, Illinois

Heather Whitfield
Christa McAuliffe Middle School, Palm Beach County, Florida

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Rebecca L.H. Parker
Renton School District, Renton, Washington

Nathan Courtney
Omak School District, Omak, Washington

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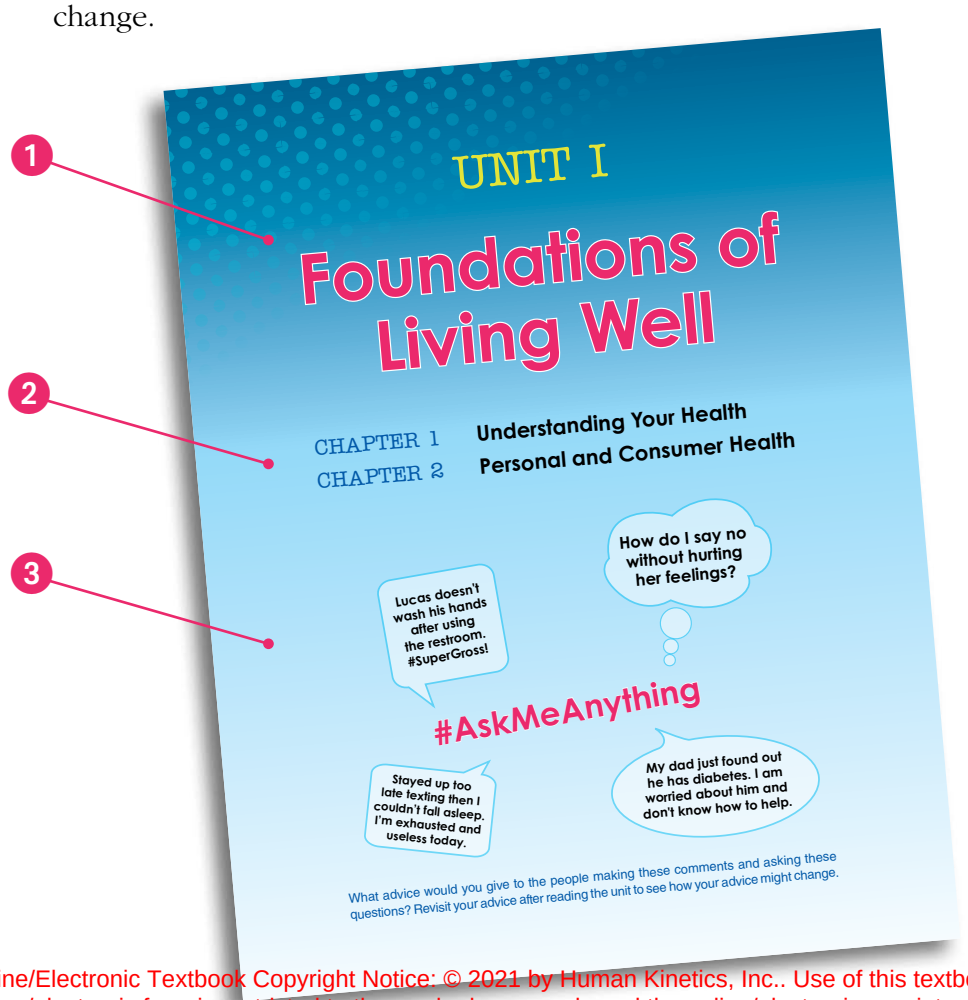
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To the Student

Health is not something you can just read about. To really understand how to take care of your health, you need to *think* about what you read, organize the information in ways that you *understand*, and *apply* it in ways that help you learn *how* to be healthy. This book presents you with essential health information, and it also provides different ways for you to think about and apply that information as you develop your health skills. Knowing how to use this book and all of its features will help improve your knowledge and your skills—and will help you learn more quickly and more effectively. We invite you to join us on a tour of the book so that you can take advantage of the opportunities you will find in a typical unit, chapter, and lesson.

Start With the Unit Opener

1. Note the unit number and title.
2. Look at the chapters in the unit. Think about why the chapters listed might be grouped together. Consider what things you are excited to learn about.
3. Consider the #AskMeAnything comments and questions. What advice would you give to the people making these comments and asking these questions? Revisit your advice after reading the unit to see how it might change.

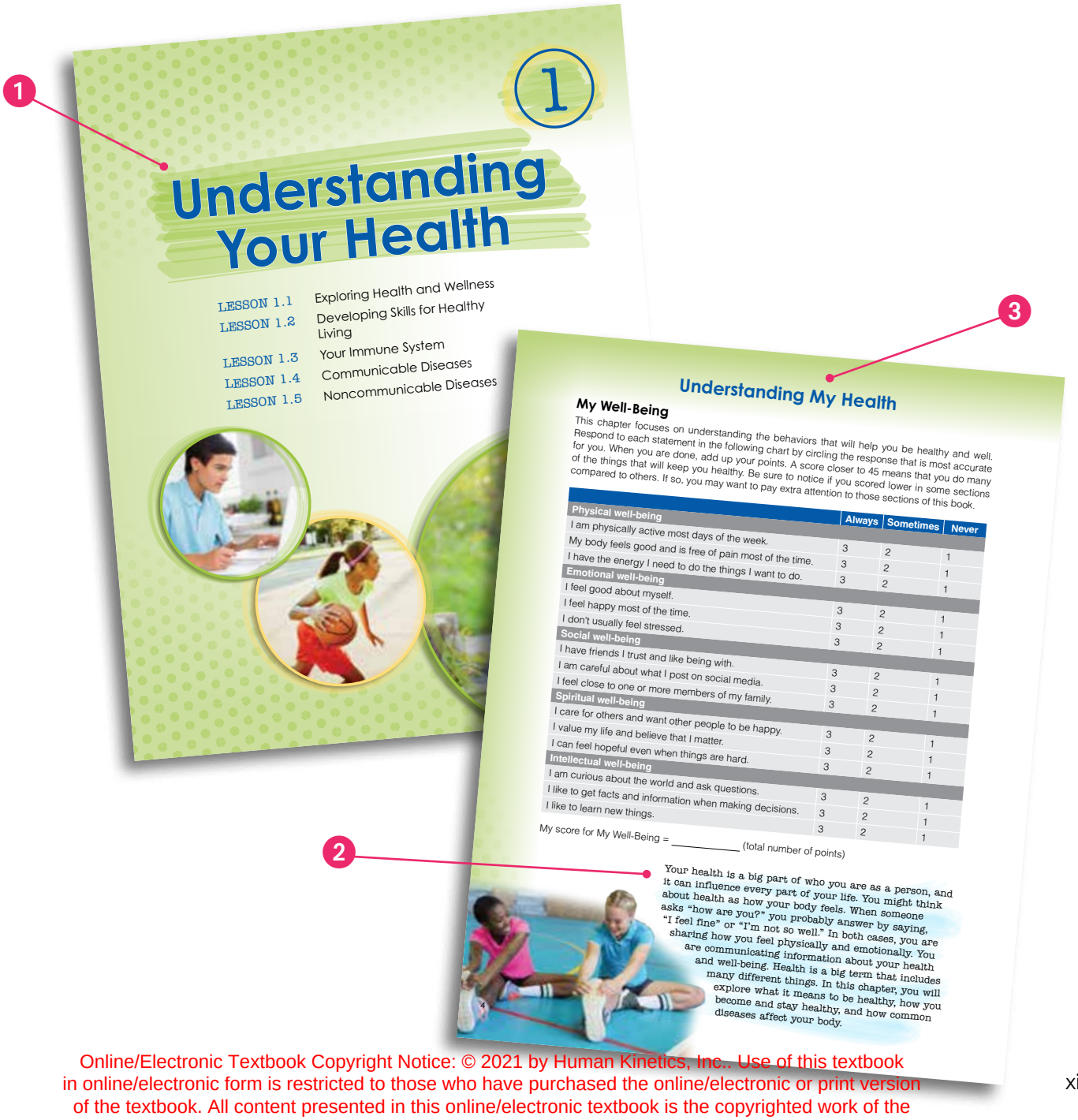


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Engage With the Chapter Opener

1. Note the chapter number and title, and review the lessons that are part of the chapter. Think about what you may know about each lesson and what questions you have.
2. Read the opening paragraph to help you better understand what the unit is about.
3. Finally, without writing in your book, complete the Understanding My Health self-assessment. Spend some time thinking about your answers and how the information in the unit relates to you personally. Your teacher might provide you with a separate copy to record your answers.

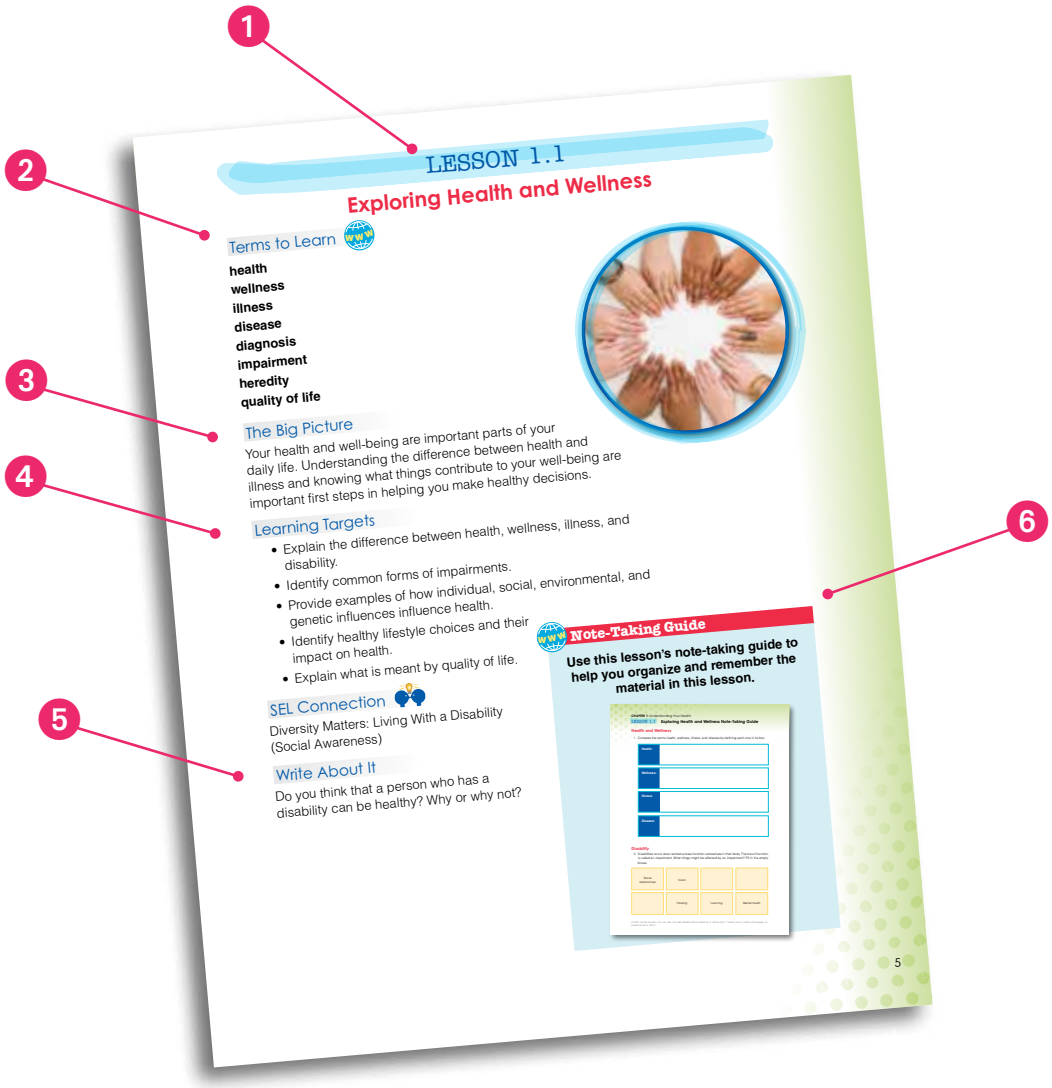


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Focus In on the Lesson Opener

1. Note the lesson number and title.
2. Read each Term to Learn and try to define the terms you think you know.
3. Read The Big Picture to get a better sense of what this particular lesson will focus on.
4. Review the Learning Targets to better understand what you should learn as you read the lesson.
5. Write a response to the Write About It question in your notes.
6. Use the Note-Taking Guide your teacher provides to help you organize your thinking and to check your understanding as you read through the chapter.

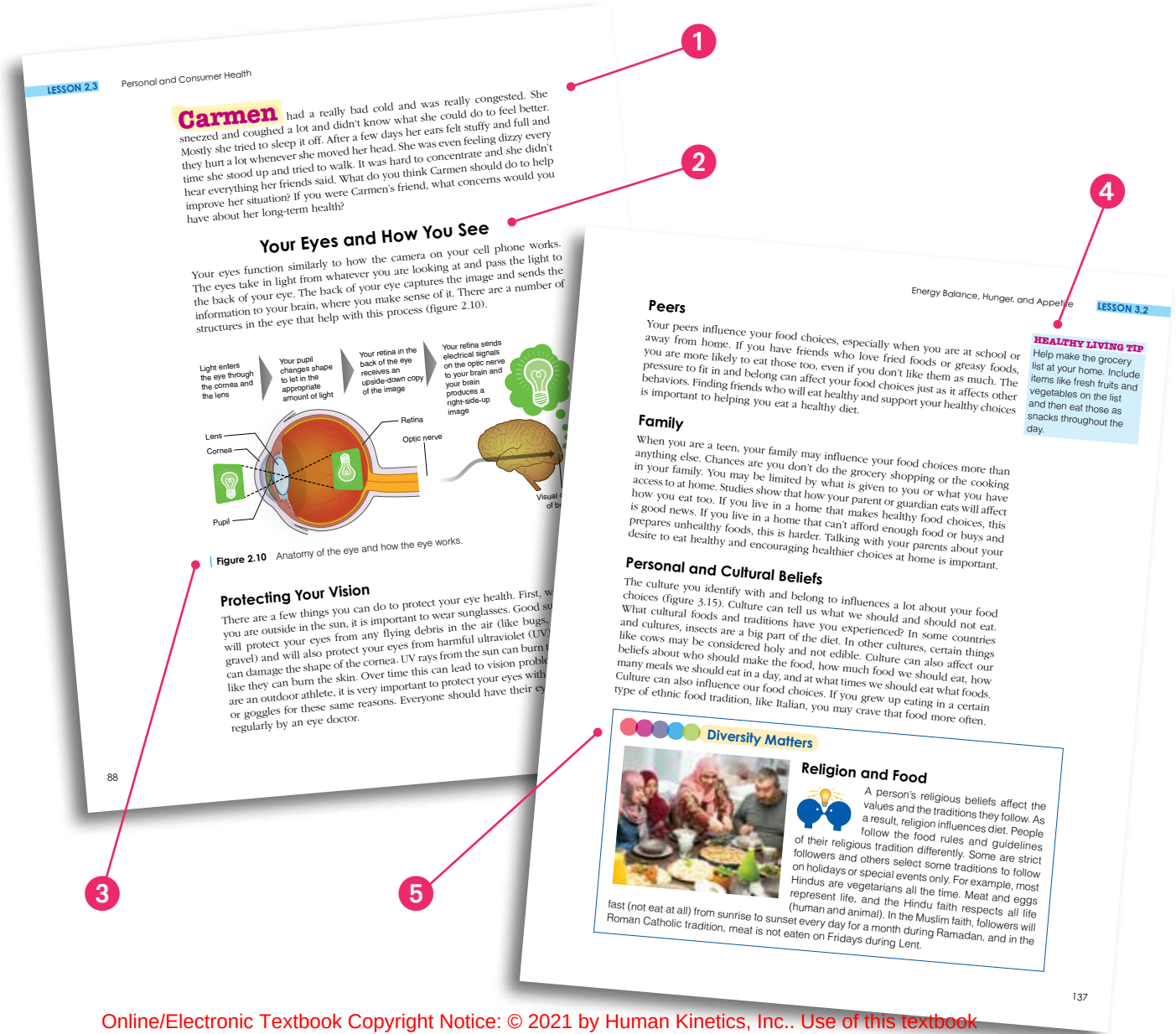


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Read the Lesson Including All of the Figures and Features

1. Each lesson begins with a story. Reflect on the questions or think about how the story relates to you before moving on.
2. Read the lesson one section at a time. Pause between sections to make sure you understand the concepts and vocabulary in each section.
3. Be sure to read the information that is part of the figures and the captions that appear with the images.
4. Consider the Healthy Living Tip. Is this something you can do?
5. Focus in on any special features like Diversity Matters, Career Connection, or STEM in Health. Think about how the feature relates to the lesson and to you personally. If a question is asked, stop and take a minute to reflect on the question.

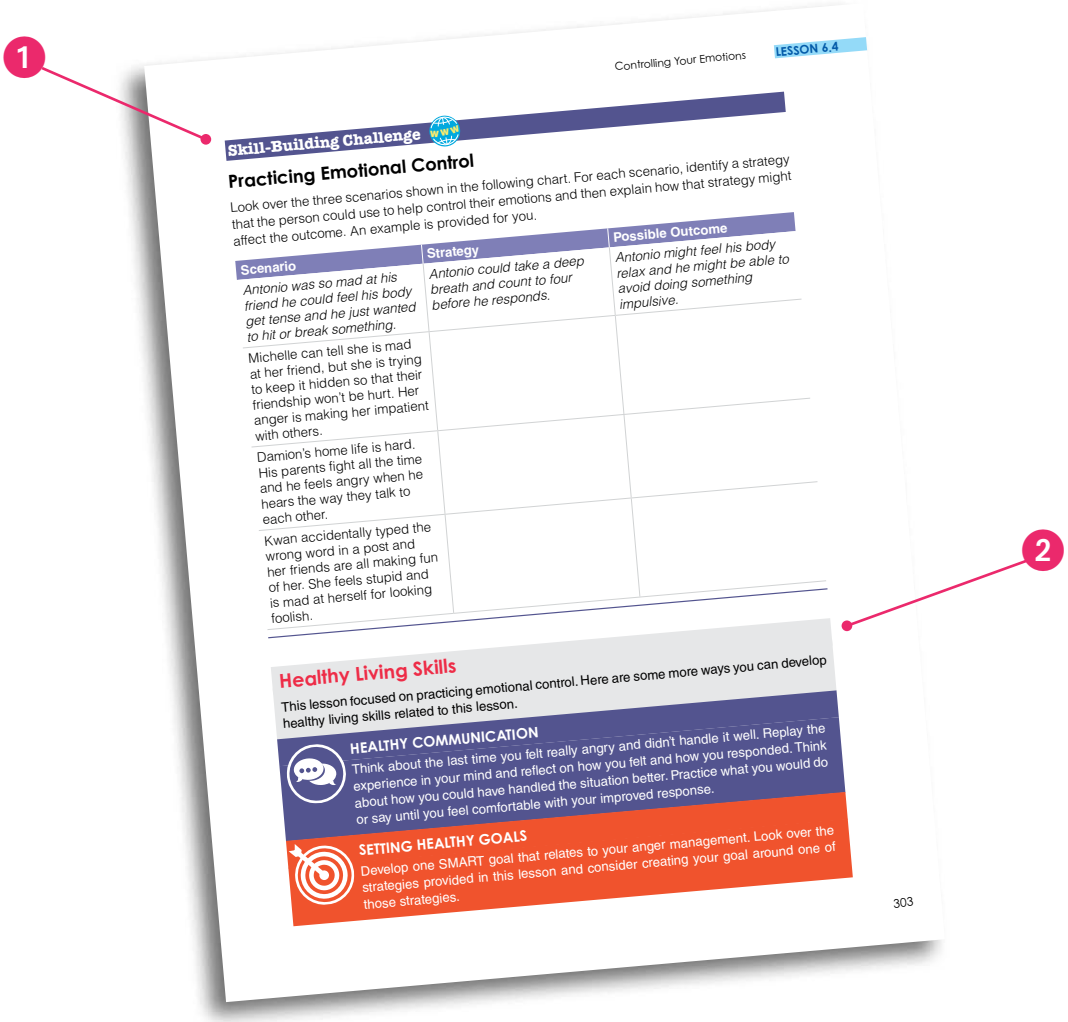


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Practice Your Health Skills

1. Complete the Skill-Building Challenge. You may do this on your own in your notes, or your teacher could assign it to you on a worksheet.
2. Consider each of the Healthy Living Skills and select one or more to try on your own as a way to test your ability to apply the information you have read in the lesson.

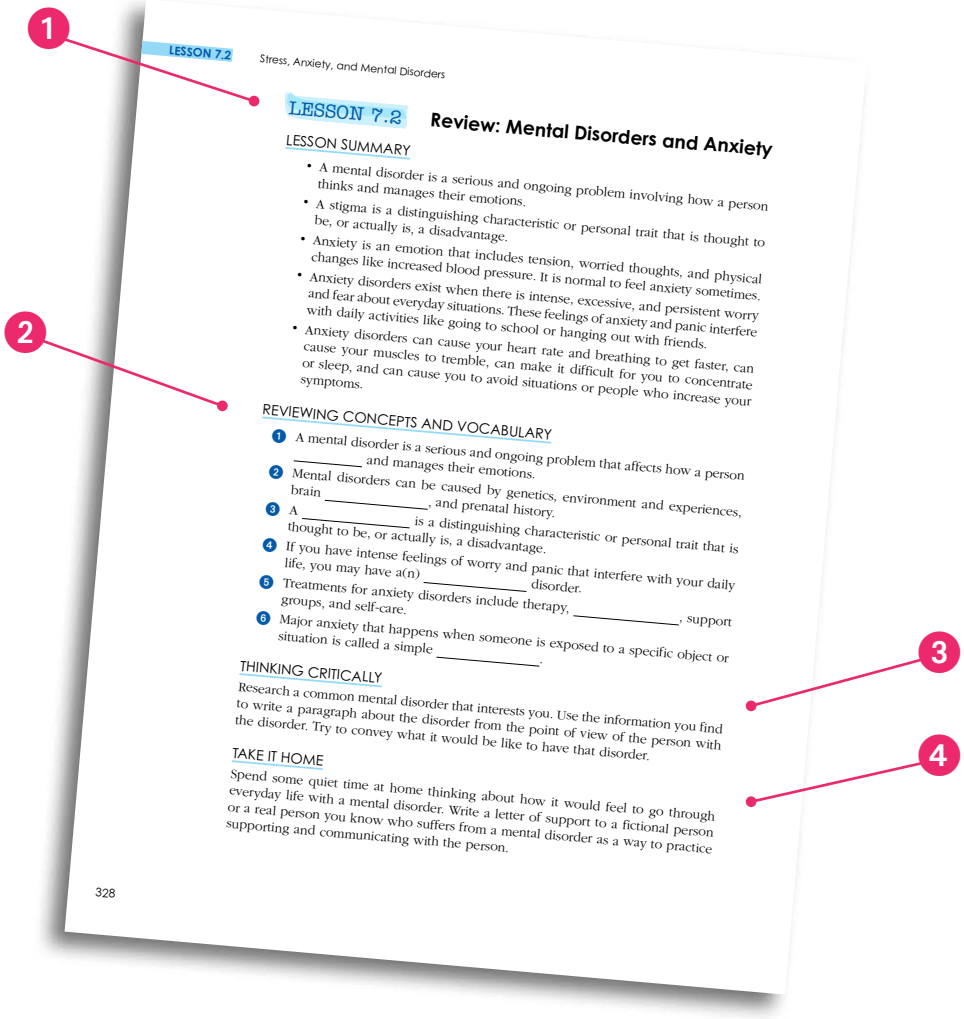


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Review What You Have Learned

1. Read through the Lesson Summary statements slowly. Try to recall additional details or information related to each statement.
2. Complete the Reviewing Concepts and Vocabulary. Consider defining each vocabulary word you see or use as an additional review.
3. Challenge yourself with the Thinking Critically question. These questions should be harder to answer and may require you to review what you have read.
4. Participate in the Take It Home activity if your teacher assigns it to you or if it is something you want to do. Even if you don't do the challenge, think about what the benefits of doing it might be.

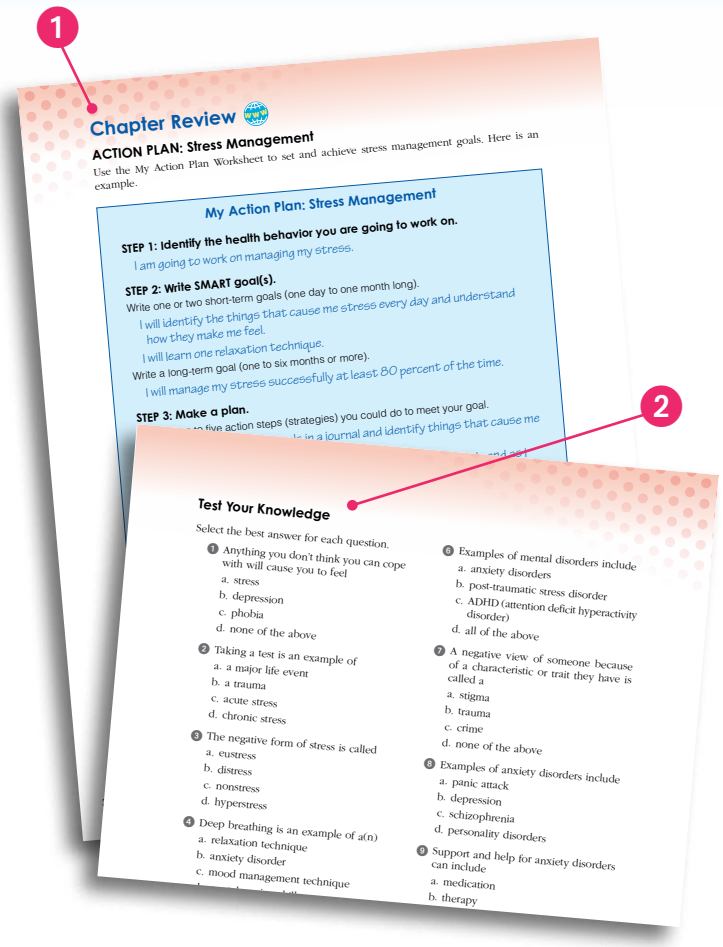


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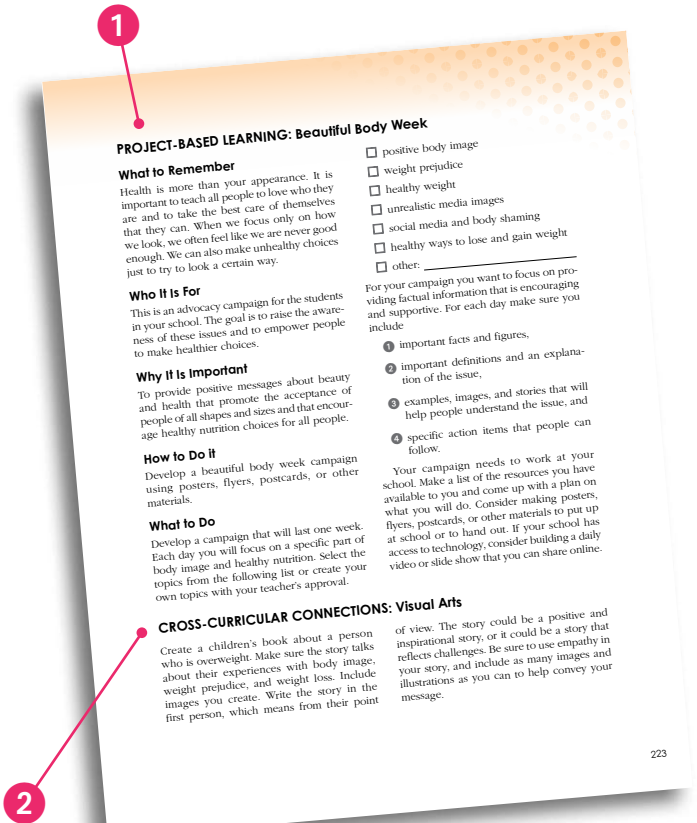
Bring It All Together in the Chapter Review

1. Put your learning from this chapter into action with the Action Plan. This is where you get to decide how you want to challenge yourself to be healthier. You don't just want to complete the Action Plan—you want to try to make the changes in your life. Consider telling a family member or classmate about your plan so that they can help you stay on track.
2. Use the questions in the Test Your Knowledge section to test how well you remember and understand the information you learned in the chapter.



Expanding Your Knowledge and Skills

1. The end of each chapter provides an idea for a class project. Read through the project to understand what it is about. Think about why the project is important and how it might help you and your community be healthier. Complete the project with your classmates if your teacher assigns it to you.
2. Each chapter also includes a challenge that lets you connect what you learn in health class to another subject you study in school. It may be reading, writing, math, or science. Complete the Cross-Curricular Connection as a way to test your academic abilities.



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UNIT I

Foundations of Living Well

CHAPTER 1 Understanding Your Health

CHAPTER 2 Personal and Consumer Health



What advice would you give to the people making these comments and asking these questions? Revisit your advice after reading the unit to see how your advice might change.

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1

Understanding Your Health

LESSON 1.1 Exploring Health and Wellness
LESSON 1.2 Developing Skills for Healthy Living
LESSON 1.3 Your Immune System
LESSON 1.4 Communicable Diseases
LESSON 1.5 Noncommunicable Diseases







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Understanding My Health

My Well-Being

This chapter focuses on understanding the behaviors that will help you be healthy and well. Respond to each statement in the following chart by circling the response that is most accurate for you. When you are done, add up your points. A score closer to 45 means that you do many of the things that will keep you healthy. Be sure to notice if you scored lower in some sections compared to others. If so, you may want to pay extra attention to those sections of this book.

	Always	Sometimes	Never
Physical well-being			
I am physically active most days of the week.	3	2	1
My body feels good and is free of pain most of the time.	3	2	1
I have the energy I need to do the things I want to do.	3	2	1
Emotional well-being			
I feel good about myself.	3	2	1
I feel happy most of the time.	3	2	1
I don't usually feel stressed.	3	2	1
Social well-being			
I have friends I trust and like being with.	3	2	1
I am careful about what I post on social media.	3	2	1
I feel close to one or more members of my family.	3	2	1
Spiritual well-being			
I care for others and want other people to be happy.	3	2	1
I value my life and believe that I matter.	3	2	1
I can feel hopeful even when things are hard.	3	2	1
Intellectual well-being			
I am curious about the world and ask questions.	3	2	1
I like to get facts and information when making decisions.	3	2	1
I like to learn new things.	3	2	1

My score for My Well-Being = _____ (total number of points)



Your health is a big part of who you are as a person, and it can influence every part of your life. You might think about health as how your body feels. When someone asks "how are you?" you probably answer by saying, "I feel fine" or "I'm not so well." In both cases, you are sharing how you feel physically and emotionally. You are communicating information about your health and well-being. Health is a big term that includes many different things. In this chapter, you will explore what it means to be healthy, how you become and stay healthy, and how common diseases affect your body.

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LESSON 1.1

Exploring Health and Wellness

Terms to Learn

health
wellness
illness
disease
diagnosis
impairment
heredity
quality of life



The Big Picture

Your health and well-being are important parts of your daily life. Understanding the difference between health and illness and knowing what things contribute to your well-being are important first steps in helping you make healthy decisions.

Learning Targets

- Explain the difference between health, wellness, illness, and disability.
- Identify common forms of impairments.
- Provide examples of how individual, social, environmental, and genetic influences influence health.
- Identify healthy lifestyle choices and their impact on health.
- Explain what is meant by quality of life.

SEL Connection

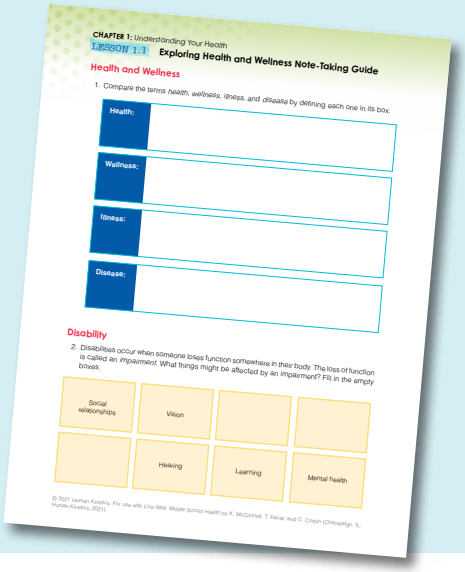
Diversity Matters: Living With a Disability (Social Awareness)

Write About It

Do you think that a person who has a disability can be healthy? Why or why not?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 1: Understanding Your Health
LESSON 1.1 Exploring Health and Wellness Note-Taking Guide
Health and Wellness
1. Compare the terms *health, wellness, illness,* and *disease* by defining each one in its box.
Health:
Wellness:
Illness:
Disease:
Disability
2. Disabilities occur when someone loses function somewhere in their body. The loss of function is called an *impairment*. What things might be affected by an impairment? Fill in the empty boxes.
Social relationships
Vision
Hearing
Learning
Mental health

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Mia is a popular girl at school. She is a good student and is a star athlete on the soccer team. The other girls in school envy her long black hair and her athletic physique. She is always nicely dressed and well put together. It seems like Mia has it all. What people don't see is that Mia often feels anxious. She doesn't sleep well at night, often can't eat because of her anxiety, and doesn't have any really close friends she can be herself with. Mia has two parents and an older brother, but they aren't usually home at the same time, and they don't talk very often. Mia doesn't feel comfortable sharing her feelings with her parents or her brother. Even though people think Mia is popular, she often feels very sad and alone. Do you think Mia is healthy? What things could Mia do to be more healthy?

Health and Wellness

HEALTHY LIVING TIP

Each day write down one thing you did that benefited each part of your wellness: spiritual, social, emotional, physical, and intellectual.

When we use the term **health**, we typically mean that someone is free of illness or disease. Health isn't only about your physical body. It also includes things like your emotions, your social connections, and your sense of purpose in life. When we talk about all these parts of your well-being, we are talking about wellness (figure 1.1). **Wellness** is more than just being free from disease—it is the active pursuit of making healthy choices in all parts of your life. Ideally you want to be healthy and be actively working on your wellness.



Figure 1.1 The five components of wellness.

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Illness and Disease

Everyone will get sick from time to time. **Illness** is a general word we use to describe not feeling well or not being fully healthy. There are many reasons a person may not feel well. If we don't sleep enough and eat poorly, we may feel tired or nauseous, or we may not feel well because of stress or anxiety. We can also feel ill because we have a disease. A **disease** is something that causes the body not to function properly. Diseases can be identified by a medical doctor during a physical exam. A **diagnosis** is a decision that is reached by a medical professional when a person has a disease or illness. Some diseases are common and are generally not that dangerous, like a cold. Other diseases are very complex and can be dangerous, like cancers.

Disability

A disability is different from a disease or illness. A person with a disability has some loss of function somewhere in the body. There are a wide range of disabilities, and two people with the same disability can be affected in very different ways. Some disabilities are visible to others, while some are hidden or not easy to see. Disabilities can be

Common Types of Impairments



Visual impairments include complete blindness and other problems seeing. Disease, trauma, or genetics may cause visual impairments. When interacting with someone with a visual impairment avoid startling the person. Speak clearly and use clear descriptions when talking. Remember, the person cannot see where you are pointing or looking.



Hearing impairments are somewhat common, especially as people get older. When interacting with someone with a hearing impairment, stand where the person can see you in case they are able to read your lips. Speak slowly and clearly.



Mobility impairments make it hard or impossible to move some part or parts of the body. Diseases, birth defects, and trauma can all cause mobility impairments. When an individual with a physical impairment is in a wheelchair, squat down when speaking to them. Be patient and move only as quickly as the individual with the mobility impairment can.



Cognitive impairments impact how a person processes information. There are a wide range of these impairments. Individuals with dementia, brain injury, or Down syndrome have cognitive impairments. Be patient and be willing to repeat yourself when interacting with individuals who have these types of impairments.



Emotional impairments can include a wide range of conditions (read more in the chapters on mental and emotional health). Some emotional impairments are serious, and some can result in dangerous behaviors. As a general rule, use a calm, steady approach to interactions.

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intellectual, emotional, or physical. Some disabilities are present at birth, like Down syndrome. Others are related to development, like autism spectrum disorder and attention deficit hyperactivity disorder. Finally, disabilities caused by trauma or illness can occur at any time in life.

The loss of function that happens with a disability is called an **impairment**. Impairments can influence a wide variety of functions. See the Common Types of Impairments feature.

It is important that we support individuals with disabilities by providing accommodations that help them to overcome the limitations they may face. By providing accommodations, we provide opportunities for all individuals to learn and apply knowledge, engage in daily tasks like self-care and domestic chores, and develop meaningful social relationships. Accommodations also provide opportunities for all people to participate fully in employment as well as in recreation, community, and civic activities.

Influences on Health and Wellness

Many things will influence your health and wellness (figure 1.2). When something has a strong influence on your health, we call it a determinant. Determinants can be social, environmental, personal, or lifestyle related.

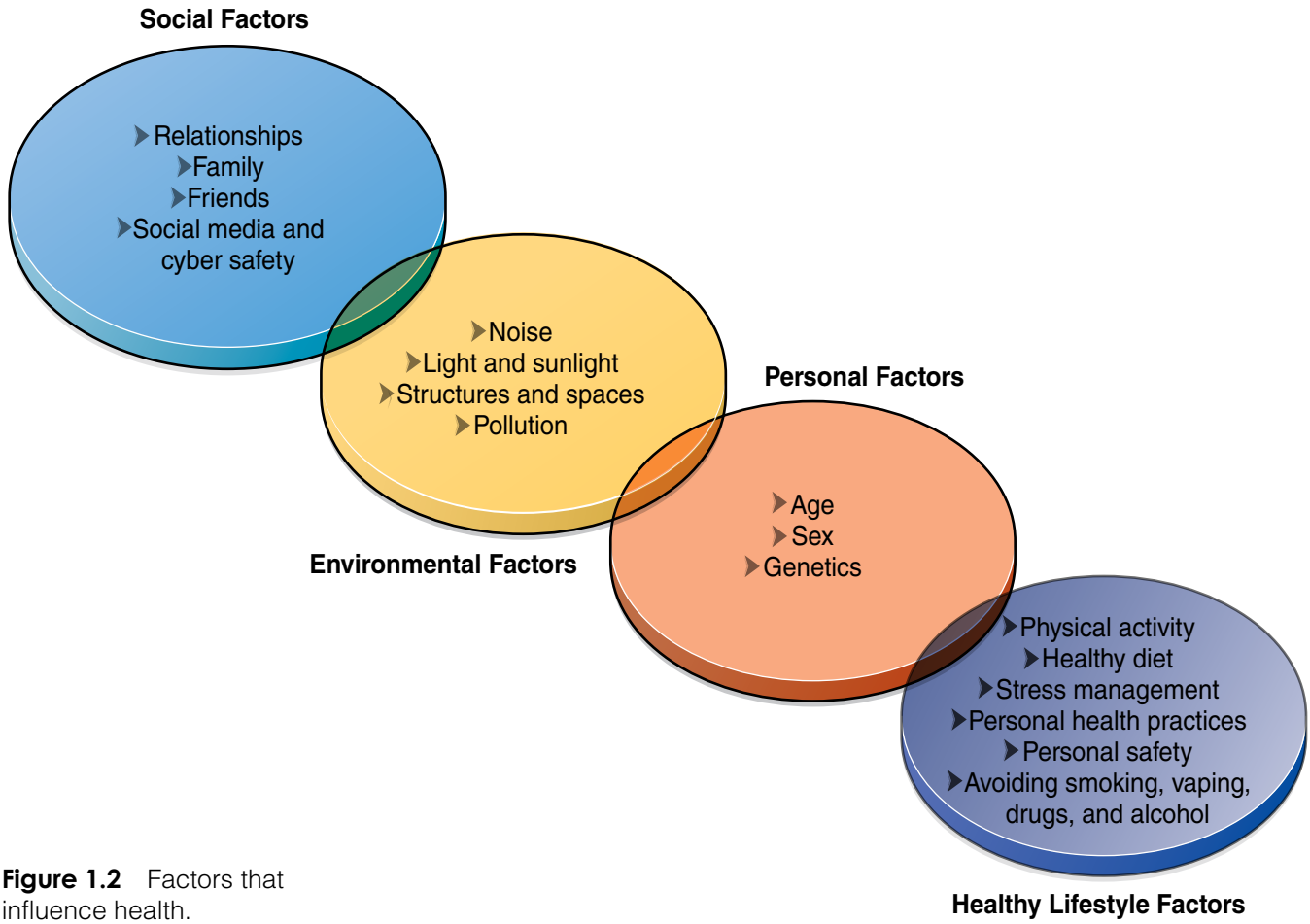


Figure 1.2 Factors that influence health.

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Personal Influences on Health

Some things that affect your health are out of your control. For example, you did not get to decide what genes you got from your parents. Your heredity, age, and the sex you were born as are examples of personal influences on your health. Age typically increases our risk for disease and disability. Heredity can increase or decrease your risk for common diseases like heart disease and cancer. Even the sex we are born with plays a role in our health. On average, females live 4 to 5 years longer than males in the United States. Even though you can't control these things you can learn to understand their influences and make choices that are best for you given your personal circumstances.



Environmental Influences on Health

The environment affects your health. Loud noises in the environment can damage your hearing, strong sunlight can harm the eyes or cause skin cancer, and pollution can make things like asthma much worse. The access you have to healthy food and places to play and exercise at school can also influence your health.



Social Influences on Health

The people around you are part of your social environment. The people closest to you will influence decisions you make and actions you take. For example, if you hang out with friends who avoid risky behaviors like smoking and drinking, you are less likely to do those things too. If your friends like to be physically active and eat well, you are more likely to participate in those healthy behaviors.



Heredity

We all inherit different characteristics from our birth parents. **Heredity** is the passing of characteristics from parent to child. Hair and eye color, skin color, height, and body type, as well as some health conditions or health risks, are part of our heredity. Our heredity is largely determined by our genes. Human genes carry the information our body uses to create all our individual traits and characteristics. How your genes are organized and sequenced makes you different from every other person. The study of genes, including their influence on our health, is called genetics.

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Healthy Lifestyle Choices

Living a healthy lifestyle can reduce your risk of dying young or early. In fact, 60 percent of all deaths in the United States could be delayed by living a healthy lifestyle. We also know that healthy lifestyle choices improve the quality of a person's life. Your **quality of life** is how healthy, happy, and fulfilling your daily life is. Making healthy choices can give you more energy, allow you to move and experience the world more fully, and make your mood and emotions happier and more stable. There are several lifestyle choices that can lead to a longer, healthier, and happier life and may reduce the pain you'll have as an older adult.

Healthy lifestyle choices include

- getting regular physical activity on all or most days of the week,
- eating a well-balanced diet with lots of fruits and vegetables and less sugar and salt,
- managing your stress and anxiety,
- getting regular and adequate sleep,
- practicing good hygiene and personal health,
- avoiding dangerous situations and maintaining your boundaries (including online), and
- avoiding tobacco, vaping, alcohol, and drugs.



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Diversity Matters

Living With a Disability



Chloe has Down syndrome. She loves to post photos to Instagram and to go hiking with her family. She is outgoing, happy, and friendly. Her brother Mason plays Little League baseball, and Chloe always loved playing catch with him in their yard growing up. Chloe loves that her brother is always looking out for her and protecting her. When she got to middle school, she found out that there was a Unified softball team at the school, and she was excited to join. She was a little nervous because she never learned how to bat, and she wasn't sure if she would be able to see the ball well enough to hit it. When she got to the first practice, she learned that all the kids could choose to hit off a tee or have the ball pitched to them. Chloe loved hitting off the tee and almost always got on base. She loves playing softball because she feels included and no one on her team makes her feel like she is different. She hates it when people assume she isn't capable of being smart or active or when they feel sorry for her. She wishes the whole world were as welcoming and supportive as her softball team.

Question: What do you think it would be like to live with a disability? What parts of Chloe's story can you relate to? Why?

When you practice healthy lifestyle choices you will find a wide range of benefits, including

- **Having more energy.** Physical activity, adequate sleep, and a nutritious diet help provide energy.
- **Being more emotionally stable.** Managing stress, getting adequate sleep, and avoiding alcohol, tobacco, and drugs can make you feel happier and more positive about life.
- **Learning better.** You learn best when you are well rested, eat a balanced diet, and get plenty of regular physical activity.
- **Looking better.** Regular physical activity and a healthy diet along with good personal hygiene can keep you looking your best.
- **Staying safe and managing emergencies or challenges.** When you are healthy and fit and are emotionally balanced, you will be best prepared to face emergencies or challenges.

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Skill-Building Challenge

Influences on Your Wellness

Think about what things influence your wellness. Remember that wellness is more than just being free from disease; it is the active pursuit of making healthy choices in all parts of your life. For each part of wellness identified in the following list, write down three different things that influence that part of your wellness. The influences you pick can be personal, social, environmental, or genetic. Try to identify as many different influences as you can.

Wellness
- PHYSICAL
- EMOTIONAL
- SOCIAL
- SPIRITUAL
- INTELLECTUAL

Healthy Living Skills

This lesson focused on recognizing influences on your health and wellness. Here are some more ways you can develop healthy living skills related to this lesson.

HEALTHY COMMUNICATION

This chapter identifies five benefits of making healthy decisions. Create a poem or rap that could be used to communicate these benefits to other young people your own age. Be as accurate and thorough as you can and use only appropriate language and ideas. Write down your poem or rap. Be prepared to share your work with others in the class if your teacher asks you to.

SETTING HEALTHY GOALS

Set one goal for tomorrow that will improve one part of your wellness. For example, you might walk to school for your physical wellness or spend one hour reading instead of being on social media for your intellectual wellness. Write your goal down on a small piece of paper and carry it with you during the day as a reminder.

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LESSON 1.1 Review: Exploring Health and Wellness

LESSON SUMMARY

- Health means being free of illness or disease.
- Wellness is more than just being free from disease; it is the active pursuit of making healthy choices in all parts of your life.
- *Illness* is a general word we use to describe not feeling well or not being fully healthy.
- Individual influences on health include heredity, age, and sex.
- People are more at risk for illness and disability as they age.
- *Heredity* refers to the characteristics you inherit from your birth parents. Our heredity is largely determined by our genes. The study of genes is called genetics.
- Environmental influences on health can include things like air pollution, noise pollution, and the amount of sunlight your skin is exposed to.
- Your social environment also influences your health. Friends and family are particularly influential.
- Having a healthy lifestyle can help you look your best, have more energy, feel happier, learn better, and manage emergencies more easily.
- Your quality of life is how healthy, happy, and fulfilling your daily life is.

REVIEWING CONCEPTS AND VOCABULARY

1. When someone is free of disease, we say that they are _____.
2. The five parts of _____ include physical, emotional, social, spiritual, and intellectual.
3. When someone is not feeling well, we usually say that person has a(n) _____.
4. A(n) _____ is a decision that is reached by a medical professional when a person has a disease.
5. A loss of function from a disability is called a(n) _____.
6. _____ is the passing of characteristics from parent to child.
7. When you have a healthy, happy, and fulfilling life we say that you have a good _____ of life.
8. A(n) _____ is something that causes the body to not function correctly.

THINKING CRITICALLY

At the start of this chapter you were asked to write about whether you think that a person with a disability can be healthy. After reading this chapter, rewrite your answer. Expand on your answer by selecting one form of disability (visual, hearing, mobility, or cognitive) and explaining how a person with that disability can still have a good quality of life.

TAKE IT HOME

Make a small poster or art project that includes images of all the healthy lifestyle choices identified in this chapter. Don't label the images or pictures you use. Show your poster or artwork to a parent or guardian and have them identify what the behaviors are. Ask whether you can display the poster or art at home as a reminder to practice healthy behaviors.

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LESSON 1.2

Developing Skills for Healthy Living

Terms to Learn

health literacy
habit
valid information
reliable information
short-term goal
long-term goal
advocacy
community
plain language



The Big Picture

Imagine if a surgeon learned all about the human body by memorizing details in a book but never practiced the skills she needed to actually perform a surgery. What if no one ever showed her how to make a clean incision, stop a vessel from bleeding, or stitch up the incision when she was done? Do you think the surgeon would be successful doing the surgery? Learning health skills is not that different. To be as healthy as possible you need both knowledge and skills.

Learning Targets

- Explain what health literacy is and why it is important.
- Identify five major influences on health.
- Identify the eight health skills.
- Compare and contrast short- and long-term goals.
- Define advocacy.

SEL Connection

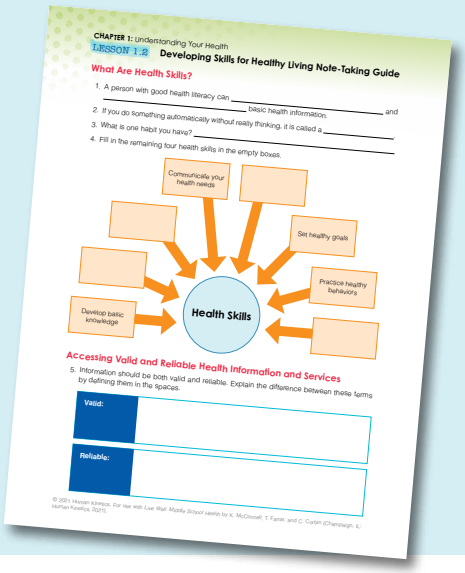
Setting SMART Goals (Self-Awareness)

Write About It

How much health information do you think you know? Where do you get your information about health? How do you know it is accurate? Write your responses to these questions in a one-paragraph summary.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 1: Understanding Your Health
LESSON 1.2 Developing Skills for Healthy Living Note-Taking Guide
What Are Health Skills?
1. A person with good health literacy can _____, _____, and _____ basic health information.
2. If you do something automatically without really thinking, it is called a _____.
3. What is one habit you have? _____
4. Fill in the remaining four health skills in the empty boxes.
Communicate your health needs
Set healthy goals
Practice healthy behaviors
Develop basic knowledge
Health Skills
Accessing Valid and Reliable Health Information and Services
5. Information should be both valid and reliable. Explain the difference between these terms by defining them in the spaces.
Valid:
Reliable:

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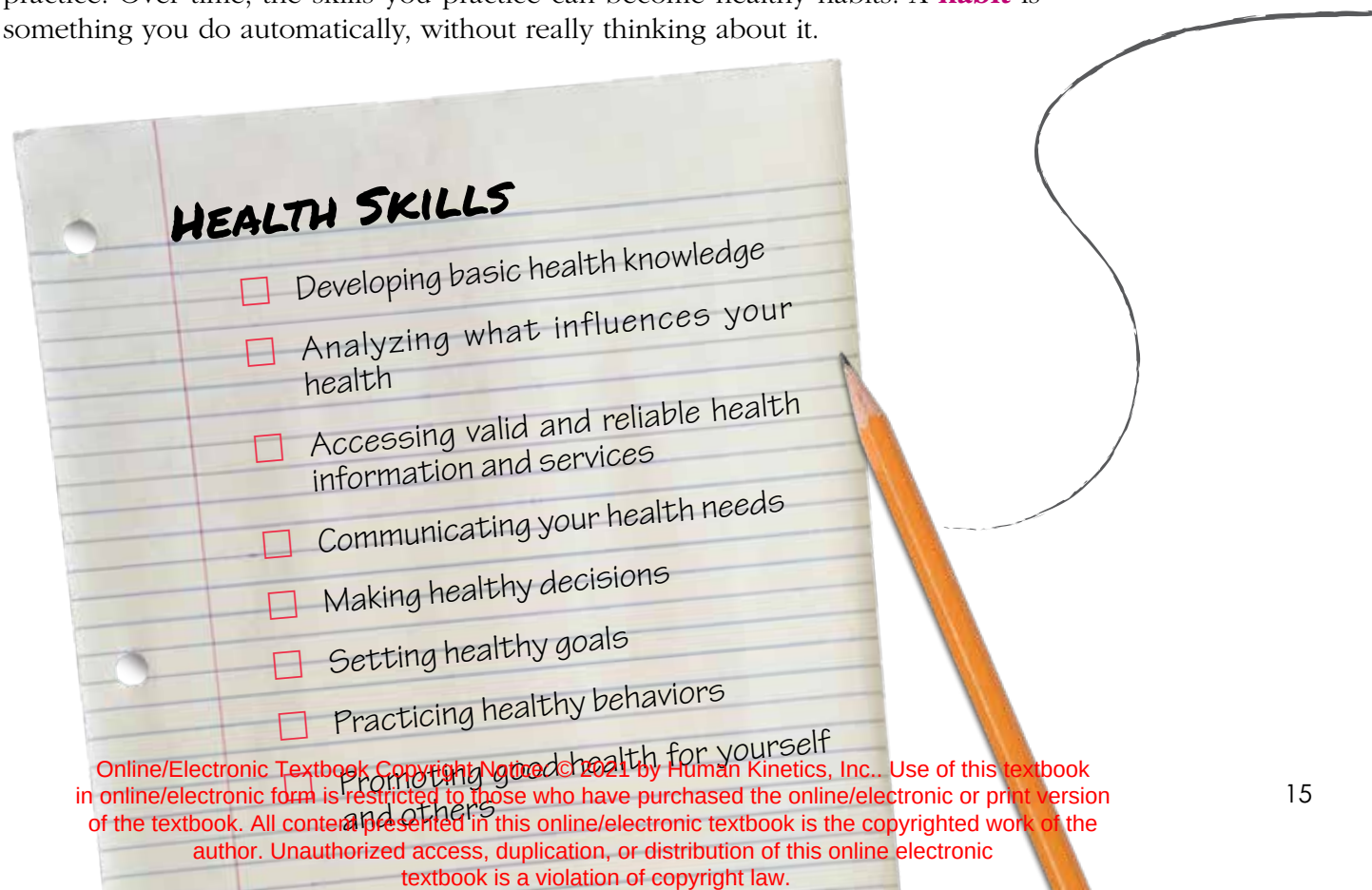
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Izzy always got the highest grades in her classes. She was really good at memorizing information and understanding concepts. Even though she knew a lot, Izzy wasn't that healthy. She struggled to eat a well-balanced diet and hardly ever got any exercise. Last year it seemed like she almost always had a cold. When her friend Scott asked her about why she wasn't taking better care of herself she said, "I know everything I need to know about health. Besides, it's not like I'm sick or anything." Scott knew that his friend had a lot of knowledge, but he didn't understand why Izzy couldn't actually be healthier. He considered this and realized that Izzy might not know how to make healthy decisions or set healthy goals. He also realized that Izzy wasn't very good at communicating how she felt. In fact, it seemed like she had a lot to learn about the skills she needed to use her knowledge and to practice healthy behaviors. Where could Izzy learn better health skills? The Health Knowledge Skill Cues shown here will be referred back to in later lessons.

What Are Health Skills?

Of all the subjects you learn in school, health may be the most important when it comes to your day-to-day life. Your health decisions are a part of your daily life, the quality of your life, and how long you live. Almost every decision you make or behavior you do each day can affect your health in some way.

A person with good **health literacy** can find and understand basic health information and can use that information to make good health decisions. Learning to be healthy begins with developing health literacy. This book helps you learn basic health information and gives you opportunities to develop your health literacy skills. Developing basic health skills is what allows you to put your knowledge into practice. Over time, the skills you practice can become healthy habits. A **habit** is something you do automatically, without really thinking about it.



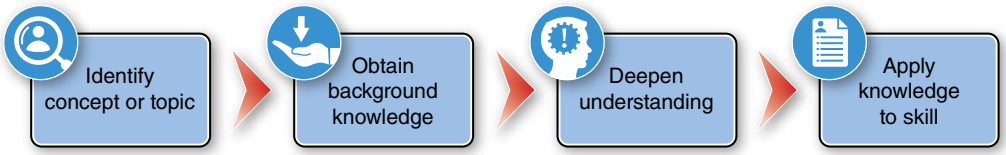
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Developing Basic Health Knowledge

Finding health information is not hard. In fact, there seems to be an endless number of opinions about any health topic you can think of. There are lots of websites that claim to provide health information. Social media influencers promoting some sort of health plan or product are not hard to find either. It is easy to get confused, overwhelmed, or taken advantage of when it comes to your health. If you don't know some basic facts about your health, it can be hard to know what information is accurate or useful. It can also be hard to know whom to trust. Having basic health knowledge will help you develop all your other health skills. The Health Knowledge Skill Cues shown here will be referred back to in later lessons.

Health Knowledge Skill Cues



Analyzing What Influences Your Health Behaviors

Have you ever thought about why you do the things you do? What makes you want to eat the way you do? Why you are active or not? What things make you feel sad or frustrated? How your family and friends influence your behaviors? How advertisements change what you buy or how you expect others to behave? The reality is that we are all influenced by other people and other things all the time (figure 1.3). It is very difficult to change our own behaviors or choices if we don't know what makes us do something in the first place. Identifying influences and evaluating their impact is a critical health skill that will help you make healthy choices. The Analyzing Influences Skill Cues shown here will be referred back to in later lessons.



Figure 1.3 What influences your health behaviors?

Analyzing Influences Skill Cues

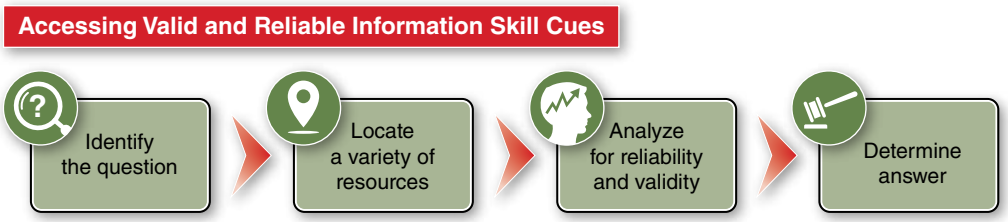


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Accessing Valid and Reliable Health Information and Services

Not everything on the Internet or on social media is good information. Learning how to find and evaluate health information and services takes time and practice. The information you find should be both valid and reliable. **Valid information** is logical and factually accurate. **Reliable information** is consistent (similar) across sources and is dependable. The Accessing Valid and Reliable Information Skill Cues shown here will be referred back to in later lessons.



Valid and Reliable Websites

Most people look for health information online. The quality of online information can vary. Some websites work hard to provide facts and accurate information. Other sites are interested in selling products and services and may not use accurate facts or information. You may notice that websites have different letters attached to their address. These codes are called top-level domains. Which code a website uses can tell you something about the type of information you may find.

Types of Web Domains

.gov **is only for government use**
There are some very accurate and reliable government websites that provide health information. Examples include the National Institutes of Health at www.nih.gov and the Centers for Disease Control and Prevention at www.cdc.gov.

.edu **is for use by educational institutions**
If you have a school website, it uses this domain. Colleges and universities also use .edu.

.org **is for individual or organizational use**
These websites require you to carefully evaluate information. Many sites using this domain provide accurate health information. The American Heart Association at www.heart.org is one example.

.com **is for commercial use**
Be careful of these domain websites. Oftentimes they are trying to sell you a product or service and may not tell you the full truth. Some .com sites do provide health information, but they rely on advertising to pay for their sites. Companies that sell medicines and drugs often help pay for these health information sites, and they may influence what information is included.

.net **Only for use by network providers**
These sites normally don't provide any health information.

.biz **is for businesses**
These sites are often for small businesses. Generally, they won't be providing health information, but they may be providing a service like massage, personal training, or counseling.

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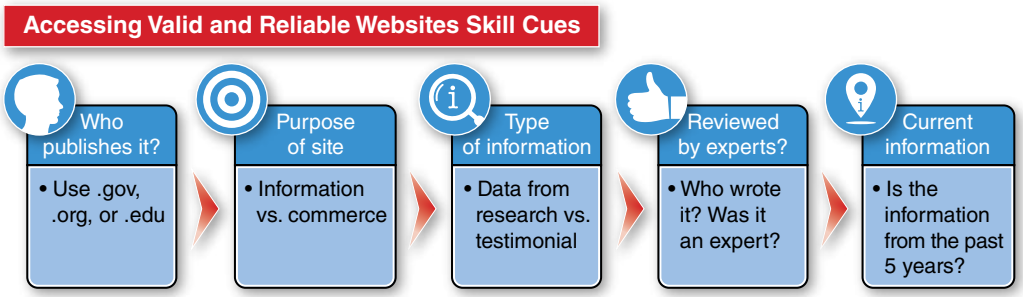
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Checklist for Evaluating Health Websites

You can use the following checklist to help you evaluate all types of websites.

- Who publishes the site?
  - Consider the domain and what it might suggest. Start with .gov, .edu, or .org sites.
- What is the purpose of the site?
  - Is it to sell a product? To provide information? To gather information? Try to get basic information first from sites that are not selling a product or service.
- What type of information is on the site?
  - Does the site use data that comes from research? Look for sites that provide data and tell you where the data comes from.
- Is the information reviewed by experts?
  - If there is health information on the site, who is the author? Does the site provide information about who wrote or reviewed the information? Use sites that tell you who wrote the information and what credentials they have.
- Is the information current?
  - Not all old information is bad, especially basic information that does not change much. Still, our knowledge about diseases, treatments, genetics, and other topics related to health is changing quickly. Try to find sites that keep their information up to date. Using information from the Internet that is not older than five years is a good rule to follow.

The Accessing Valid and Reliable Websites Skill Cues shown here will be referred back to in later lessons.



Communicating Your Health Needs

Your communication skills influence your health behaviors in many ways. You may need to communicate about how you feel when you are at the doctor's office. You may also need to communicate what you want or need in a way that gets others to listen and understand. Sometimes communication helps us avoid or manage conflict and other times it helps us to build relationships. The Communication Skill Cues shown here will be referred back to in later lessons.



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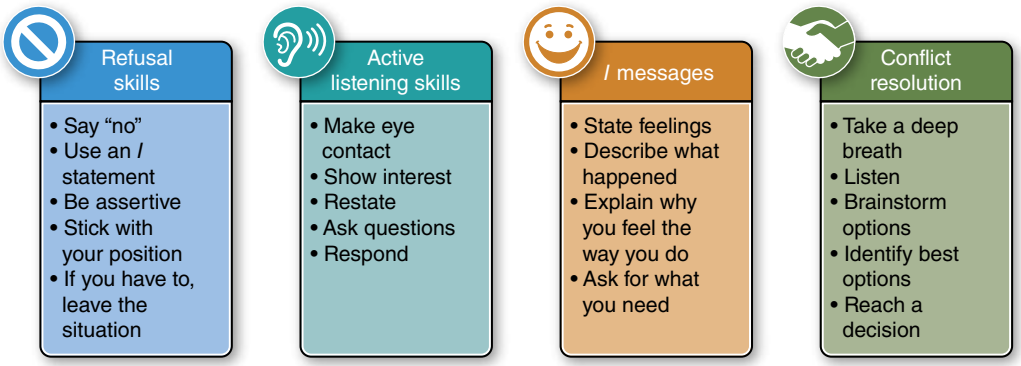


Figure 1.4 The four types of communication skills.

There are a variety of communication skills that can help you make healthy decisions (figure 1.4). How you communicate will be different based on the situation you are in and what you are trying to achieve. Part of communicating your needs is to identify which communication skill you need in a given situation. It is also important to recognize that you can learn new ways to communicate and you can continue to improve your communication skills throughout your life.

Making Healthy Decisions

Every day you will make decisions that affect your health (figure 1.5). For example, you decide what to eat, whether you will exercise, when you will go to sleep, and how you will manage your emotions. Some of the decisions you make will seem pretty easy. Deciding between apple slices and potato chips at lunch is not that hard if you are trying to make a healthy choice. Other decisions require more thought. It isn't always easy to decide not to do something that could be dangerous when all of your friends are doing it. It can also be difficult to make a decision that requires hard work or effort, like starting an exercise program.

Your knowledge about health will influence some decisions, like when to see a doctor. Your friends and family will influence others, like what you eat or whether you choose to vape or not. Some decisions have a lot to do with your personal values and beliefs, and others may be influenced by your culture and traditions. No matter what things are influencing your decisions there are some steps you can practice that will help you make healthier decisions that you can feel good about. The Decision-Making Skill Cues shown here will be referred back to in later lessons.

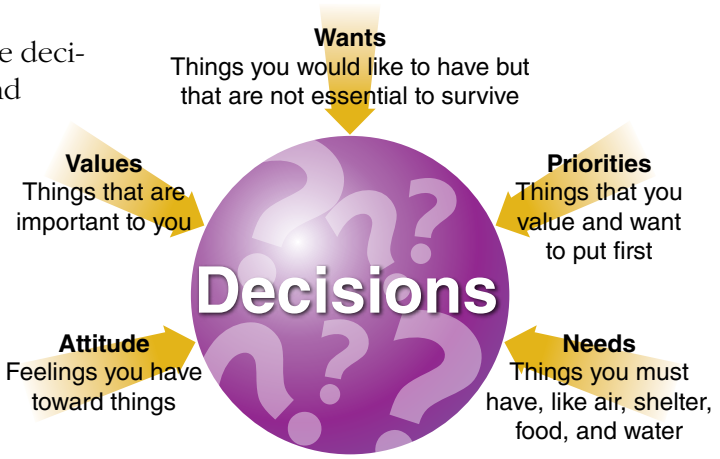


Figure 1.5 What influences your decision making?

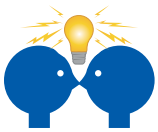
Decision-Making Skill Cues



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Setting SMART Goals



We often set goals in our life to motivate our behavior or to help us achieve something important. Setting goals for your health is no different. If a person wants to give up smoking or drinking alcohol, they probably can't just quit. It may be important for that person to set some short-term goals and a long-term goal. **Short-term goals** create smaller targets that you can reach in a shorter amount of time—often one day to one month. You may have several short-term goals, depending on the situation. **Long-term goals** will take a month to six months or longer to achieve. If you want to quit drinking sugary soda you might start by setting a goal to drink less soda each day. Eventually, you may be able to go a full day without having any. Finally, you may be able to quit drinking soda completely.

Before you set any health goals it is a good idea to reflect on where you are now with the behavior you want to work on. The process of evaluating your own behaviors and actions is called a self-assessment. Self-assessments help you see where you stand. Knowing where you stand helps you think more clearly about where you want to go.

When you are creating goals, you should practice using SMART goals (figure 1.6). SMART goals are *s*pecific, *m*easurable, *a*chievable, *r*ealistic, and *t*imely. You will get better at setting SMART goals the more you practice. It is also important to remember that your goals should reflect your values and priorities. It can be very difficult to achieve a goal that someone else set or that you don't believe in. The Goal-Setting Skill Cues shown here will be referred back to in later lessons.

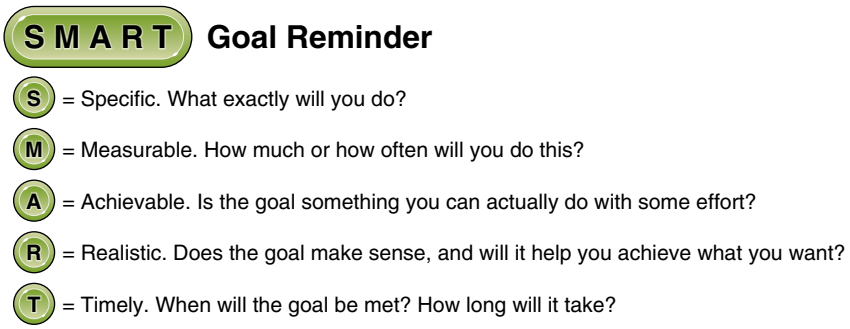
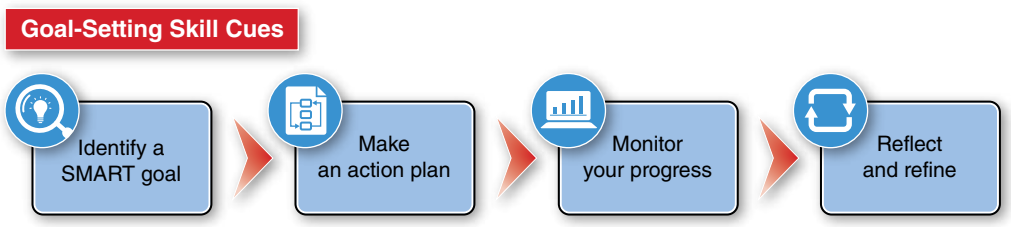


Figure 1.6 When you are creating goals you should practice using SMART goals.



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Practicing Healthy Behaviors

Being healthy is something you have to do on a daily basis. It is not enough to just think about being healthy or talk about how you want to be healthy. Health is a series of choices and actions you make every day. The only way to become healthier is to practice being healthy. Sometimes our health behaviors become habits. A habit is something you do without needing to really think about it. Some habits are good, like exercising. Some habits are unhealthy, like drinking soda (figure 1.7). Practicing healthy behaviors can help you create healthy habits over time.

When you are ready to change a health behavior, start by identifying the behavior and then make a checklist of things you need to do to help you do the behavior correctly. Once you start doing the behavior, keep track of your progress and reflect on how well you are doing. The Practicing Healthy Behaviors Skill Cues shown here will be referred back to in later lessons.

HEALTHY LIVING TIP

Carry your own water bottle to school to help you drink plenty of water throughout the day. Make sure the bottle is full when you leave for school and try to drink all the water before you get back home.

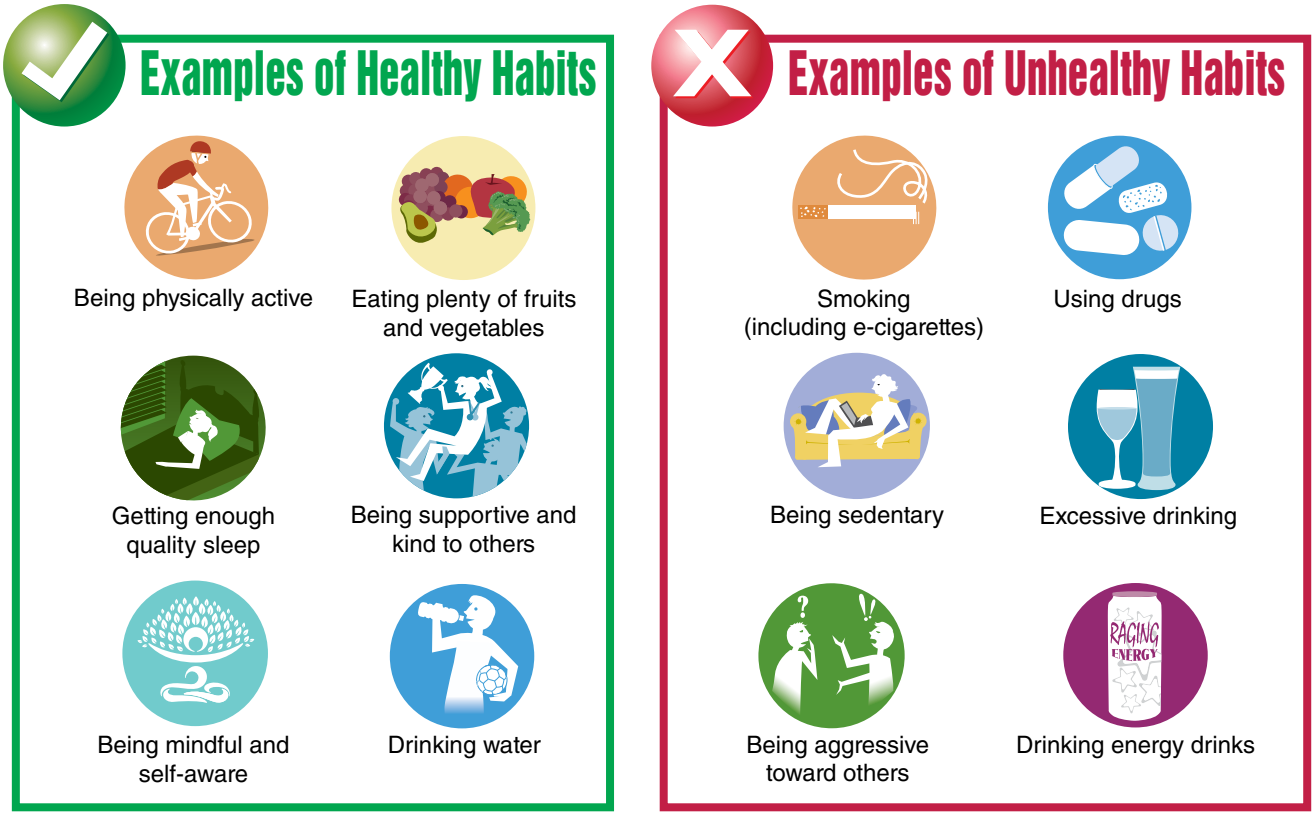
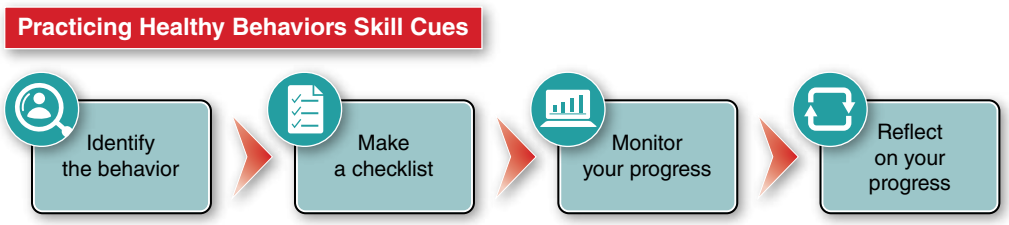


Figure 1.7 Habits can be healthy or unhealthy.

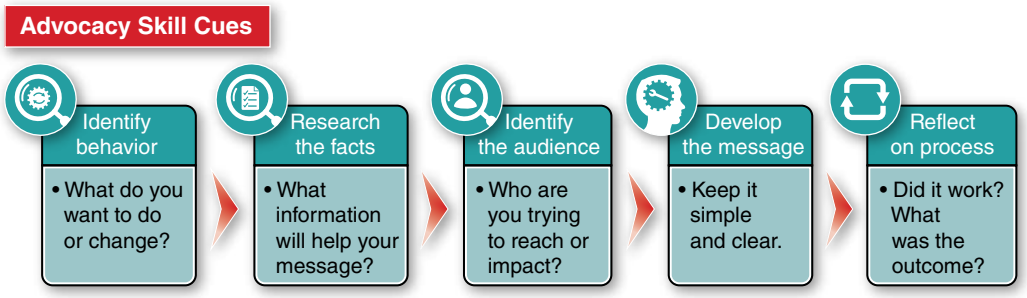


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Advocating for Good Health

Part of being healthy is learning how to advocate for yourself and others. **Advocacy** is the act or process of supporting or promoting a cause or an issue. Advocacy requires an ability to organize your thoughts and to communicate effectively. The Advocacy Skill Cues shown here will be referred back to in later lessons.



Advocating for Your Personal Health

Standing up for your own health is a form of advocacy. It is important to support yourself by communicating your needs clearly. For example, whenever you go to see a doctor you have the opportunity to advocate for your needs. You can do this by being prepared for your visit. Writing down all your symptoms, how long you have had them, and what you have already done to try to feel better is one way to advocate for yourself. Asking questions like "What else can I do to feel better?" or "What treatments are there that might help me?" is another way to advocate for your needs.

Career Connection



HEALTH EDUCATOR

A person who teaches people about behaviors that promote wellness is called a health educator. They design and create strategies that help people and communities improve their health behaviors and they teach people basic health skills. Health educators work in a variety of settings, including hospitals, nonprofit organizations, government, doctors' offices, private businesses, and schools or colleges. They generally work full time. Some health educators are teachers who hold teaching credentials. Other health educators working with the public can hold a CHES certification. This stands for *certified health education specialist*. To have this certification, individuals must have a college degree in health education and pass a national certification exam.

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Advocating for Family Members and Others

Throughout your life, you will also find that you want to support the needs of others. You may have a parent, sibling, or friend who experiences a health issue and needs someone to advocate for them. If a more serious health issue is happening to someone, being with that person at their medical appointment can be important. Sometimes we are stressed or upset by what is happening to us and it becomes difficult to really listen to what the medical professional is telling us. You can help others by listening, taking notes, and asking questions to make sure the information is clear.

Advocating for Your Community

If you are concerned with the health of your community you may become involved in community advocacy. A **community** is any group of people who share common characteristics or interests. Examples of communities include your town or city, your neighborhood, your school, and your cultural groups. Communities might also exist around health topics or issues. For example, a group of individuals in a cancer support group are a type of community.

Advocating for the concerns of a community is often more formal. You may participate in events like an organized day at your state capital supporting a proposed law, a rally or public gathering designed to raise awareness on a topic, or a social media campaign designed to raise money for a community health issue or cause. There are steps to follow that can help you learn to be a more effective community advocate (figure 1.8).

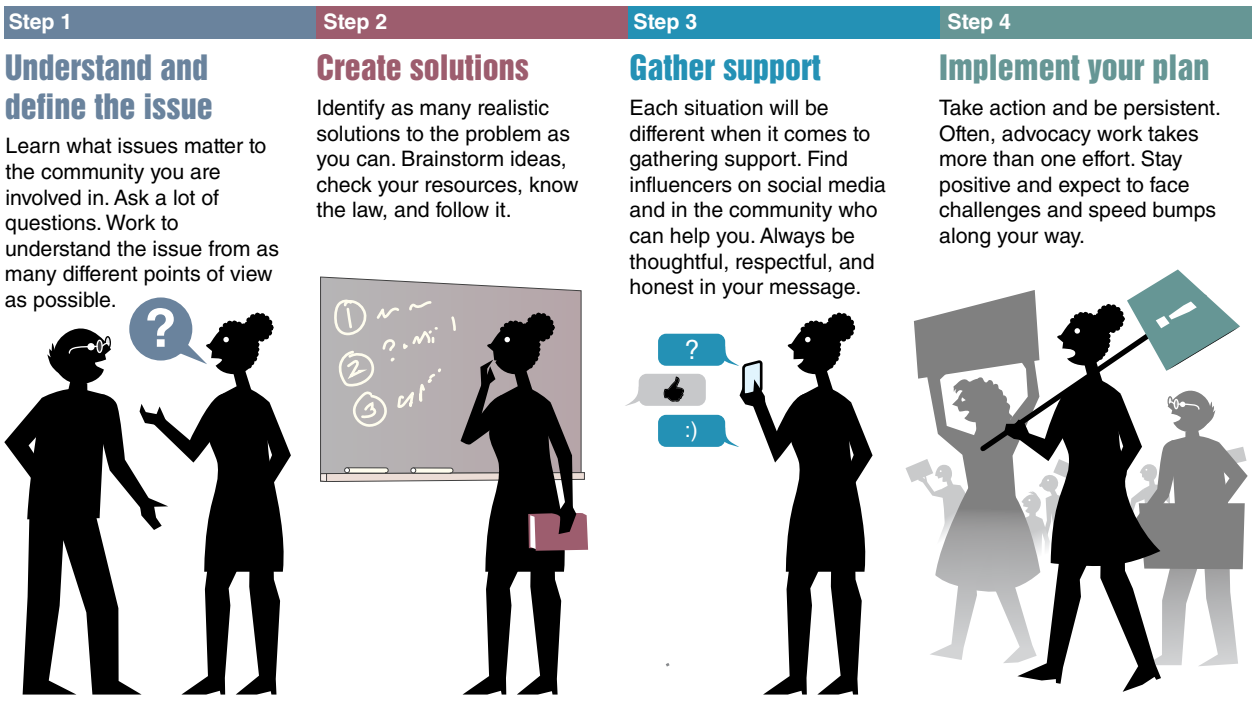


Figure 1.8 Steps to community advocacy.

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Skill-Building Challenge

Healthy Communication

We can help others develop their health literacy by communicating health information in clear ways. **Plain language** is a strategy for making written and oral information easier to understand. It is one important tool for improving health literacy in a population. Good health information will be understandable the first time it is read. This also means that you need to consider who will be reading the information. A document using plain language is one in which people can find what they need, understand what they find, and make a good decision based on what they know.

Key elements of plain language include

- organizing information so that the most important points come first,
- breaking complex information into understandable chunks or parts, and
- using simple language and either avoiding or defining technical terms.

TASK

Conduct some research on the concept of wellness. Read through a few different reliable sources of information and gather some facts about what wellness is, why it is important, and what we can do to improve it. Once you have gathered the information, create a brochure or handout that presents the information in plain language. Focus on the key elements of plain language identified earlier.

Healthy Living Skills

This lesson taught you about healthy living skills. Here are some more ways you can develop healthy living skills related to this lesson.



ANALYZING INFLUENCES

What you know and believe about health can be influenced by the culture and traditions you are a part of. Develop a list of six ways that your culture influences your health beliefs. Compare your list with a classmate and discuss similarities and differences. Then create a final list of culture influences that best describes your two lists.



MAKING HEALTHY DECISIONS

Think about a health-related decision you made recently. It could be a small decision, or it could be something that was pretty important. Review the decision-making steps from this chapter. Which steps did you follow? If you were to make the decision again, how might you make it differently? Explain your decision in a paragraph.

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LESSON 1.2 Review: Developing Skills for Healthy Living

LESSON SUMMARY

- Health literacy is the ability to find and understand basic health information and use that information to make good health decisions.
- Major influences on health include family, culture, peers, school, community, media, norms and expectations, values and beliefs, policies, rules, and laws.
- The eight health skills are developing basic health knowledge, analyzing and understanding what influences your health, accessing accurate and reliable health information and resources, communicating your health needs, making healthy decisions, setting healthy goals, practicing healthy behaviors, and promoting good health for yourself and others.
- Short-term goals create smaller targets that you can reach in a shorter amount of time, often one day to one month. Long-term goals will take a month to six months or longer to achieve.
- Advocacy is the act or process of supporting or promoting a cause or an issue.

REVIEWING CONCEPTS AND VOCABULARY

1. A(n) _____ is something you do automatically without really thinking about it.
2. The first step in making a healthy decision is to _____ the problem.
3. A small goal that you wanted to achieve in two weeks would be a _____ -term goal.
4. A SMART goal is specific, _____, attainable, realistic, and _____.
5. Web domains using .gov, .edu, and _____ often provide accurate health information.
6. A community is any group of people who share common characteristics or _____.
7. A long-term goal will take a month to _____ months to achieve.

THINKING CRITICALLY

Select the one healthy living skill that you think is the most important. Write a short speech that tries to convince others that the skill you chose is the most important and include three supporting details or facts to defend your point of view.

TAKE IT HOME

Explain the skills for healthy living to a parent or guardian and discuss how family influences each of the skills. Identify one skill that the family wants to work on, set a SMART goal together to help you reach your goal, and make an agreement with family members to support each other in reaching your goal.

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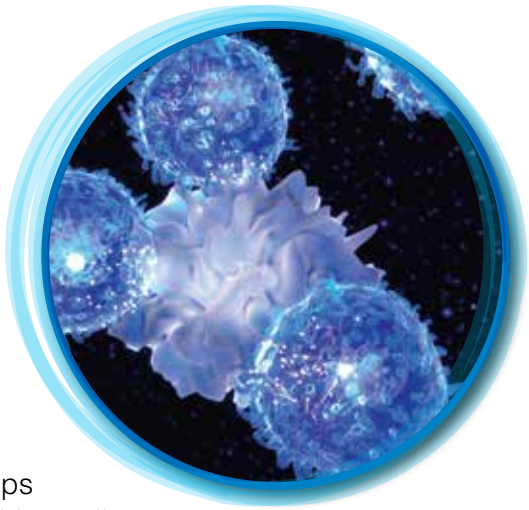
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LESSON 1.3

Your Immune System

Terms to Learn

immune system
pathogen
virus
bacteria
antibodies
immunization
human immunodeficiency virus (HIV)
allergen



The Big Picture

Have you ever wondered why you get some colds or viruses that go around school but not others? What keeps you from getting sick or ill? The reality is that there are things all around you that could make you sick. You are exposed to potential illnesses on a daily basis. Luckily your body is designed to keep you safe from these dangers, and most of the time your immune system is able to keep you healthy.

Learning Targets

- Identify the major organs and tissues of the immune system.
- Explain the immune response.
- Explain what a pathogen is and provide two examples.
- Describe four different problems the immune system could have.
- Describe the relationship between stress and immune health.
- Access valid and reliable information about immune disorders.

SEL Connection

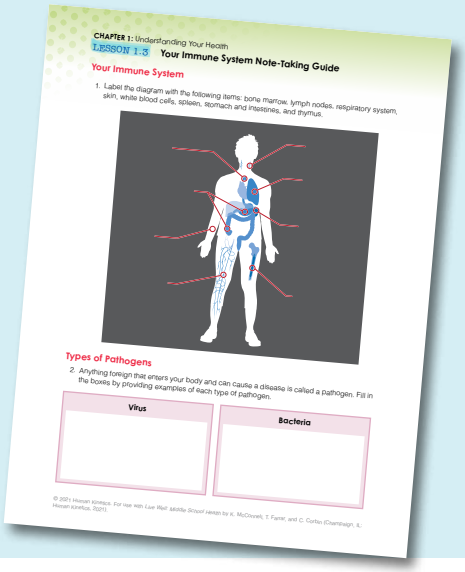
Healthy Living Skills: Analyzing Influences (Self-Awareness)

Write About It

When was the last time you were really sick? What type of illness did you have? Why do you think you got sick? What did you do to try to feel better and to get healthy again?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 1: Understanding Your Health
LESSON 1.3 Your Immune System Note-Taking Guide

Your Immune System

1. Label the diagram with the following items: bone marrow, lymph nodes, respiratory system, skin, white blood cells, spleen, stomach and intestines, and thymus.

Types of Pathogens

2. Anything foreign that enters your body and can cause a disease is called a pathogen. Fill in the boxes by providing examples of each type of pathogen.

Virus | Bacteria

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Connor wasn't feeling very well. He felt like he had a cold and it just wasn't going away. He hated being sick. Most of the time he just tried to pretend he was fine. His friends gave him a hard time because he was always wiping his nose with his hands and he didn't cover his mouth when he sneezed. His grandma told him he needed to rest and drink plenty of fluids, but he thought that advice was old-fashioned. Even though he was feeling really tired he made himself go to basketball practice after school and he still wanted to hang out with his friends on the weekend. Connor's immune system was working hard to try to help him get better, but his choices weren't as good as they could have been. Understanding how your immune system works and how to take care of it can help you make healthy choices. What might Connor have done differently to take better care of himself?

What Is Your Immune System?

Your **immune system** is your body's defense system. Think of it like a complex army of soldiers that is actively working to protect your body from invaders. The immune system is made up of cells, tissues, and organs that work together to destroy invaders. The lymphatic system is part of the immune system (figure 1.9). It is responsible for removing the foreign invaders from your blood.

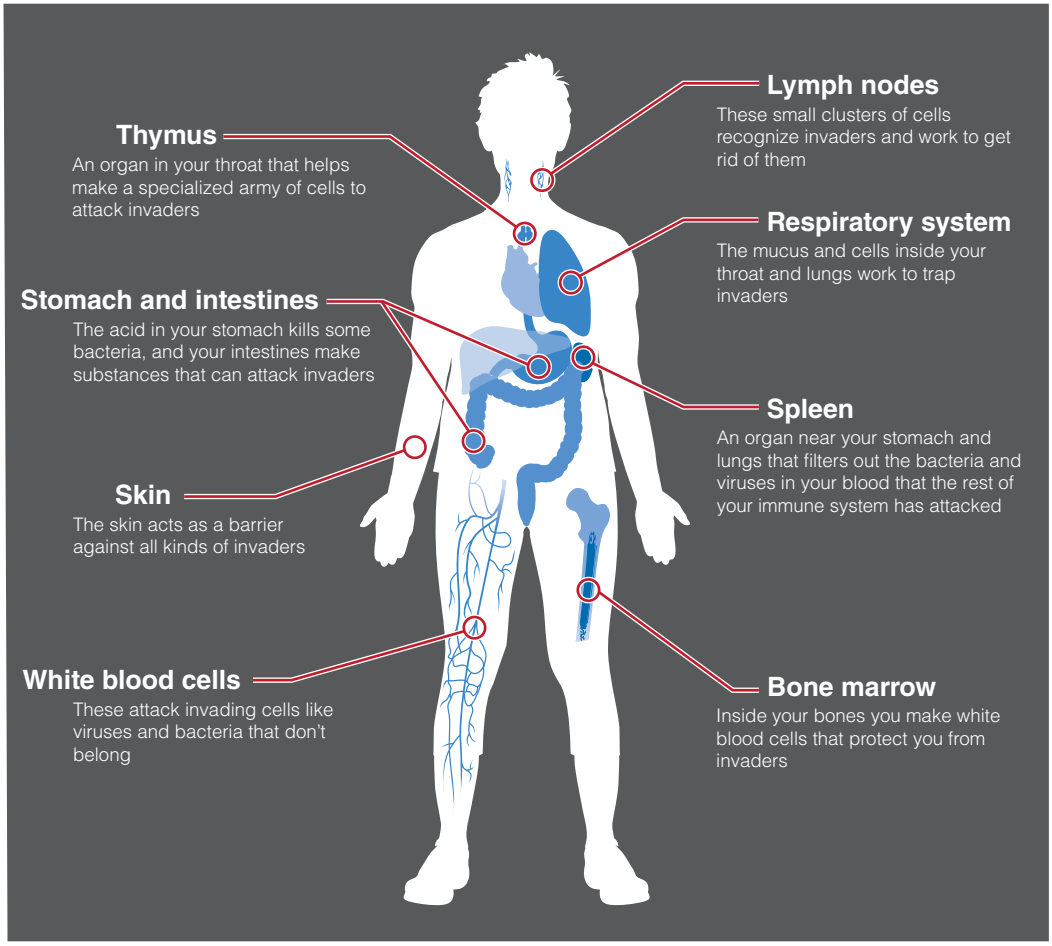


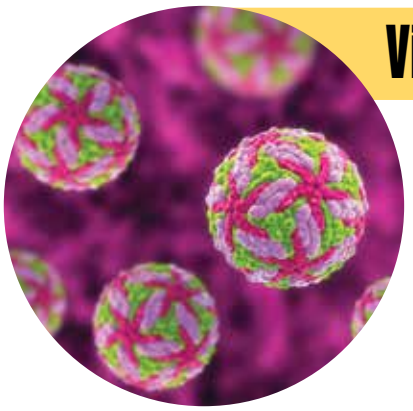
Figure 1.9 The immune system.

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Types of Pathogens

Anything foreign that enters your body and can cause a disease is called a **pathogen**. There are different types of pathogens that can make you sick. Two of the most common are viruses and bacteria. **Viruses** are very small bundles of infectious materials that get inside your cells and then multiply. **Bacteria** are single-cell organisms found in the environment that can carry disease. Viruses and bacteria are the most common causes of disease in people (figure 1.10).



Viruses

Viruses are small bundles of material that get inside your cells and multiply.

Examples: hepatitis A and B, human papillomavirus (HPV), human immunodeficiency virus (HIV), influenza (flu), measles, polio, and rabies



Bacteria

Bacteria are single-cell organisms found in the environment that can carry disease.

Examples: Lyme disease, tuberculosis, syphilis, strep throat, and salmonella

Figure 1.10 Comparing viruses and bacteria.

Keeping Invaders Out and Launching an Attack

Your body has several ways it tries to keep pathogens out. You can try to prevent them from getting into your body at all, or you can attack them and try to kill them if they do get in. All of the ways in which you protect yourself from pathogens make up your immune response.

Keeping Pathogens Out: Immune Barriers

Your skin acts as a very effective barrier. Under normal circumstances viruses and bacteria won't get into your blood if your skin is healthy. If you get a cut or scrape, or have a crack in your skin, the barrier is broken. When this happens invaders can get into the blood.

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Your throat and digestive system also help keep dangerous things out of your body. Mucus in your nose and throat can capture viruses and bacteria. When you cough, blow your nose, or sneeze you get rid of some of these invaders. The saliva in your mouth and the acid inside your stomach can also kill some pathogens that might be in your food.

Launching an Attack: Immune Response

If an invader gets past one of these barriers, the body has to start its immune response (figure 1.11). Different types of white blood cells will begin to destroy and eat it. Once this happens some white blood cells remember what the invader looked like. Those cells then travel around your body warning other cells of the danger. Your body can also remember past invaders and recognize them immediately if they enter the body again. The cells that carry this knowledge are called **antibodies**. So, once you've had a specific sickness you also have the antibodies you need to attack that same invader the next time it shows up. When you have a specific set of antibodies in your system you are said to be immune from whatever invader is threatening you. This process is also why **immunizations**, or preventative shots, work.

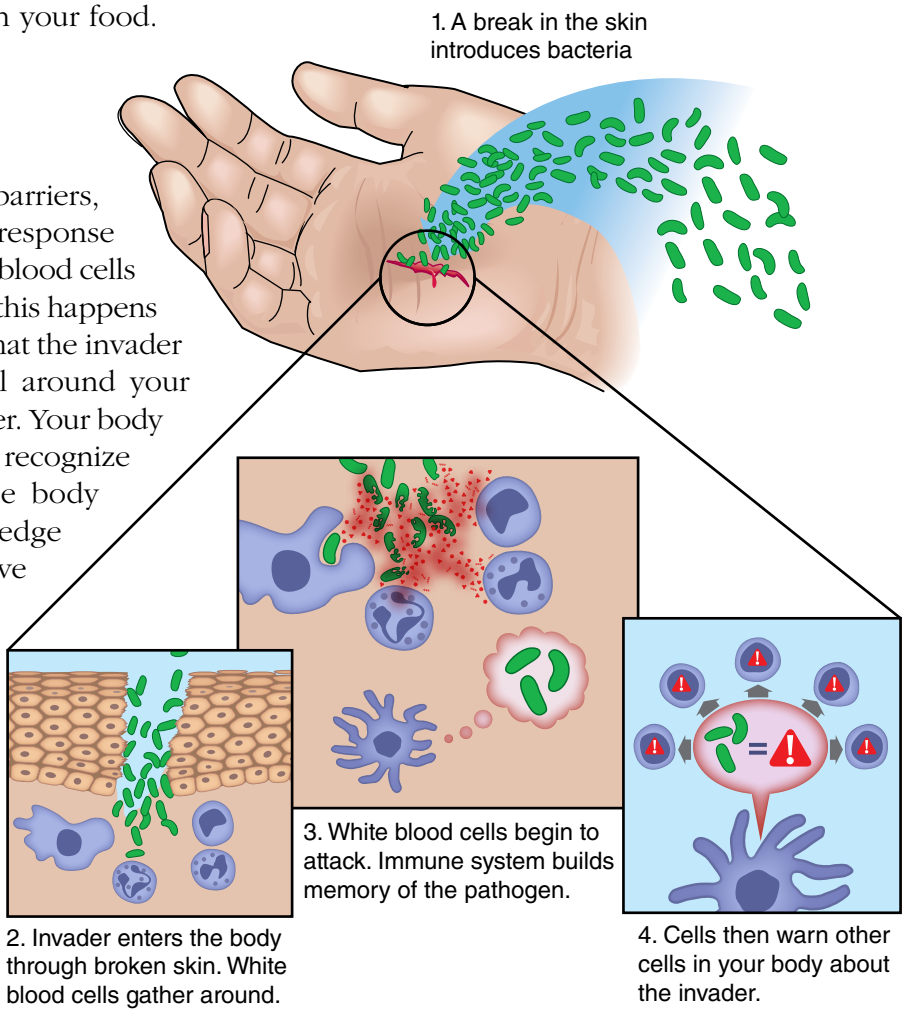


Figure 1.11 Your immune response.

Keeping Your Immune System Healthy

Your immune system is complex, and it functions best when you keep your body healthy and strong. Do these things to keep your immune system healthy:

- Eat foods rich in vitamins and minerals, like fruits and vegetables and whole grains.
- Get at least 30 minutes of exercise most days of the week.
- Get 8 to 10 hours of sleep every night.
- Wash your hands regularly.
- Keep up with your immunizations.
- Keep your weight healthy.
- Don't drink alcohol.
- Don't smoke or vape.
- Manage your stress through relaxation, exercise, and social support.

HEALTHY LIVING TIP

Find out about your immunization history. Ask a parent or guardian what immunizations you have had and when you had them. Keep a record as part of your personal health history.

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What Influences Your Immune System?

Your immune system can be influenced by a variety of things including your lifestyle, stress level, genetics, and the environment (figure 1.12).

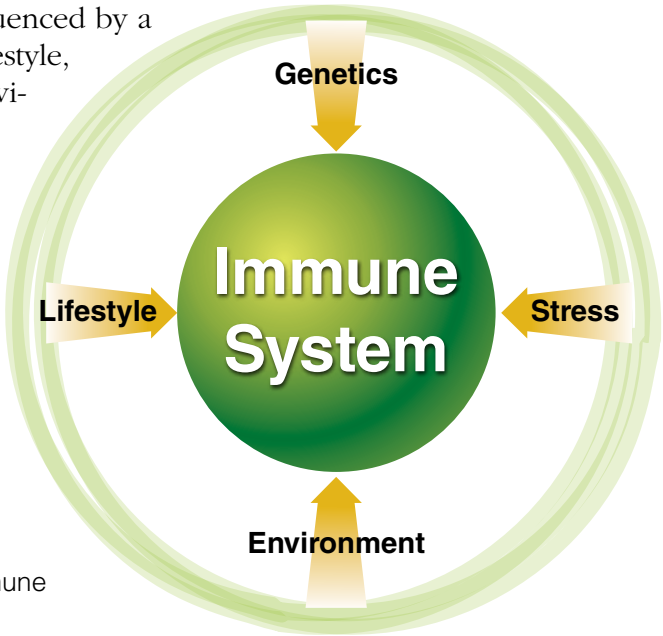


Figure 1.12 Influences on your immune system.

The Environment and Your Immune System

Your immune system functions by building a memory base. Each time you are exposed to a potential pathogen your immune system can copy it and remember it. Because of this, the environment you live in can have an impact on your immune system. Some researchers have suggested that children who are exposed to more germs in their environment develop healthier immune systems later in life. For example, kids who grow up with pets may build more protection from diseases than kids who don't. The environment can also have a negative influence. For example, if you live in a city with heavy air pollution you may be more likely to develop asthma.

Stress and Your Immune System

People respond differently to stress. When you are under a lot of pressure or are feeling anxious your immune system may also suffer (figure 1.13). Stress can cause your heart to beat fast and it can raise your blood pressure. The hormones you release when under stress can also weaken your immune response. Stress can also upset digestion, making it less likely that you will eat healthy. All of these things increase your risk for disease. When you feel really stressed you may also be more likely to engage in negative behaviors, like not getting enough sleep or having a poor diet, and you may be less likely to do healthy behaviors like physical activity.

Genetics and Your Immune System

Genetics can influence how strong your immune system is and how well your body responds to different pathogens. Genetics can also influence your likelihood of getting diseases of the immune system like autoimmune disorders.

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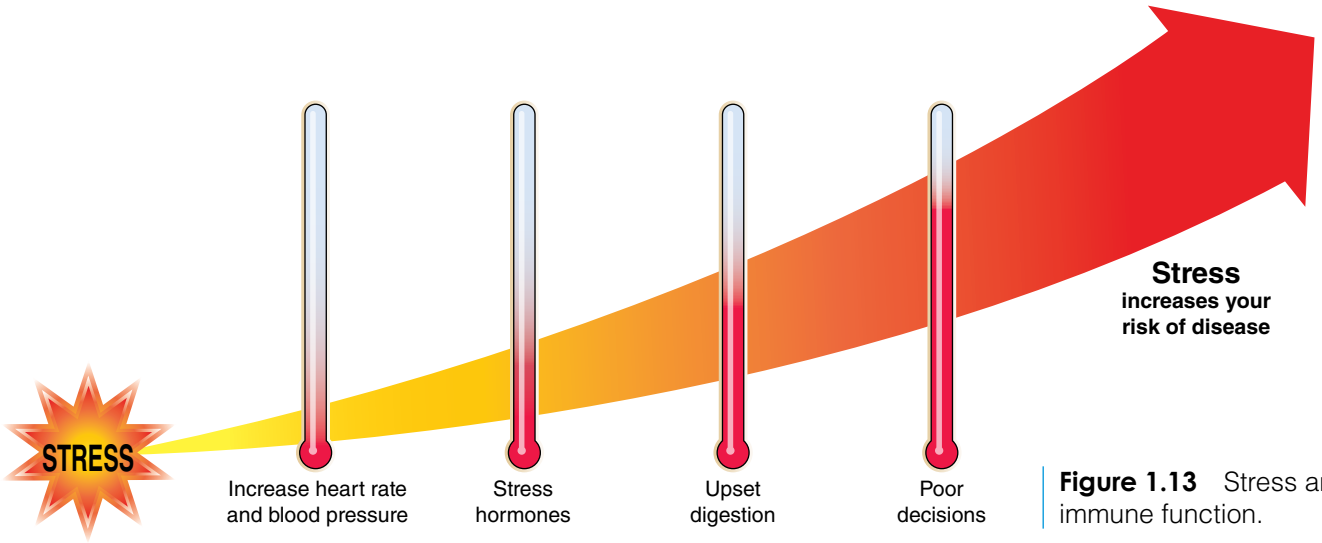


Figure 1.13 Stress and immune function.

Lifestyle and Your Immune System

Your immune system responds to living a healthy lifestyle just like other systems in your body do. Exercise, a healthy diet, and adequate sleep can all help make your immune system function at its best. Making poor lifestyle choices like using tobacco or drinking alcohol can hurt your immune response and make it harder to fight off diseases.

Human Immunodeficiency Virus

Human immunodeficiency virus, or **HIV**, is a virus that attacks the immune system. It is spread through certain body fluids like blood or semen. A person can get HIV from unprotected sex (with a male or a female) or from sharing needles related to drug use. It can also be passed from a mother to an unborn child. HIV can destroy so many healthy immune cells that the body can no longer fight off simple infections or diseases. When a person has HIV, other infections or cancers can develop because the immune system is weak. This is called AIDS, or acquired immunodeficiency syndrome. HIV may cause AIDS if not treated. Prior to the 1990s most people with HIV died from AIDS, but because of medical advances people with HIV who take specialized medicine can now live with the disease. It is important to have an HIV test if you are sexually active, even if you use protection. Diagnosing and treating the disease early is critical to health and survival. According to the National Institutes of Health, AIDS is the sixth leading cause of death among young people aged 25 to 44.



HIV – Human Immunodeficiency Virus
a virus that attacks the immune system

AIDS – Acquired Immunodeficiency Syndrome
a medical condition that makes the immune system too weak to fight off infections

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Problems With the Immune System

Sometimes your immune system can experience problems of its own. Common problems with the immune system are explained in the next section.

Immune Deficiency Disorders

An immune deficiency disorder happens when your immune system does not make enough white blood cells to attack invading pathogens. When this happens, you are at a higher risk of getting a disease like cancer. You may also become more seriously ill from common diseases like a flu. You can be born with a deficiency or you can get it from a pathogen like a virus. Medical procedures like chemotherapy that are used to treat other diseases can also cause immune deficiency.

Autoimmune Disorders

Autoimmune disorders happen when a person's immune system attacks part of its own body rather than the invader it should be attacking, as shown in figure 1.14.

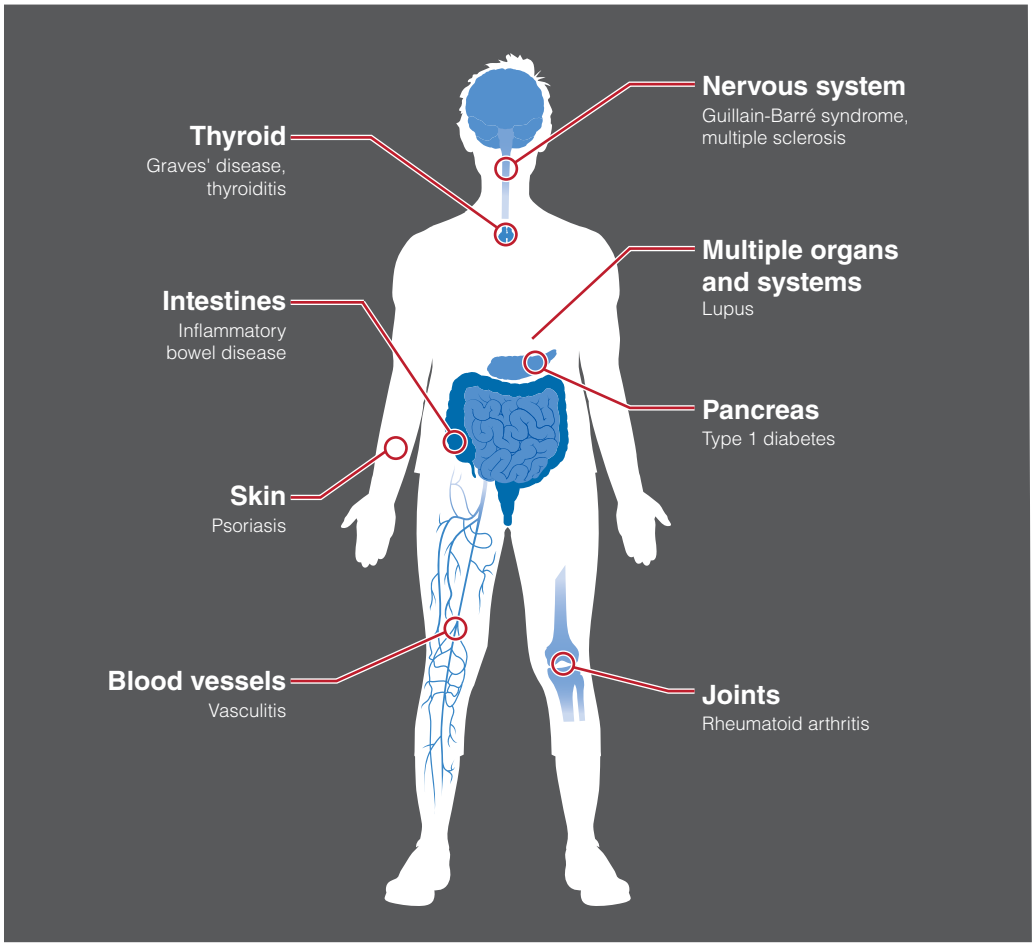


Figure 1.14 Organs and systems affected by autoimmune diseases.

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Allergies



Allergies happen when your immune system responds to something in the environment that does not bother most people. The thing that causes you to have an allergy is called an **allergen**. Common allergens include dust mites, pet dander (skin and hair), weeds and grasses, mold, and pollen. Allergies are typically treated with over-the-counter pills or nasal sprays. Serious allergies may require a prescription medication or an injection. Some allergies cause severe reactions in some people and can be deadly. People can also suffer from food allergies, like allergies to peanuts, shellfish, wheat, milk, or eggs.

Cancers of the Immune System

Cancer of the immune system is called lymphoma. There are different types of lymphoma. Treatment and survival rates vary by type. Symptoms of lymphoma include

- painless swelling of lymph nodes in your neck, armpits, or groin,
- persistent fatigue,
- fever,
- night sweats,
- shortness of breath, and
- unexplained weight loss.

STEM in Health

VACCINATIONS

When you hear the word *vaccine* you probably think about shots you get at the doctor's office. There are vaccines you will get one time in your life and others that you might get every year (like a flu shot). Most vaccines are injections (shots) but some can be inhaled or ingested. When you get this type of shot you are usually receiving a dead or weakened version of a virus. Your body then uses its own immune response to kill the invader. Since you make antibodies (memories) during this process these antibodies are then ready to attack if you are exposed to the living virus later. By getting a vaccine you are giving your body the chance to build up its own army against dangerous viruses. This process is called immunization. Vaccines are also important to public health. A person who is not immunized against a disease can spread the disease to infants and children who are not yet old enough to safely receive their own vaccinations. That is why most schools require you to have vaccinations before starting school.

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Accessing Valid and Reliable Information About the Immune System



There are good places where you can learn more about the immune system and the disease that may affect it. The National Institutes of Health and the Centers for Disease Control and Prevention can provide you with basic information on immune disorders and diseases. Part of learning how to find accurate information is identifying the key terms you will search. Stick to single words and specific phrases when you can. Once the results come up don't simply open the top result. Try focusing on .gov and .org sites that you think might provide good information.

Here are key terms to search:

- **Immune system**
- **Immune disorders**
- **Autoimmune disorders**
- **Allergies**
- **Lymphoma**
- **HIV**

Skill-Building Challenge

Accessing Reliable Information

In this chapter you read about different problems you can have with your immune system. Pick one of the diseases identified in the chapter and conduct more research on the topic. For your research, find two different sources of information. Remember to use the checklist provided to evaluate your sources. After conducting your research, create a fact sheet about your disease. Include information about who is most likely to get the disease, what things might cause the disease, and what treatments exist for the disease.

Evaluate your sources:

- ☐ Who publishes the site?
- ☐ What is the purpose of the site?
- ☐ What types of evidence are there on the site?
- ☐ Is the information reviewed by experts?
- ☐ Is the information current?

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Healthy Living Skills

In this chapter you focused on accessing valid and reliable information. Here are some more ways you can develop healthy living skills related to this lesson.

ANALYZING INFLUENCES



Make a list of things that might be influencing your immune system. Include both positive and negative things. Place a star next to the two items on your list that you think you have the most control over. Are they positive or negative influences? Should you do anything to change them? If so, what?

HEALTHY COMMUNICATION

Will suffers from a lot of allergies, and some of the kids at school make fun of him. He is always blowing his nose and sneezing. In the spring and summer, he has a hard time being outside because he is allergic to grass and most trees. When he stays inside during recess, the other kids call him teacher's pet. What could you say to the kids who are teasing him to help them better understand Will's situation? Write out a script and practice it with a friend.

PRACTICING HEALTH-ENHANCING BEHAVIORS

Select one of the strategies for maintaining a healthy immune system found in this chapter. Try to do that behavior consistently for one week. Write a reflection on how well you did and how doing the behavior made you feel.

PROMOTING GOOD HEALTH

Use the information you gathered from the Skill-Building Challenge activity in this chapter to create a short story about a person who has the disease you researched. Be empathetic (try to understand the person's experience and point of view) when writing your story and make sure it helps the reader understand the challenges the person faces in daily life.

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LESSON 1.3 Review: Your Immune System

LESSON SUMMARY

- The immune system is made up of the bone marrow, lymph nodes, respiratory system, skin, white blood cells, spleen, digestive system, and thymus.
- A pathogen is a foreign invader that enters the body and can cause disease. Examples include bacteria and viruses.
- To keep your immune system healthy you should eat healthy, get regular exercise, get 8 to 10 hours of sleep each night, wash your hands regularly, get vaccinated, keep a healthy weight, don't drink alcohol, don't smoke, and manage your stress.
- The immune system can lose some of its strength, as with HIV. Autoimmune disorders can occur where the system attacks itself instead of a pathogen. Allergies can also happen when the immune system reacts to something normally not dangerous. There are also cancers that can affect the immune system.

REVIEWING CONCEPTS AND VOCABULARY

1. Anything foreign that enters your body is called a _____.
2. A(n) _____ is a very small bundle of infectious material that gets inside your cells and then multiplies.
3. _____ are single-cell organisms found in the environment that can carry disease.
4. The organ that helps filter invaders out of your body is called your _____.
5. Your immune response includes having your _____ blood cells attack invaders.
6. A shot that is designed to keep you from getting disease is called a(n) _____.
7. A(n) _____ is something in the environment that causes you to have an immune system response.
8. Your _____ acts as an important barrier to protect you from pathogens.

THINKING CRITICALLY

The immune system is a complex system that does many things. Draw a cartoon or another set of images that shows what happens to pathogens when they try to invade your body. Start with a group of pathogens outside the body and demonstrate how the body protects itself. Your cartoon or drawing should tell a story and be easy to understand.

TAKE IT HOME

Share with your family members what you have learned about the immune system. Find out whether members of your family have any autoimmune diseases or allergies. If so, ask questions to better understand what the disease or condition is like and how it affects that person's life.

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LESSON 1.4

Communicable Diseases

Terms to Learn

contagious
universal precautions
symptom
toxin
fungi
protozoan



The Big Picture

Before advances in medical care, people often died from contagious diseases like the flu. Even though we can prevent or successfully treat many of these types of diseases today, they are still common. In fact, over 10 million children and 30 million adults get the flu each year. Learning about these diseases and taking action to prevent them will help keep you healthy.

Learning Targets

- Explain what an infectious disease is.
- Compare the different methods of transmitting an infectious disease.
- Identify actions you can take to keep from getting an infectious disease.
- Identify common symptoms of infectious disease.
- Explain how to wash your hands properly to prevent spreading disease.

SEL Connection

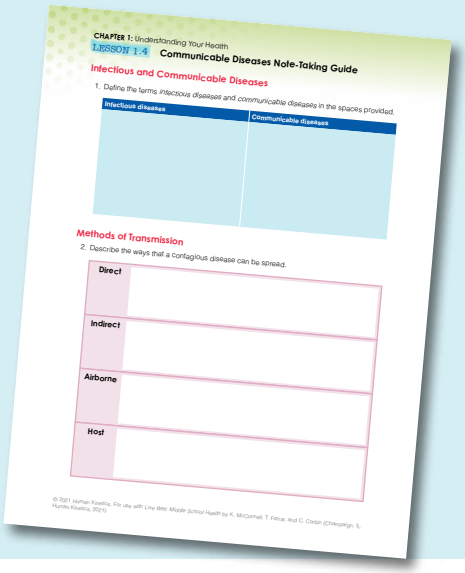
Skill-Building Challenge: Communicating Well to Stay Healthy (Relationship Skills)

Write About It

How often do you wash your hands each day? Describe how you wash your hands. Why do you think it is important to keep your hands clean?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 1: Understanding Your Health
LESSON 1.4 Communicable Diseases Note-Taking Guide
Infectious and Communicable Diseases
1. Define the terms *infectious diseases* and *communicable diseases* in the spaces provided.
Infectious diseases | Communicable diseases
Methods of Transmission
2. Describe the ways that a contagious disease can be spread.
Direct
Indirect
Airborne
Host

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Jasmine just got her first tattoo. Even though her parents also had tattoos, they were older when they got them. Jasmine knew they wouldn't approve of her getting a tattoo so young, so she didn't tell them. She and a couple of her friends went to a few different tattoo places until they found someone who would give her a tattoo without a parent present. Jasmine told the owner that she was 18 and a student at the local college. The process was painful, and Jasmine noticed that the place wasn't quite as clean as she would have liked. Still, she wanted to do it, so she didn't complain. After the tattoo was finished the skin all around it began to get red and bumpy. The next day there was pus coming out of the sores. It was painful and didn't seem normal. Jasmine decided to tell her parents even though she knew she was probably going to be grounded. They took her to the doctor and found out she had an infection. The doctor explained that a lot of tattoo ink contains bacteria or mold and that some needles are not sterilized properly. Some people end up seriously ill and hospitalized from infections, or they contract diseases like hepatitis. Luckily the doctor was able to use antibiotics to get Jasmine's infection under control, and she didn't end up with a disease or scars on her arm. Did Jasmine make a healthy decision when she got her tattoo? How could she have made a healthier decision?

Communicable Diseases

When a disease can spread between people it is said to be **contagious**. Contagious diseases are also called *communicable diseases*. Learning about common communicable diseases, how they are spread, and how your body works to fight them off can help you understand how to stay healthier and reduce your risk of getting sick.

Methods of Transmission

Pathogens are spread through a number of ways, including direct contact, indirect contact, and airborne transmission and through hosts like mosquitoes (figure 1.15). Some pathogens, like HIV, are only spread by direct contact. Other pathogens can be spread by more than one method. For example, the flu can be spread by indirect contact or by airborne transmission. Animals can carry diseases like rabies and pass the disease to a person through a bite.

Preventing Communicable Diseases

It is very important to protect yourself from contagious diseases. Luckily, there are many simple steps you can take to stay safe.

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Direct Contact

Direct contact occurs from kissing, sharing straws, exchanging bodily fluids through sexual contact, or even being treated with dental or medical equipment that has not been properly sterilized.



Indirect Contact

Indirect contact occurs when you touch an object such as a cell phone, computer keyboard, doorknob, or other surface where a pathogen may be found.



Airborne Transmission

Airborne transmission can occur when a pathogen is found in small droplets of water in the air, such as when an infected person sneezes.



Host Transmission

Coming in contact with an infected animal, being bitten by an insect carrying a pathogen like a mosquito, or eating infected foods could cause an infectious disease.

Figure 1.15 Methods of transmission: *(a)* direct contact, *(b)* indirect contact, *(c)* airborne transmission, and *(d)* host transmission.

Steps to Preventing Communicable Diseases

1. Wash your hands with soap and water (figure 1.16).
2. Cover your nose and mouth with a tissue when sneezing.
3. Get vaccinated.
4. Stay home if you are sick.
5. Prepare food safely.
6. Abstain from sexual activity.
7. Don't share personal items like spoons or cups.
8. Keep your environment clean, especially surfaces in the kitchen and bathroom.
9. Wash clothing, towels, and bedding regularly.
10. Use bug repellent when spending time outdoors.

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Figure 1.16 Steps for washing your hands.

Universal Precautions

There are also very specific things that should be done to prevent diseases found in the blood and body fluids. These are called **universal precautions**. Health care workers like nurses, doctors, and emergency responders should always use universal precautions.

- ☐ Dispose of needles and sharp objects safely, using approved containers. Be very careful handling needles or other sharp objects and report any puncture or cut to an adult or medical professional immediately.
- ☐ Wear protective clothing. Gowns, masks, goggles, and gloves should always be worn if you might come in contact with another person's blood.

Symptoms of Communicable Diseases

If you get a communicable disease you will usually show symptoms. A **symptom** is a sign that tells you something is not right. Different diseases have different symptoms. Some of the most common symptoms of communicable diseases are shown in the following list. You may see

- a runny nose,
- coughing,
- sneezing,
- an upset stomach,
- vomiting,
- diarrhea,
- sore throat,
- headache, and
- fever.

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Common Communicable Diseases

Communicable disease can be caused by bacteria, viruses, fungi, protozoa, or other types of pathogens.

Bacterial Infections

It is scary to think that bacteria are everywhere. Most bacteria are harmless to your health. Some bacteria can be dangerous to humans because they give off poisonous substances known as **toxins**. There are about 100 known bacteria that are dangerous to people.

Strep throat is one of the most common bacterial diseases that teenagers get. Strep bacteria invade the nose and throat. Common symptoms of the illness include a sore throat, swollen lymph nodes on the sides of the neck, headache, and fever (figure 1.17). Other common bacterial infections include Lyme disease, bacterial meningitis, and tuberculosis. Most bacterial diseases are treated with antibiotics, a prescription drug that can kill the bacteria.

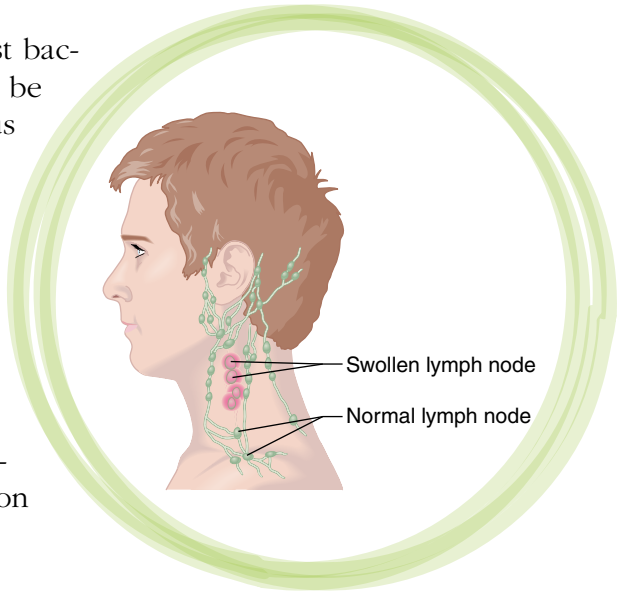


Figure 1.17 Swollen lymph nodes are one symptom of strep throat.

Viral Infections

Viruses are the smallest of all the invaders. Viruses can only multiply once they have entered a living cell. Once inside, they take over the cell's reproductive cycle and ultimately cause cell damage or death. Viruses can be transmitted a variety of ways and can attack different systems and organs of the body. A few of the most common viruses are described in figure 1.18.

Flu and Cold

The influenza virus, or flu, is a common viral infection that attacks the upper respiratory system. You can catch the flu by breathing in airborne droplets containing the virus or by coming in contact with a contaminated surface. Symptoms of the flu include a high fever, sore throat, headache, and cough. A serious case of the flu can be dangerous, especially for infants and the elderly. In the United States as many as 30,000 people die from the flu each year. In recent years flu vaccinations have become more common. A flu vaccine may keep you from getting the flu or from getting a serious case of the flu.

Many people confuse a cold with the flu. Most colds last only 3 to 7 days, as opposed to a flu, which may last 10 days or more. Despite the number of over-the-counter remedies available, there is no cure for the common cold. In fact, viral infections of all types have no known cure. The best way to treat a cold or the flu is to rest, eat a well-balanced diet, and drink plenty of fluids. Over-the-counter and prescription medications may help treat the symptoms of colds and flus, which may help you heal faster.

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Viruses



Respiratory

Viruses that attack the nasal passage, throat, and lungs
Common symptoms include runny nose, cough, sneeze, fever, and achiness
Examples include the flu, the common cold, and SARS (severe acute respiratory syndrome)
Typically spread by airborne transmission



Digestive

Viruses that attack the stomach and intestines
Common symptoms include diarrhea, vomiting, and nausea
Examples include norovirus and rotovirus
Typically spread by host contamination (food)



Skin

Viruses that attack the skin's outer or deeper layers
Common symptoms include a rash or skin sores
Examples include measles, rubella, and smallpox as well as warts and herpes
Spread through all forms of transmission, most often by airborne transmission or direct contact



Hepatic

Viruses that attack the liver
May not have symptoms or may show a range of symptoms like fatigue, jaundice, and weight loss
Examples include all forms of hepatitis
Spread through direct contact



Neurologic

Viruses that attack the nervous system
Common symptoms include fever, confusion, seizures, and coordination problems
Examples include polio, meningitis, and rabies
Spread by host contamination or direct contact; may also be caused by bacteria



Circulatory

Viruses that attack the circulatory system
Common symptoms include high fever, internal bleeding, and weakness
Examples include Ebola and yellow fever
Spread by host contamination or direct contact

Figure 1.18 Types of viral infections.

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Global Pandemics: The Case of COVID-19

Any disease that exists widely over a whole country or the world is considered to be a pandemic. In December 2019, a novel (new) form of human coronavirus, later named COVID-19, emerged in Wuhan, Hubei, China. The virus, transmitted via airborne, direct, and indirect transmission, became a global pandemic in a matter of months. COVID-19 is considered highly contagious. Symptoms of the virus include fever, persistent cough, difficulty breathing, chills, muscle pain, sore throat, and loss of taste or smell. Some people who contract the virus do not show any symptoms—they are considered asymptomatic. COVID-19 can cause severe respiratory distress and can be deadly. People with other underlying medical conditions such as diabetes, asthma, or cancer seem to be at particular risk from COVID-19.

Mononucleosis

Mononucleosis, or mono, is a very common virus. Sometimes it is known as *the kissing disease* among teenagers since it can spread through saliva. You can also get mono by sharing lip gloss, toothbrushes, and cups with infected people. Symptoms include a sore throat (often on one side of the throat), fever, swollen lymph glands, loss of appetite, and fatigue. It is also possible to have no symptoms when you have mono. If you think you might have mono, see a medical professional.

Conjunctivitis

Conjunctivitis, also called pink eye, is a viral or bacterial infection of the eye (figure 1.19). The eye becomes very itchy and gets a pink or red appearance when tissue covering the eye gets infected and swollen. To treat pink eye, you probably need antibiotic drops for your eye. It is also important not to touch your eye and then touch other people or surfaces, because you could spread the disease to others.

Fungal Infections

Fungi are single-cell or multicell plant-like organisms that thrive in warm, humid environments. Yeasts, molds, and mushrooms are examples of fungi. About half



Figure 1.19 Conjunctivitis, also called pink eye, is a viral or bacterial infection of the eye.

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The Disease Risks of Getting a Tattoo

Tattoos have become popular among teenagers and adults. It is estimated that one in five adults in the United States has one or more tattoos. The process of getting a tattoo involves breaking the skin with a needle and injecting small amounts of ink under the skin. This means that you will bleed and are at risk for getting an infection like hepatitis, or for having a reaction to toxic substances in the ink. If you choose to get a tattoo in the future, keep a few things in mind and see a medical professional if you experience any rash, swelling, or draining of pus.

- Take a parent or guardian with you if you are under 18.
- Only go to a tattoo business that is approved and registered by your local government and where the tattoo artists are licensed.
- Inspect the facility for general cleanliness, including signs of blood spatter or sloppy equipment handling.
- Ask where the ink is from and ask to see the bottle of ink that will be used. Ink should be specific for tattoo use. Ask if anyone has reported reactions to the ink the artist is using and ask the artist if he or she has used the ink on themselves.
- Seek out a tattoo business that uses one-time use kits (single-use needles and supplies). Look for a proper sharps container to see whether needles are being properly disposed of.
- Make sure the tattoo artist uses sterile gloves at all times.



of all known fungi are dangerous to humans. A fungus will typically land on the skin causing a skin infection, or it will be inhaled into the lungs causing an internal infection. A fungus may be ingested if moldy food is eaten. A fungus attacks the body by releasing enzymes that digest or dissolve your cells.

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Athlete's foot is an example of a commonly known fungal infection (figure 1.20). It begins like other fungal infections when a small amount of the fungus lands on the skin and multiplies in the warm, moist environment of the sock and shoe. You are more likely to get athlete's foot if you wear closed-toed shoes, sweat often, have wet feet for long periods of time, or get a nail or skin infection on the foot. To prevent athlete's foot be sure to change shoes and socks often, allow shoes to dry and air out, and wash and dry your feet thoroughly every day. It is also a good idea not to share shoes or socks with others.



Figure 1.20 Athlete's foot is an example of a commonly known fungal infection.

HEALTHY LIVING TIP

Wash your feet when you are in the shower and bring a clean pair of socks to wear after participating in sports or other physical activities at school.

Protozoan Infections

A **protozoan** is a large single-cell organism that can move through your body in search of food. It attacks by releasing enzymes or toxins that can destroy or damage cells. Malaria is a protozoan that attacks the red blood cells. Malaria is transmitted by mosquitoes and is common in parts of Africa and many tropical locations. In the late 1940s and early 1950s malaria-carrying mosquitoes were eliminated in the United States. Cases of malaria are rare in the United States today and are typically seen only in individuals who have traveled to a malaria-infected country.

Other Types of Pathogens

Infectious diseases can also be caused by things like lice, mites, and some worms. For example, the trichina worm lives in the muscle tissue of pigs and some other animals. When these foods are not properly cooked the worm can invade the person who ate the meat. The best prevention against pathogens in food and meat products is to ensure that all food is properly handled (cleaned, separated, and stored safely) and that meat is fully cooked at appropriate temperatures.

Caring for Body Piercings

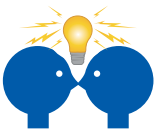
Like tattoos, body piercings are also popular. Ear piercing has a long history of being socially acceptable, and other piercings such as tongue, nose, and navel (belly button) are becoming more common. Piercings take time to heal and can produce potentially dangerous complications. For example, a navel piercing can take up to 9 months to heal and can result in infection and scar tissue. Some piercings around the eyes and nose can also cause nerve damage, and a tongue piercing that becomes swollen can interfere with breathing. It is important to keep a new body piercing clean by avoiding hot tubs, rivers, lakes, and other bodies of water while it is healing. Always avoid picking at or rubbing a new piercing, and be sure to wash your hands before cleaning the area. The site should be cleaned at least twice a day using saline (salt water).

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Skill-Building Challenge WWW

Communicating Well to Stay Healthy



Sometimes we need to stand up for what we know is right and what we know will keep us healthy. You may not feel like covering your mouth when you cough or want to miss going out with friends if you are sick, but these are the right things to do for your health and the health of others. One of the best ways to stand up for something is to be assertive.

Learning to be assertive is an important part of healthy communication. If you are assertive, you express yourself effectively and stand up for your point of view while also respecting the rights and beliefs of others. Being assertive can also help boost your self-esteem and can earn the respect of others. You can be assertive without being mean or aggressive. When someone is aggressive, they don't consider the rights and beliefs of others. Being assertive is easier for some than it is for others. Luckily everyone can learn or improve their assertiveness skills.

TIPS FOR BEING ASSERTIVE

- **Use *I* statements.** If you refer to yourself, others won't think you are blaming them for something. For example, instead of saying "You are so impatient; just wait a second" you could say "I really would like to stop and wash my hands. I'll only be a minute."
- **Practice saying no.** Be direct but polite. Consider saying something like "No, I can't do that."
- **Practice what you want to say.** It is easier to say something hard or uncomfortable if you have practiced it first.
- **Watch your body language.** You want to stand upright and appear strong without pointing your finger or leaning into someone. Try to keep yourself from making an angry or frustrated face.
- **Check your emotions.** Being angry or frustrated can get in the way of being assertive. If a situation makes you feel angry, wait before you discuss it if you can. If you do feel angry when trying to be assertive, take deep breaths and take a short pause before talking. Always remember to think about how the other person might be feeling.

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Healthy Living Skills

In this chapter you focused on healthy communication. Here are some more ways you can develop healthy living skills related to this lesson.



ANALYZING INFLUENCES

Do you think you are influenced by technology when it comes to making decisions about your health? If you aren't feeling well, do you or other people you know ever research symptoms online and use the information to decide what to do? Do you think using technology like this would help you stay healthier, or make it harder to be healthy?



ACCESSING INFORMATION

Conduct research on ways to prevent communicable diseases. Keep a list of all of the behaviors and actions you find. Create a checklist of everything you find. Combine your list with another student's list to make the most accurate checklist you can. Remember to follow the guidelines for evaluating websites as you do your research.



MAKING HEALTHY DECISIONS

Liam noticed that he had a cough and a sore throat. It seemed to get worse throughout the day, but he didn't say anything to anyone. The e-gaming team he belonged to was playing in a big tournament over the weekend and he didn't want to miss it. Liam didn't know what to do. Use the steps to a healthy decision to help Liam make a smart decision about what he should do. Write out each step in the process as you go.



SETTING HEALTHY GOALS

Set a short-term SMART goal that will help you avoid getting a communicable disease. Write your goal using the SMART format.



PROMOTING GOOD HEALTH

You can promote good health by being a good role model. Help others at your school learn the importance of handwashing by always washing your own hands after using the restroom, before eating, and if you sneeze or cough into your hands. Review the steps to handwashing so that you can promote the behavior properly.

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LESSON 1.4 Review: Communicable Diseases

LESSON SUMMARY

- Communicable diseases are diseases caused by a pathogen that enters your body. Communicable diseases can be caused by bacteria, viruses, fungi, and protozoa.
- Communicable diseases are transmitted in different ways, including direct contact, indirect contact, airborne transmission, and by coming in contact with a host carrier like a mosquito.
- To prevent getting a communicable disease, follow basic guidelines such as washing your hands with soap and water, covering your nose and mouth with a tissue when sneezing, and getting vaccinated.
- There is a wide range of communicable diseases a person can get.
- One of the most important things you can do to stay healthy is to wash your hands regularly.

REVIEWING CONCEPTS AND VOCABULARY

1. A disease that can spread from one person to another is called a(n) _____ disease.
2. Communicable diseases can be spread by _____ transmission when someone sneezes or coughs without covering their nose.
3. When a nurse is wearing a gown, mask, and gloves he is using _____ to help prevent the spread of disease.
4. Some bacteria can give off poisonous substances known as _____.
5. The _____ of conjunctivitis include an itchy, red eye.
6. Athlete's foot is an example of a disease cause by a(n) _____.
7. One of the best ways to prevent communicable diseases is to _____ your hands regularly.

THINKING CRITICALLY

Have you ever used a hand sanitizer? Do you think they work? Conduct research on the effectiveness of hand sanitizers and write a brief report of your findings.

TAKE IT HOME

Use sticky notes to create reminders about the different ways to prevent infectious disease. Post the sticky notes around your house in areas of the home where infectious disease may spread, such as bathrooms, kitchens, and handrails.

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LESSON 1.5

Noncommunicable Diseases

Terms to Learn

noncommunicable disease
chronic disease
cardiovascular disease
coronary heart disease
atherosclerosis
arteriosclerosis
heart attack
stroke
peripheral artery disease
hypertension
diabetes
cancer
osteoporosis
arthritis
lung disease
dementia
Alzheimer's disease



The Big Picture

Most people in the United States will become ill or die from diseases that aren't passed from one person to another. In fact, 7 of the top 10 leading causes of death in the United States are noncommunicable diseases. Diseases like cancer, diabetes, and heart disease are examples of diseases that can be significantly influenced by the choices you make now and throughout your life.

Learning Targets

- Define what a noncommunicable disease is and give four examples.
- Explain what a chronic disease is.
- Identify five behaviors that can contribute to a person's risk of noncommunicable diseases.
- Identify the signs of a heart attack.
- Explain what a behavior contract is and why it would be used.

SEL Connection

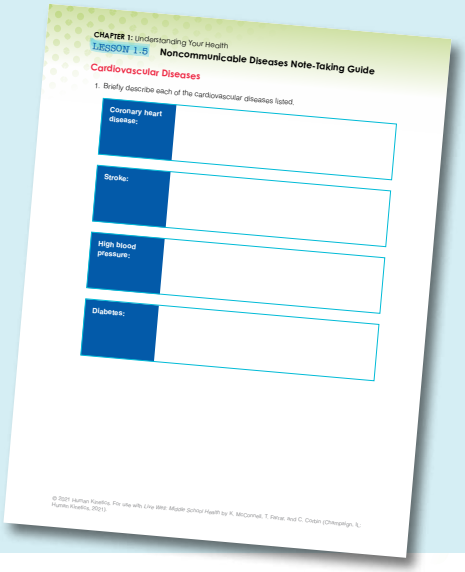
Case Study: Denise's Diabetes Discovery (Responsible Decision Making)

Write About It

What do you know about heart disease, cancer, or diabetes? Do you know anyone with any of these diseases? Make a list of things you know about each of these diseases.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 1: Understanding Your Health
LESSON 1.5 Noncommunicable Diseases Note-Taking Guide
Cardiovascular Diseases
1. Briefly describe each of the cardiovascular diseases listed.
Coronary heart disease:
Stroke:
High blood pressure:
Diabetes:

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Noah is an outgoing and active kid who likes to be outside. He loves to hang at the skateboard park near his house, and he's getting pretty good at his 180s and kick flips. Noah has asthma and always has to carry his inhaler with him. Because of his asthma, he's also not allowed to have any pets at home, and his mom is always making him clean up his room. Most of the time he can keep his asthma under control, and he knows how to use his inhaler properly. Sometimes at the skateboard park he feels an attack coming, especially if he doesn't take enough breaks or if there is a lot of pollution in the air. It can be hard because he wants to skate as much as the other kids, but he knows that the physical activity and air pollution make it riskier for him. Noah's best friends understand that his asthma is not contagious, and they are supportive of him. His friend Jason always makes sure Noah has his inhaler on him when they head out to the park. What things does Noah do to take care of his health? How are Noah's friends supporting his health?

What Are Noncommunicable Diseases?

Noncommunicable diseases (NCDs) are diseases that cannot be transmitted from one person to the next (figure 1.21). These diseases often result from a combination of genetics and lifestyle factors. Many noncommunicable diseases are chronic diseases. A **chronic disease** is a disease that lasts three months or longer. Most people who live into old age will develop one or more chronic diseases. If you have a friend or family member who has had cancer or high blood pressure, if you know anyone with diabetes or have a grandparent with arthritis, then you know someone whose health and life are affected by a chronic noncommunicable disease. In fact, these types of diseases are the most common causes of death in the United States.

HEALTHY LIVING TIP

Whenever you can, take the stairs instead of the elevator or escalator when you are in a building that has more than one story. Always taking the stairs will help you get more physical activity into your daily life and will create a healthy habit.



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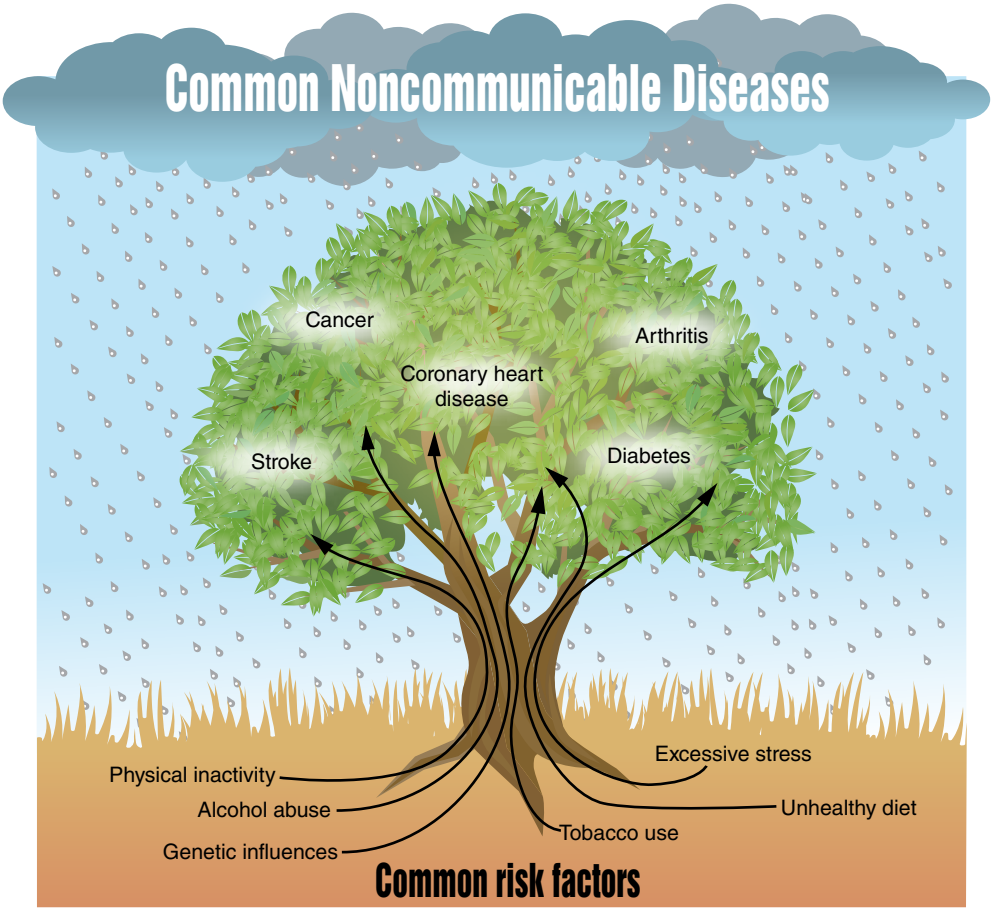


Figure 1.21 Noncommunicable diseases and risk factors.

Cardiovascular Diseases

Cardiovascular disease, also called CVD, is a term that is used to describe a number of chronic diseases that affect the cardiorespiratory system (heart, lungs, and blood vessels). Cardiovascular diseases are so common that one in four Americans has one or more cardiovascular disease, and these diseases contribute to 60 percent of all deaths.

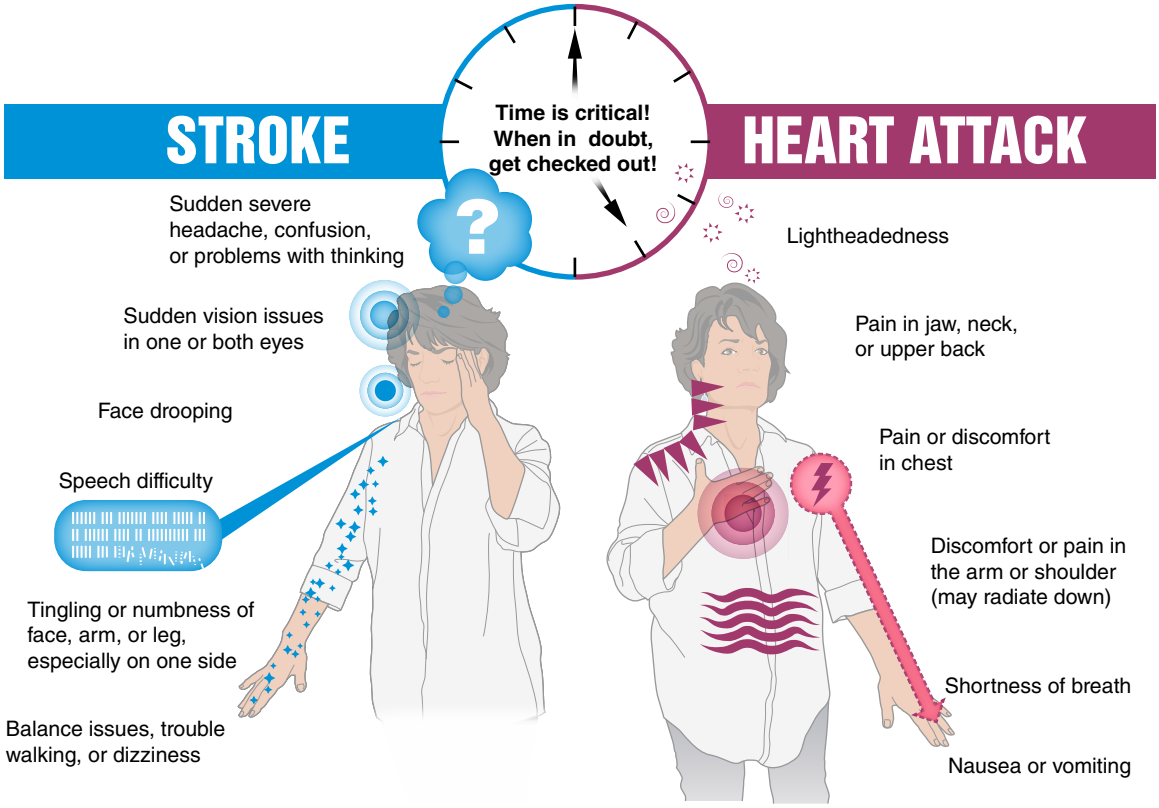
Coronary Heart Disease

Coronary heart disease is the most common form of CVD. **Coronary heart disease** happens when the arteries in your heart become clogged or hardened so that your blood cannot deliver oxygen to the areas of the body that need it. When arteries are clogged, it is called **atherosclerosis**. This can happen as a result of eating a diet high in fats, not getting enough exercise, smoking, or being very overweight.

When arteries lose their flexibility and become hard and rigid it is called **arteriosclerosis**. This happens to all people as they age, but a healthy lifestyle can keep it from being too dangerous. Both these types of CVD can keep enough blood from getting to the heart. If your heart does not get enough blood you can have a **heart attack** (figure 1.22). Heart attacks occur when a small part of the heart tissue dies from a lack of oxygen.

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For stroke, remember the acronym BE FAST:
B - Balance. Ask if they feel dizzy or off balance. Are they having trouble sitting or standing up?
E - Eyes. Ask if their vision is normal for them. Are they having trouble seeing?
F - Face. Ask the person to smile. Does the face droop to one side?
A - Arms. Ask the person to raise both arms. Does one arm drift or not move?
S - Speech. Ask the person to repeat a simple phrase. Is their speech slurred or hard to understand?
T - Time. If you spot any of these symptoms, call 911 immediately.

Figure 1.22 Signs of heart attack and stroke.

Stroke

The brain needs blood and oxygen to function. If your brain does not get enough blood, a small part of the brain will die. When this happens, it is called a **stroke**. Strokes can kill a person or cause disability. Strokes most often lead to disability in speech or movement. Figure 1.22 shows signs and symptoms for spotting a stroke.

The arteries that take blood to other parts of the body can also get clogged. When your arms and legs don't get enough blood, you may experience leg pain, muscle aches, poor nail or hair growth, a coldness in one leg or arm compared to the other, or sores and wounds on the toes that don't heal properly. Not getting enough blood to the arms or legs is called **peripheral artery disease**.

High Blood Pressure

High blood pressure, also known as **hypertension**, is another form of CVD. Each time your heart beats it moves blood through your arteries. When that blood has too much force it can damage the blood vessels. Think about a garden hose that is running water; it probably doesn't spray very far even if it is fully on. If you cover part of that same stream of water with your thumb,

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it sprays a lot farther. This is because the pressure has gone up. That is what happens inside your body when arteries become partially clogged. People with high blood pressure have higher than normal amounts of force in their arteries.

The causes of high blood pressure aren't always known. Certain things increase your risk, like being overweight, smoking, not getting enough exercise, and eating too much salt. Stress that isn't well managed can also contribute to high blood pressure. Oftentimes high blood pressure causes no symptoms and the only way it is discovered is through a blood pressure test. A person with high blood pressure is more likely to get coronary heart disease or have a stroke. While these are the most common forms of cardiovascular diseases, many other forms also exist.



Diabetes

Diabetes is a chronic disease related to having too much sugar (glucose) in the blood. Normally your body can use blood sugar for fuel as long as the sugar can get into your cells. A hormone called insulin acts like a key that allows the sugar to enter the cells. When a person's pancreas can't make enough insulin, or if their body can't use the insulin correctly, they have diabetes.

There are different types of diabetes (figure 1.23). In type 1 diabetes, the body does not make insulin. In type 2 diabetes, the body is unable to use the insulin it makes, or it doesn't make enough insulin to keep up with the body's demand. In both cases, the cells aren't able to get the energy they need from the blood. Some women experience gestational diabetes when they are pregnant. This is a temporary form of diabetes that can be dangerous if not treated. According to the American Diabetes Association, about 8 percent of Americans, including 1 in every 400 children, have a form of diabetes.

	Definition	Symptoms	Treatment
Type 1	Body unable to produce its own insulin	• Excessive thirst • Weight loss • Frequent urination	• Monitor blood sugar • Take insulin • Regular medical checkups
Type 2	Body unable to produce enough of its own insulin	• May not have any or may look like type 1 • Associated with obesity and unhealthy lifestyle choices	• Exercise • Medication • Carefully monitored diet
Gestational	High blood sugar levels during pregnancy	• Typically none • Usually diagnosed during routine prenatal exams	• Exercise • Medication • Carefully monitored diet

Figure 1.23 Symptoms and treatments for the different types of diabetes.

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Cancers

The term **cancer** refers to the uncontrolled growth of abnormal cells in the body. Cancer can happen anywhere in the body. Prostate, lung, and colon cancer are the most common forms of cancer among men in the United States. Breast, colon, and lung cancers are the most common forms among women. Children and adolescents can get cancer too. Lymphomas (cancers in the immune system) and leukemias (cancers of the blood) are among the most common. Skin cancer is another common form of cancer. Your risk of skin cancer will increase if you don't protect your skin from sun damage every day.

Cancer symptoms will be different depending on the type of cancer. It is important to pay attention to how your body normally functions and to make note if something changes. Changes to bowel habits, wounds that don't heal, moles on your skin that change shape, unexplained weight loss, and a persistent cough that won't go away are some common signs of cancers. See table 1.1 for a list of common types of cancer and their risk factors.

The treatment and survival rates from cancer depend on the type of cancer. Survival also depends on how advanced the cancer is at the time it is discovered. Discovering cancer early through regular physical exams and screenings is critical. Advances in medicine are resulting in better survival rates for many types of cancers. Lifestyle factors such as smoking, physical inactivity, consuming a

TABLE 1.1 **Common Types of Cancer**

Type of cancer	Description	Risk factors
Breast	Multiple types exist. This is the most commonly diagnosed cancer among women; men may also get it.	Increasing age, early first menstrual period, family history of breast or uterine cancer, being overweight, physical inactivity, high alcohol consumption, genetics
Colon	Attacks the colon or rectum. It is the third most common type of cancer among women and the second most common among men.	Family history of colon cancer, history of polyps, being over the age of 50, smoking, high-fat diet
Leukemia	Cancer of the bone marrow and blood cells. Multiple types exist, including some that are most common among children.	Genetics, exposure to radiation, smoking, certain related disorders and diseases
Lung	This is the leading cause of cancer deaths among both men and women.	Tobacco smoke, pollution, family history, asbestos and radon exposure, being over age 65
Melanoma	This is a skin cancer caused by excessive sun exposure.	Accumulated sun exposure or tanning bed, severe sunburns that blister (especially before age 18)
Prostate	Attacks the male prostate gland and is the leading cause of cancer among men.	Being over age 65, family history of prostate cancer, being African American, genetics

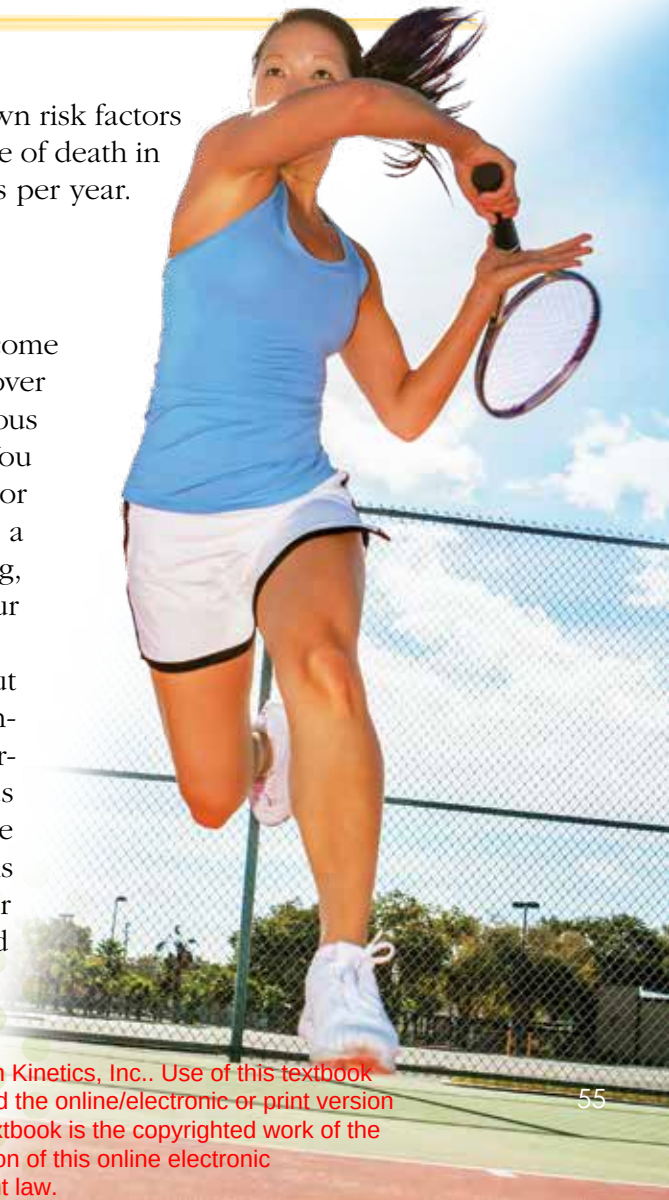
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Preventing Skin Cancer

Only half of all teens report using sunscreen on a regular basis, and 80 percent believe that tan skin makes people look healthier. Unfortunately, sun exposure is especially risky for teenagers because the body is growing, and the cells are rapidly multiplying. Skin cancer (called melanoma) could spread more quickly as a result. Over the long term, tanning can also cause the skin to lose its elastic quality. This means that the skin will wrinkle. Sun spots or uneven skin tone can also occur. To prevent skin cancer and to keep your skin looking as healthy as possible, follow these recommendations from the CDC.

- Seek shade, especially in the middle of the day.
- Wear clothing that covers and protects your skin, such as hats, long sleeves, and long pants. This includes looking for lightweight and breathable fabrics that are specially treated to keep dangerous rays from hitting your skin.
- Wear a hat with a wide brim to protect your neck, ears, and face.
- Wear sunglasses that block UVA (long wave) and UVB (short wave) sun rays.
- Use sunscreen with a sun protection factor (SPF) of at least 15.
- Avoid tanning indoors or outdoors.



diet high in fat, and being overexposed to the sun are known risk factors for developing cancer. Cancers are the second leading cause of death in the United States, accounting for over half a million deaths per year.

Osteoporosis

Osteoporosis is a chronic disease where the bones become weak. One out of every five women in the United States over the age of 50 develops osteoporosis. Osteoporosis is dangerous because it can lead to broken bones like hip fractures. You can get osteoporosis from not making enough new bone or from breaking down the bone that you have. In both cases a diet low in calcium and vitamin D puts you at risk. Smoking, being underweight, and being sedentary also increase your risk of osteoporosis.

Caucasian women are at highest risk for the disease, but people of all genders, races, and ethnicities can get it. Teenagers who suffer from eating disorders like anorexia nervosa may also develop osteoporosis. This is very dangerous because the bones can't develop as they should during these years. You can make choices to help prevent osteoporosis now and in your future. Avoiding nicotine, doing regular vigorous aerobic activity and weight-bearing activity, and eating an adequate and well-balanced diet can help prevent osteoporosis later in life.

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CASE STUDY



Denise's Diabetes Discovery



Denise was having a hard time at school.She had always been a little heavier than most of her friends, and she sometimes heard other kids make fun of her weight behind her back. The women in Denise's family were all a little curvy, so she figured she just needed to grow a little taller to even out. She never felt like she had to be on a diet, and no one gave that much thought to exercising. Denise and her mom liked to walk their dog, Paver, and they did take him around the neighborhood a few nights a week. The family liked to eat the traditional foods that her parents grew up on, like fried shrimp and meatloaf, but they also were good about eating salads and vegetables with meals. Denise liked desserts, and her parents spoiled her with cookies, candies, and ice cream.

Denise never thought she'd get sick. She figured diabetes was for older people. Lately, though, she had been feeling tired and low on energy. She started having more frequent headaches and was feeling thirsty a lot. She was even losing a little bit of weight. One day at school she felt confused and disoriented and threw up in the restroom. Her friend ran to the school nurse's office to get help. It turned out that Denise had type 2 diabetes.

Think About It

1. What do you know about type 2 diabetes? Is it a disease that young people can get?
2. What thing(s) in Denise's life might have contributed to her diabetes?
3. Why is it important to get help if a friend is as sick as Denise was at school? Where would you go to get help if someone at school were sick?

Arthritis

Arthritis happens when swelling and damage occur to the joints of the body. There are over 100 different types of arthritis and related joint conditions. Lifestyle and genetics contribute to developing arthritis. While arthritis is commonly thought of as a disease affecting older adults, 1 in every 250 individuals under the age of 18 has some variation of the disease. Juvenile rheumatoid arthritis (JRA) is the most common among those under 18. Stiffness, swelling, and joint pain are common symptoms of arthritis. Exercise, proper diet, physical therapy, and medications can all help manage the disease. In some cases, joint replacement surgery may be needed. Because there are so many types of arthritis, it is important to be diagnosed by a medical professional to know the best treatment options.

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Lung Disease

Lung disease includes a variety of conditions that can affect the lungs and the ability to breathe in and use oxygen. Inflammation of the lungs, or asthma, is a common lung disease. Almost 1 in 10 kids in the United States has asthma. It can cause spasms of the lung tissue. When this happens, a person will wheeze and have difficulty breathing. Keeping a clean environment, especially a clean sleeping space, is important for avoiding an asthma attack. Avoiding cold air, keeping yourself healthy, and avoiding dust, mold, and pet dander can also help. Asthma attacks can be scary. Asthma can be managed with proper medications, and individuals with the condition can lead normal lives. Many other forms of lung disease exist and together they are the third most common cause of death in the United States. Other lung diseases and conditions include the following.

- Chronic obstructed pulmonary disease, or COPD, involves difficulty in exhaling air from the lungs.
  - Air can get trapped, causing coughing or damage to the tissue.
  - Emphysema and bronchitis are both forms of COPD.
- Pneumonia and tuberculosis are bacterial infections in the lungs.
- Lung cancer, as previously mentioned, is one of the most common cancers in America and is most commonly associated with smoking.

How to help someone during an asthma attack.

- ☐ Help the person to sit up straight and remain calm.
- ☐ Have the person take one puff of their inhaler once every 30 to 60 seconds, up to 10 minutes.
- ☐ If the attack worsens, call 911. If help takes more than 15 minutes to arrive, additional puffs of the inhaler can be used.



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Alzheimer's and Dementia

Dementia refers to a loss of brain function over time. It can affect memory, judgment, behavior, thinking, and language. Most forms of dementia are permanent. **Alzheimer's disease** is the most common form of dementia. Genetics is one influence on Alzheimer's. It is also more common among females, older individuals, and those with a history of high blood pressure or head trauma. Alzheimer's affects over 5 million people in the United States.

When a loved one has dementia they rely on the care of others to do basic daily tasks. Oftentimes this care comes from close family and friends who aren't trained to help. Caring for someone who is dependent on others can be hard. Physical, emotional, and financial strains on caregivers can also put their overall health at risk.

Practicing Healthy Behaviors: Behavior Contracts

As you have read, your lifestyle choices will play a big role in your risk for disease. In order to develop the habits you need to stay healthy throughout life, you need to begin practicing healthy behaviors now. Behaviors can be very hard to change. It is common for people to try to start a new healthy behavior only to quit. When it comes to sticking to a change it is sometimes helpful to use something called a behavior contract.

A behavior contract is an agreement you make with yourself or another person to change a specific health behavior. Contracts usually include your goals, a date when you will complete your goals, a plan or strategy to help you meet your goals, and a reward you will give yourself or will be given when you reach your goal. Behavior contracts help you move your long- and short-term goals into action. Research shows that using a contract can help you stick with your plan. You can do a contract alone or with someone else like a friend, coach, or teacher. A behavior contract is usually signed by yourself and someone else. This makes it more important and provides some accountability. Accountability is the act of answering to yourself or someone else about your actions.



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Skill-Building Challenge

Creating a Behavior Contract

Think about the behaviors that help to prevent noncommunicable diseases. Select one that you struggle to do and complete the following contract to help you make a change. Share your thoughts with a classmate and help each other to create SMART goals and the steps you will need to follow to meet your goals.

1. I, _____, have decided to change the following health behavior: _____.
2. My goal is to _____ (insert SMART goal)
3. I will achieve my goal by _____ (insert date)
4. The reason I want to change this behavior is because _____
5. I think it will be hard to change this behavior because _____
6. The specific steps or actions I will take to help me meet my goal are _____
7. If I achieve my goal, I will reward myself by _____
8. I will review this contract on _____ (insert a future date)

Signature _____

Witness _____

Healthy Living Skills

This lesson focused on practicing healthy behaviors. Here are some more ways you can develop healthy living skills related to this lesson.

ANALYZING INFLUENCES

Do you try to protect your skin from sun damage? How do your friends influence your sun protection habits? Look at the text box in this chapter on preventing skin cancer. How could a person's friends and peers influence them to use or not use sunscreen or skin protection? Are there things you and your friends could agree to do differently in order to prevent skin cancer?

ACCESSING VALID INFORMATION

Sunscreen products provide different levels of protection from the sun. Go to the website of the Skin Cancer Foundation or another website that is focused on skin cancer education. Research prevention information, including what makes a sunscreen effective. Find information about how much sunscreen you should wear and how often you should put it on. Keep track of your findings by taking notes.

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LESSON 1.5 Review: Noncommunicable Diseases

LESSON SUMMARY

- Noncommunicable diseases are diseases that cannot be transmitted from one person to the next. Examples include cancer, diabetes, cardiovascular disease, osteoporosis, arthritis, dementia, and Alzheimer's disease.
- A chronic disease is a disease that lasts three months or longer.
- Your risk for developing a noncommunicable disease goes up if you don't participate in regular physical activity, eat an unhealthy diet, use tobacco, abuse alcohol, or are under a lot of stress.
- The signs of a heart attack include chest discomfort; pain or discomfort in one or both arms, the back, neck, jaw, or stomach; shortness of breath; and cold sweat, nausea, or lightheadedness.
- Signs of a stroke include sudden severe headache; vision issues; drooping face; speech difficulty; tingling or numbness of face, arm, hand, or leg; and balance issues or dizziness.
- A behavior contract is an agreement you make with yourself to change a specific health behavior. Using a contract helps you to stick to your plan and achieve your goals.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ diseases are diseases that cannot be transmitted from one person to the next.
2. Behaviors that help you prevent noncommunicable diseases include eating a healthy diet, avoiding alcohol and tobacco, managing stress, and getting regular _____.
3. Coronary _____ disease occurs when your arteries become clogged or hardened.
4. When the pressure inside your arteries is too high it is called _____.
5. _____ is a disease where the bones become weak.
6. Alzheimer's is a form of _____.
7. When abnormal cells in the body multiply it is called _____.

THINKING CRITICALLY

Sometimes cities, counties, or states add an additional sales tax to foods that are considered unhealthy. These taxes are designed to discourage people from buying foods or beverages that are bad for them. For example, some states charge more sales tax on a can of soda than they do on a bottle of water. Other states charge an additional tax on bags of chips or candy. Do you think these types of public health policies can actually change people's behaviors? Why or why not?

TAKE IT HOME

Interview a parent or guardian to find out whether anyone in your family has a chronic disease. Learn what you can about that person's lifestyle and how they manage their disease.

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Chapter Review

ACTION PLAN: Preventing Communicable Diseases

Use the My Action Plan Worksheet to practice preventing communicable diseases. Here is an example.

My Action Plan: Avoiding Communicable Diseases

STEP 1: Identify the health behavior you are going to work on.

I am going to do a better job at keeping my hands clean.

STEP 2: Write SMART goal(s).

Write one or two short-term goals (one day to one month).

I will scrub my hands for 20 seconds each time I wash them.

Write a long-term goal (one to six months or more).

I will wash my hands properly every time I use the restroom and before all meals or snacks.

STEP 3: Make a plan.

Identify two to five action steps (strategies) you could do to meet your goal.

I will use soap and water every time I wash my hands.

I will find part of a song that lasts 20 seconds and sing it every time I am scrubbing my hands.

I will carry hand sanitizer in my backpack in case there is no soap available.

I will put a note in my lunch to remind myself to wash my hands.

STEP 4: Do your plan and track your progress.

Short-term goal	☒ Met	☐ Not met	Date: December 9
Long-term goal	☒ Met	☐ Not met	Date: January 7

If you met your goal, what helped you to be successful?

Using a song when I scrub my hands instead of just counting to 20 was helpful.

If you did not meet your goal, what things made it harder for you to be successful?

I met my goal. It was hard sometimes because my friends teased me about always washing my hands. Telling them why it was important to me to wash my hands helped.

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Test Your Knowledge

Select the best answer for each question.

1. One of the five components of wellness is
   a. intellectual health
   b. popularity
   c. genetics
   d. disability

2. A disability that makes it hard to process information is a(n)
   a. hearing impairment
   b. mobility impairment
   c. cognitive impairment
   d. emotional impairment

3. _____ is the passing of characteristics from parent to child.
   a. Heredity
   b. Ancestry
   c. Disability
   d. Wellness

4. Which type of website is most likely to be a good source of health information?
   a. .net
   b. .biz
   c. .com
   d. .gov

5. A pathogen is a(n)
   a. white blood cell
   b. red blood cell
   c. antibody
   d. foreign invader

6. Dust mites, pet dander (skin and hair), weeds, and grasses are examples of common
   a. viruses
   b. bacteria
   c. allergens
   d. diseases

7. Which is an example of a communicable disease?
   a. flu
   b. diabetes
   c. cancer
   d. arthritis

8. Which is an example of a common communicable disease among kids and teens?
   a. coronary heart disease
   b. stroke
   c. arthritis
   d. mononucleosis

9. A(n) _____ disease is a disease that lasts three months or longer.
   a. acute
   b. infectious
   c. contagious
   d. chronic

10. A chronic disease that makes the bones weak and brittle is
    a. arthritis
    b. lymphoma
    c. osteoporosis
    d. atherosclerosis

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PROJECT-BASED LEARNING: School Wellness Test and Promotion Campaign

What to Remember

Wellness has five dimensions. A person who has good wellness tries to be as healthy as they can be in all five areas. The five dimensions are intellectual, social, mental and emotional, spiritual, and physical. To help promote good wellness at your school, remember to follow the five steps to health promotion.

Step 1: Identify the healthy behavior or outcome you want to address.

Step 2: Support your message with facts.

Step 3: Find a healthy, positive, or good reason to do the behavior or work toward the outcome.

Step 4: Identify the people or groups of people that might most benefit from your message.

Step 5: Create your message using the format that works best for the group you want to help.

What to Do

Find out what areas of wellness your peers score better on, and which ones they score lower on. Then create an educational brochure, website, or blog to help them improve a lower-scoring area of wellness.

Who It Is For

The students in your school.

Why It Is Important

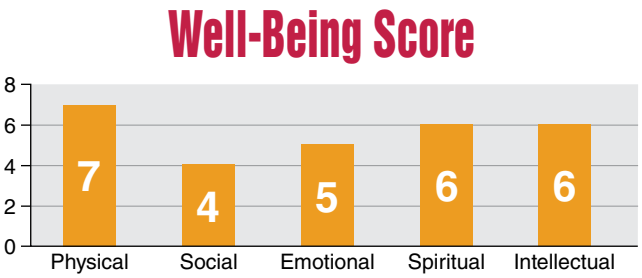
To help you learn about the areas of wellness and to help your peers understand what parts of wellness they should try to improve.

How to Do It

Step 1: Find out how well your school is. Give the My Well-Being questionnaire from the beginning of this chapter to students in your school. Break up into teams and decide which students each team will focus on. One group could focus on boys and another on girls, or you could get responses by grade level, and so on. Tell people not to put their name on the questionnaire, and don't look at responses until you have collected all the questionnaires. This will help protect people's privacy.

Step 2: As a group, compile all your results. This means that you need to find an average score for each area of wellness on the questionnaire. To do this, add up all of the responses for each question within that area, and then divide that number by the number of completed questionnaires you have. For example, if you collect 15 questionnaires you want to add up the scores for all three questions on physical wellness and divide by 15. You should end up with an average score for each area of wellness: physical, emotional, social, intellectual, and spiritual. The highest score you could get would be 9, and the lowest would be 3.

Step 3: Make a bar graph that shows the average response for each area of wellness. Here is an example.



Step 4: Based on the results of your graph, put together an informational brochure, website, or blog that educates your classmates about that area of wellness. If your bar chart is like the example shown, you would probably choose social wellness to focus on since it had the lowest scores. Use the Steps to Health Promotion to help you build your project.

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CROSS-CURRICULAR CONNECTIONS: Language Arts

Finish the following story by writing an appropriate conclusion. Base your conclusion on facts.

Andy played on a local baseball team. His team had a really good season and made it to the playoffs. It was an exciting time, and everyone had hopes of winning the regional tournament. Andrew's family didn't have as much money as some of the other players. He only had one good pair of cleats and one pair of socks that went with his uniform. During the tournament they were scheduled to play five games in two days. To make things worse, the weather forecast called for light rain most of the weekend. After playing three games on Saturday he finally made it home. He was damp and tired from being in the rain all day. When he got in the shower, he noticed that his feet were starting to itch and there were a couple of small patches of white skin on them.

What might be wrong with Andy? What should he do? Write a factually accurate ending to this story. Make sure Andy makes a smart health decision.

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2

Personal and Consumer Health

LESSON 2.1 Healthy Skin, Hair, and Nails
LESSON 2.2 Good Oral Health
LESSON 2.3 Healthy Vision and Hearing
LESSON 2.4 Healthy Sleep and Rest
LESSON 2.5 Being a Healthy Consumer







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Understanding My Health

My Self-Care

In this chapter you will learn about basic personal hygiene and self-care. Take this quiz to help you assess your current hygiene and self-care habits. Put a check in the Yes column if you do the behavior regularly, and in the No column if you do not. The more Yes responses you have, the better your understanding of personal hygiene and self-care is.

Hygiene and self-care behavior	Yes	No
I wash my face, body, and hair regularly.		
I brush my teeth two times each day.		
I floss my teeth once a day.		
I am careful not to listen to music or other audio too loud.		
I take regular breaks from looking at a screen (phone, tablet, computer, TV).		
I go to bed at almost the same time each night.		
I avoid using social media or playing video games right before bed.		
I feel refreshed and ready to go when I wake up in the morning.		
I know my medical history.		
I have a doctor I see regularly.		

My score for My Self-Care = _____ (total number of Yes answers)

Your body is like most everything else in life—it needs to be taken care of if it is to function at its best. Keeping yourself clean, paying attention to how you treat your eyes and ears, and getting plenty of good quality sleep are part of what needs to be done to maintain your body's function. It is also important to know when and how to take care of yourself, and when and how to find a health care professional when you need one.



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LESSON 2.1

Healthy Skin, Hair, and Nails

Terms to Learn

hygiene
epidermis
dermis
hypodermis
acne
eczema
keratin



The Big Picture

Your skin, hair, and nails are often the first things other people notice about you. When you are healthy and are taking good care of yourself, people might notice that your skin glows and that your hair is soft and shiny. They might also see that your nails are well groomed and clean. Learning about these parts of yourself and keeping them clean and healthy will help you feel and look your best.

Learning Targets

- Define what hygiene is and explain why it is important.
- Understand the anatomy of the skin, hair, and nails.
- Identify ways to take care of the skin, hair, and nails.
- Identify common problems with skin, hair, and nails.
- Explain how the media and technology can influence our skin and hair care decisions.

SEL Connection

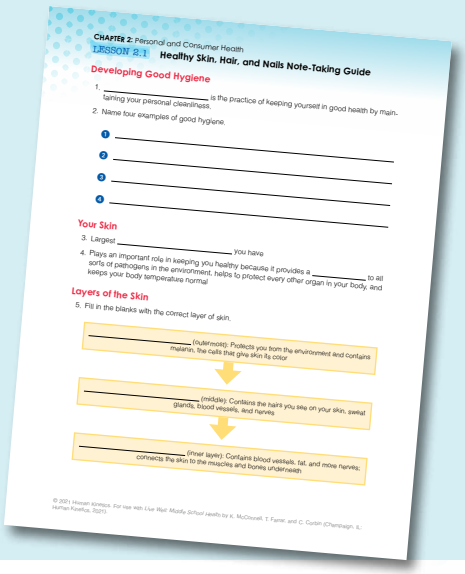
Case Study: Ally's Acne (Relationship Skills)

Write About It

Have you ever used technology to modify a photo of yourself? If so, explain the situation. What were you trying to achieve? If you haven't done this, why do you think you haven't? Do you think you might in the future?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.



CHAPTER 2: Personal and Consumer Health
LESSON 2.1 Healthy Skin, Hair, and Nails Note-Taking Guide

Developing Good Hygiene

1. _____ is the practice of keeping yourself in good health by maintaining your personal cleanliness.
2. Name four examples of good hygiene.
   1. _____
   2. _____
   3. _____
   4. _____

Your Skin

3. Largest _____ you have.
4. Plays an important role in keeping you healthy because it provides a _____ to all sorts of pathogens in the environment, helps to protect every other organ in your body, and keeps your body temperature normal

Layers of the Skin

5. Fill in the blanks with the correct layer of skin.

_____ (outermost): Protects you from the environment and contains melanin, the cells that give skin its color

_____ (middle): Contains the hairs you see on your skin, sweat glands, blood vessels, and nerves

_____ (inner layer): Contains blood vessels, fat, and more nerves; connects the skin to the muscles and bones underneath

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Kevin's mom works three jobs just to pay the bills, but sometimes they still can't always make all their payments on time. Sometimes their apartment has the water cut off when they can't pay the bill. Kevin knows he can't always shower and stay as clean as he wants to. When he must go a few days without a shower, his hair looks greasy and he feels gross. Even though he usually has clean clothes and splashes water on his face once he gets to school, he worries that the other kids will make fun of him or won't want to hang around him. Kevin has started wearing a cap all the time to cover his head, but the school made a rule about wearing caps in class, so he ends up having to take it off. It is hard because he doesn't really know what to do and he doesn't want his mom to feel bad about things. He knows that it's important to take care of his hair and skin and he knows it influences how other people see him. Do you think Kevin needs to worry about his hygiene? How so?

Developing Good Hygiene

It is important to practice good hygiene if you want to stay healthy. **Hygiene** is the practice of keeping yourself in good health by maintaining your personal cleanliness. Brushing your teeth, washing your face and hands, showering, and trimming your toenails are all examples of ways you maintain your hygiene.

Your Skin

Your skin is the largest organ you have. It plays an important role in keeping you healthy because it provides a barrier to all sorts of pathogens in the environment. Skin also helps to protect every other organ in your body and to keep your body temperature normal.






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Layers of the Skin

You only see the top layer of your skin. When we look at our skin, we notice things like freckles, scars, and pimples. What you may not realize is that your skin is actually a very complex structure. Skin is made of three different layers (figure 2.1). The outermost layer that you see is the **epidermis**. The epidermis consists of five layers of its own and it functions to protect you from the environment. This layer of skin also contains melanin, the cells that give the skin its color.

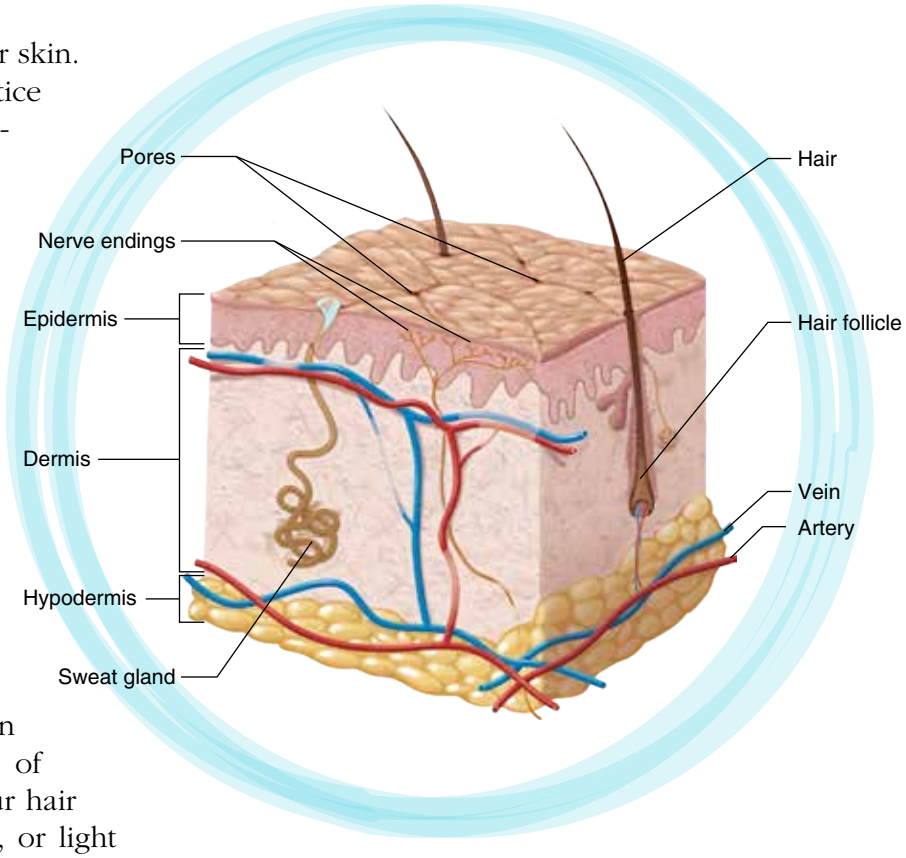


Figure 2.1 Layers of the skin.

The middle layer of skin is called the **dermis**. This layer contains the hairs that you see on your skin. The follicles, or roots of the hairs, determine whether your hair is curly or straight, thick or thin, or light or dark. The dermis also makes oil that helps protect the hair and skin, and it contains sweat glands, blood vessels, and nerves. If you accidentally cut your skin (like a paper cut) you will know that you cut the dermis when the cut bleeds and is painful. The nerves in the dermis layer also help you know if you touch a hot or cold surface or feel pressure on your skin. The sweat glands help you regulate your body temperature. Collagen and elastin are the two proteins that are found in the dermis layer. These proteins help the skin stay flexible and strong. As you age you don't make as many of these proteins. That's why skin wrinkles as you get older.

The inner layer of the skin is called the **hypodermis**. This layer consists of blood vessels, fat, and more nerves. It connects the skin to the muscles and bones underneath.

Caring for Your Skin

Your skin is a part of your body, and it responds to the choices you make. Skin is healthiest when you drink plenty of water, eat a healthy diet, and get regular physical activity. Smoking, being exposed to a lot of sunlight, and being under a lot of stress can make the skin less healthy. It is also important to practice good skin care and to keep your skin clean and hydrated.

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Tips for Good Skin Care

- ✓ Don't shower too long or in water that is too hot. Both can dry out your skin.
- ✓ Use mild soaps that won't irritate your skin.
- ✓ Use clean razors and shaving cream, lotion, or gel when shaving. Take your time.
- ✓ If your skin is dry, put lotion or body oil on after you shower or bathe and before you get dressed. The lotion or oil will help retain some of the moisture on and in your skin.



HEALTHY LIVING TIP

Wear SPF 15 or higher sunscreen on your face and ears every day, even if you don't think you will be outside often.

Recognizing and Treating Common Skin Problems

Everyone will experience skin problems or skin irritations at some point in their life. Most skin problems are temporary and can be treated.

Acne

Acne is a condition that affects the oil glands and hair follicles on your skin. These glands make oil, and they push dead skin cells to the surface of the skin. Sometimes the oil and skin cells form a plug. When this happens, the area can become infected and form a pimple. Acne is a collection of pimples. Most acne occurs on the face, neck, back, chest, and shoulders. The best way to prevent and treat pimples is to keep the skin clean. Washing your face two times a day with warm water and gentle soap can help prevent acne. See figure 2.2 for some common facts and fictions about acne. If you have severe acne it is a good idea to see a doctor. Medications may help treat acne.



Figure 2.2 Common facts and fictions about acne.

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Eczema

Eczema is also called dermatitis (figure 2.3). There are different types of eczema. Most types cause dry, itchy skin and rashes on the face, inside the elbows and behind the knees, and on the hands and feet. Eczema is not contagious. The cause is not known but most doctors believe it is a result of both genetic and environmental factors. Eczema may get better or worse over time, but it often lasts a long time. Treatments may include medicines, skin creams, light therapy, and good skin care.



Figure 2.3 Eczema is also called dermatitis.

Sunburn

Sunburn will make the skin turn red and hot to the touch. Sunburns will typically fade on their own after a few days. If you are sunburned too often, it can cause dry or wrinkled skin, dark spots, rough spots, and skin cancers, such as melanoma. It is important to stay out of the sun, and to protect your skin from the sun by wearing protective gear, clothing, and sunscreen if you are outside.

Detecting Skin Cancer

Skin cancer is the most common cancer in the United States. Performing regular skin checks can help you detect skin cancer early. Most skin cancer is treatable with early detection. When checking for skin cancer, pay special attention to changes in your skin and use the ABCDE method (figure 2.4). When doing a skin check, be sure to check all visible parts of your skin along with your scalp, armpits, spaces between fingers and toes, and genitals.

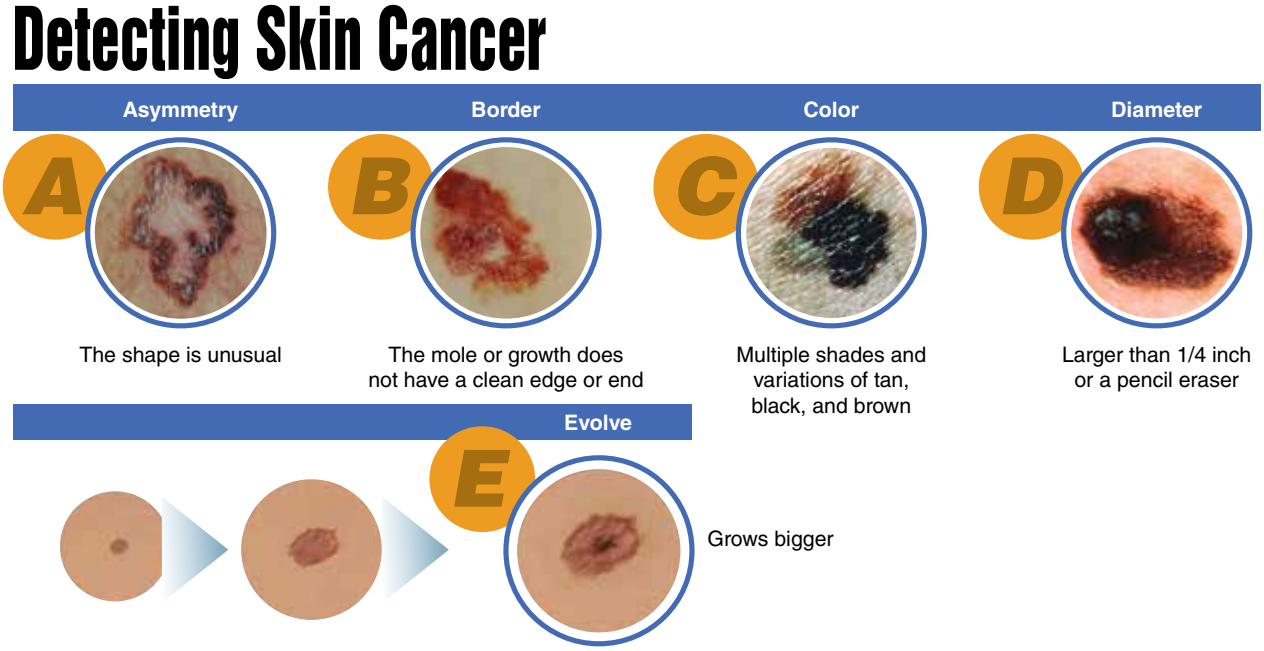


Figure 2.4 The ABCDE method.

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Your Hair and Nails



Did you know that the average person has 5 million hairs on their body? Hair grows all over your body except on your lips, palms, and the soles of your feet. Your hair will grow about half an inch in one month. Most hair grows for up to six years, and then it falls out and is replaced by new hair. Hair helps keep you warm and protects openings like the eyes, ears, and nose from small particles in the air.

Your nails are made up of a hard form of protein called **keratin**. Healthy nails are usually smooth and consistent in color. When the nails become discolored or have big pits on them it can be a sign of other diseases like lung, heart, kidney, and liver diseases. It is normal to sometimes get white spots on your nails, or to have ridges than run from top to bottom of your nail. Keeping your nails clean, dry, and trimmed can help you avoid some problems. Be careful not to remove the cuticle (the skin at the base of each nail), because that can cause infection. Common hair and nail problems are shown in figure 2.5.



Head lice
(small insects that live in the hair on the scalp or body; highly contagious)

Hair loss
(also called alopecia; can happen to any gender; caused by autoimmune disease)

Dandruff
(redness, itching, and flaking of the scalp; can be worse in winter or with stress; can be treated with medicated shampoo)

Bacterial and fungal infections
(caused by bacteria entering the skin near a nail that has been bitten, chewed, cut, or damaged)

Ingrown nails
(the nail grows into the flesh instead of over it; can be caused by cutting nails too short)

Warts
(small, rough, hard growths on the skin; caused by a virus)

Figure 2.5 Common hair and nail problems.

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Caring for Your Hair and Nails

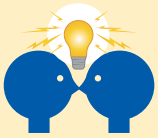
Luckily it is fairly easy to care for your hair and nails.

- ☐ Wash and condition your hair regularly (every one to three days).
- ☐ Eat a diet high in vitamins E, A, and C, and zinc, biotin, omega 3, protein, iron, and fiber.
- ☐ Avoid sharing combs and brushes with other people.
- ☐ If you develop dandruff, use a medicated shampoo.
- ☐ If you become infected with lice, you will need a special shampoo to kill the lice and their eggs. You will also need to wash in hot water all linens, towels, and clothing that came in contact with the lice.

CASE STUDY



Ally's Acne



Ally has always been quite comfortable in her own skin. As a young girl she loved to play outside and didn't mind getting dirty or sweaty. She and her two older brothers liked to play soccer in the park near their house and she liked to go for ice cream and shop at the mall with her friends. Lately, Ally has started to get pimples. She can tell her body is changing and that she is probably going through puberty. Most of the time the pimples show up on her face. Ally hates getting pimples. Her older brother Jake has really bad acne and has to be on medication. She loves her brother and hates how much the other kids at school tease him because of his acne. Ally is afraid of being teased like her brother.

Lately Ally has been reading online about medicines to prevent pimples. She's seen blogs and Instagram posts that have tips on how to use makeup to hide pimples. She has also been spending most of her allowance on makeup, but nothing seems to be working. Ally hates the way her pimples look. She knows that she can use apps to change how her skin looks in the pictures she posts on social media, or that she can just angle herself differently in the picture or put a cute sticker on her photos to cover up some of the pimples. In fact, it seems like hiding imperfections on social media is what everyone does, and it's no big deal. Ally hates going to school, though, because she knows people will see her pimples and how much makeup she is using to try to hide them. She even worries that they will notice how different she looks from her social media image. Ally is feeling very anxious about this lately and has even faked being sick to avoid having people see her at school.

Think About It

1. What do you know about pimples and acne? What advice could you give Ally that might help her prevent some of her pimples?
2. What things do you think influence the way Ally feels?
3. Do you think other people feel the way Ally does in this story? Why or why not?
4. What could you say to Ally to provide her with the support she needs so that she feels less anxious?

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Analyzing Influences: Beauty, Media, and Technology

Today's technology allows us to change pictures of people in a lot of ways. When you see a picture in a magazine or on social media, it is difficult to know how realistic the image is. Almost all media images have been changed to look more attractive or appealing. Hair and skin are two of the most commonly altered parts of photos.

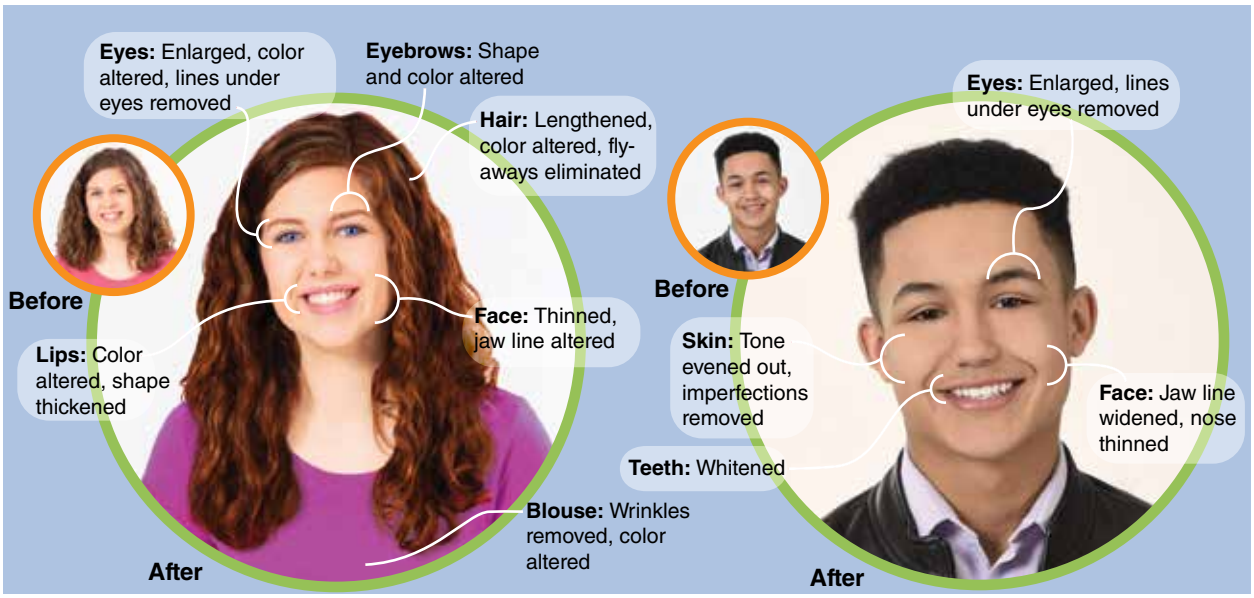
It is important to realize that technology makes it very easy for the media to show unrealistic images. Often models and celebrities seem to have perfect, flawless skin and unbelievable shiny, thick hair. If you don't understand that the image has been touched up, you might look at it and feel like you will never look like that or be that beautiful. What you need to understand is that even the person in the picture does not look how he or she appears. They have been made to look more perfect even though they aren't. It is important not to let these unrealistic images influence your health behaviors when it comes to your hair and skin.

Ways Images Can Be Altered

Skin
- All pores, pimples, freckles, and imperfections are removed and skin is given a "glow".
- Body hair on women is often "removed".
- A tan or realistic-looking facial hair (for males) can even be added to the photo.

Features
- Noses, eyes, and lips can all be altered to make them bigger or smaller.
- Digital alterations can even make the shape of the face appear thinner, longer, or rounder.

Hair
- The color, length, and thickness of hair can be adjusted or changed.
- Hair can also be made to look shinier and healthier than it is.



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Skill-Building Challenge

Analyzing Social and Media Influences

Use the handout your teacher provides to make a list of three different social media and traditional media sources you use or look at on a regular basis. For each, explain why you use the source and what it is you want to see or accomplish when using those media. Think about magazines, television, websites, and social media sites. Then, for each source, reflect on how you feel after you have been looking at the source or site and how it affects your own self-image. Explain whether using the media changes your behaviors. Here's an example.

- My media source: *Instagram*
- Why I use this media source: *to keep track of what my friends are doing; to look at what is on sale at my favorite stores*
- How I feel when using it: *I feel okay looking at it. Sometimes I notice the models and don't feel like I am pretty enough.*
- What I do after using it: *I sometimes try to do my hair to look like someone else's that I saw in a photo they posted.*

Healthy Living Skills

This lesson focused on analyzing how media and technology influence behaviors related to hair and skin care. Here are some more healthy living skills related to this lesson.

MAKING HEALTHY DECISIONS

As you begin to go through puberty, your skin will change. If you were to develop acne on your face and neck, what would you do? Use the five-step decision making process to explain your options and to identify your next steps.

PRACTICING HEALTHY BEHAVIORS

Look over the skin care tips in this lesson. Identify one or two that you think you can do (or do better at). Practice the behavior or behaviors for one week. Keep track of your progress and reflect on your success. Identify what helped you do the behavior more often and what kept you from being successful.

PROMOTING GOOD HEALTH

Develop a flyer or handout that you can give to the adults you know (parents, grandparents, aunts, uncles, teachers, coaches) that explains why it is important for them to check their skin for signs of skin cancer and shows them how to check the skin properly using the ABCDE method described earlier in this lesson. Search for clear and appropriate images that will help communicate your message.

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LESSON 2.1 Review: Healthy Skin, Hair, and Nails

LESSON SUMMARY

- Hygiene is the practice of keeping yourself in good health by maintaining your personal cleanliness. Good hygiene helps you stay healthy and look and feel your best.
- The skin is made up of three layers: the epidermis, the dermis, and the hypodermis.
- The nails are made of a hard protein called keratin.
- Proper care for the skin involves keeping it clean. When caring for the skin be sure to avoid long baths or showers in hot water, use mild soaps, shave carefully with clean razors, and apply lotion to the skin after bathing. You should also wash your hair every one to three days with shampoo. If your hair is dry, you might also apply a conditioning product.
- Common problems with the skin include acne, eczema, sunburn, and skin cancers. Dry skin on the scalp can cause dandruff, and nails can become brittle. Keeping your nails clean, dry, and trimmed can help you avoid some problems.
- Media images are often altered to make the skin and hair look flawless. It is important to remember that no one has perfect skin and hair and that trying to achieve such an unrealistic standard might lead to poor hygiene decisions.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ is the practice of keeping yourself in good health by maintaining your personal cleanliness.
2. The _____ is the outer layer of your skin.
3. The hair follicles and sweat glands are found in the _____.
4. _____ is a condition that affects the oil glands and hair follicles on your skin when they become clogged.
5. Dermatitis is also called _____.
6. Your nails are made of a hard _____ called keratin.

THINKING CRITICALLY

Your diet can have a big influence on the health and appearance of your hair. Use the Internet, this textbook, and other resources available to you to create a meal you would like to eat that would be good for your hair. Make a graphic of the meal (using your own drawings or photos you find) and use labels to identify the vitamins and minerals found in each of the hair-healthy foods you picked.

TAKE IT HOME

Find one skin or hair product you use at home. Pick an ingredient you don't recognize and use the Internet to find out whether it is considered safe or not.

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LESSON 2.2

Good Oral Health

Terms to Learn

enamel
tooth decay
cavity
gingivitis
cold sore
halitosis
bruxism



The Big Picture

Your mouth is home to 500 different bacteria. Some of these bacteria are good and help to protect your teeth. Other bacteria are damaging and can eat away at your teeth over time. When you practice good oral health, you protect your mouth and body from bad bacteria. You can also keep your smile bright and your breath fresh.

Learning Targets

- Identify the types of teeth in your mouth and the functions of each.
- Explain how to properly brush and floss the teeth.
- Explain common oral health concerns and problems.
- Use goal setting to enhance oral hygiene and oral health care.

SEL Connection

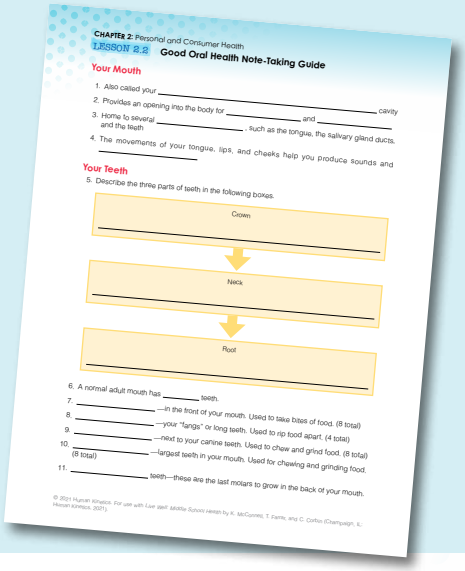
Skill-Building Challenge: Goal Setting for Good Oral Health (Responsible Decision Making)

Write About It

When was the last time you flossed your teeth or had them flossed? Do you think flossing is important? Why or why not?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.



CHAPTER 2: Personal and Consumer Health
LESSON 2.2 Good Oral Health Note-Taking Guide

Your Mouth

1. Also called your _____ cavity
2. Provides an opening into the body for _____ and _____
3. Home to several _____ and the teeth _____, such as the tongue, the salivary gland ducts,
4. The movements of your tongue, lips, and cheeks help you produce sounds and _____

Your Teeth

5. Describe the three parts of teeth in the following boxes.

Crown

Neck

Root

6. A normal adult mouth has _____ teeth.
7. _____—in the front of your mouth. Used to take bites of food. (8 total)
8. _____—your "fangs" or long teeth. Used to rip food apart. (4 total)
9. _____—next to your canine teeth. Used to chew and grind food. (8 total)
10. _____—largest teeth in your mouth. Used for chewing and grinding food.
11. _____ teeth—these are the last molars to grow in the back of your mouth.

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People are always telling Mallory that she has a pretty smile. Her teeth are white and straight, and she's only had to have one cavity filled at the dentist's. Mallory's aunt is a dental hygienist, and she makes sure the family uses good dental hygiene. Her friend James has the opposite situation. His front teeth are crooked and a little stained and he has never really liked his smile. No one in his family seems to care much about dental health or hygiene and he's already got a mouth full of fillings. How are Mallory and James each influenced by their families when it comes to their oral health? What other things might be influencing their situations?

Your Mouth

Your mouth is also called your oral cavity (figure 2.6). It provides an opening into the body for food and air. Your mouth is home to several organs such as the tongue, the salivary gland ducts, and the teeth. The movements of your tongue, lips, and cheeks also help you produce sounds and speech.

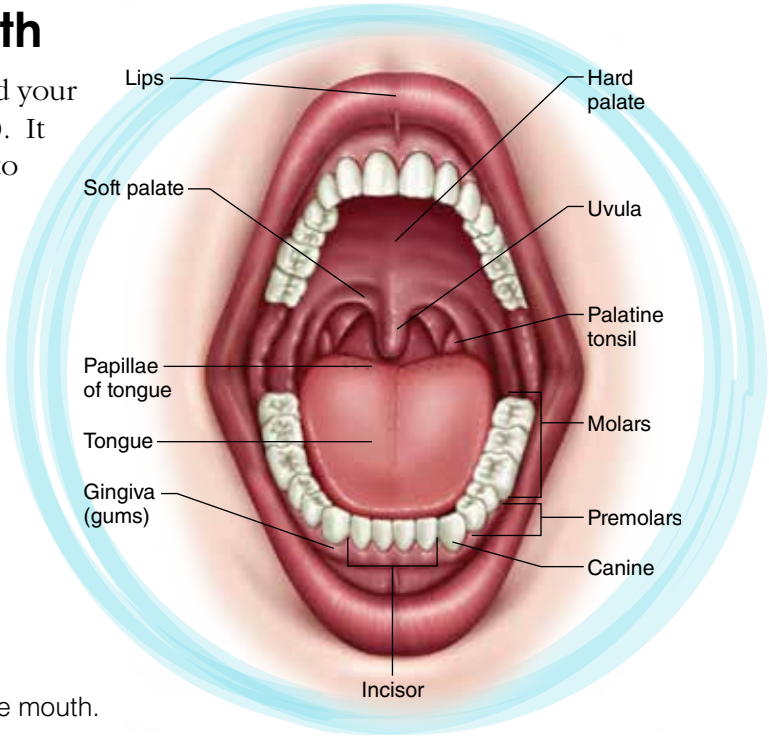


Figure 2.6 Anatomy of the mouth.

Your Teeth

Teeth are made up of three different parts (figure 2.7). The crown is the outside part of your tooth. It is the part of the tooth you can see. The crown is protected by **enamel**, a hard, white substance made of calcium. The second part of the tooth is called the neck. It connects the crown of the tooth to the root of the tooth. The root contains blood vessels and nerves and connects the tooth to the jaw. Sometimes people think that teeth are dead or are pieces of exposed bones. The reality is that teeth are complex, living organs like the rest of your body.

A normal adult mouth has 32 teeth. There are five different types of teeth that each have different jobs to do when it comes to chewing food (figure 2.8). Each type of tooth has a unique shape and location in the mouth that helps it do its job well. Teeth develop in stages. A person's first set of teeth is typically

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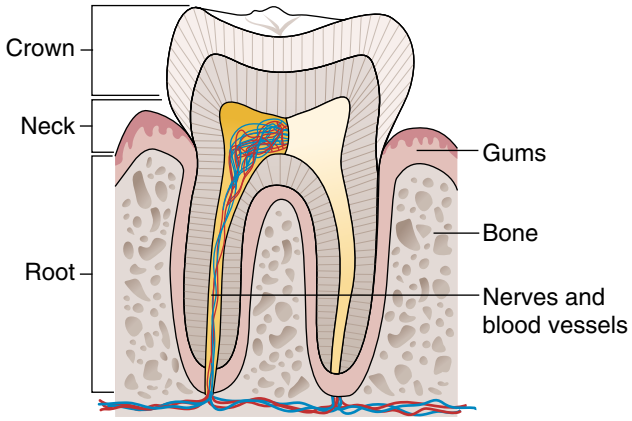


Figure 2.7 Anatomy of the tooth includes three different parts: the crown, neck, and root.

in place by age 3. These teeth are replaced by permanent adult teeth between the ages of 6 to 12. A person's baby teeth perform all the same functions as adult teeth do. These teeth fall out and are replaced as the person grows and larger teeth are needed to fill the larger adult mouth.

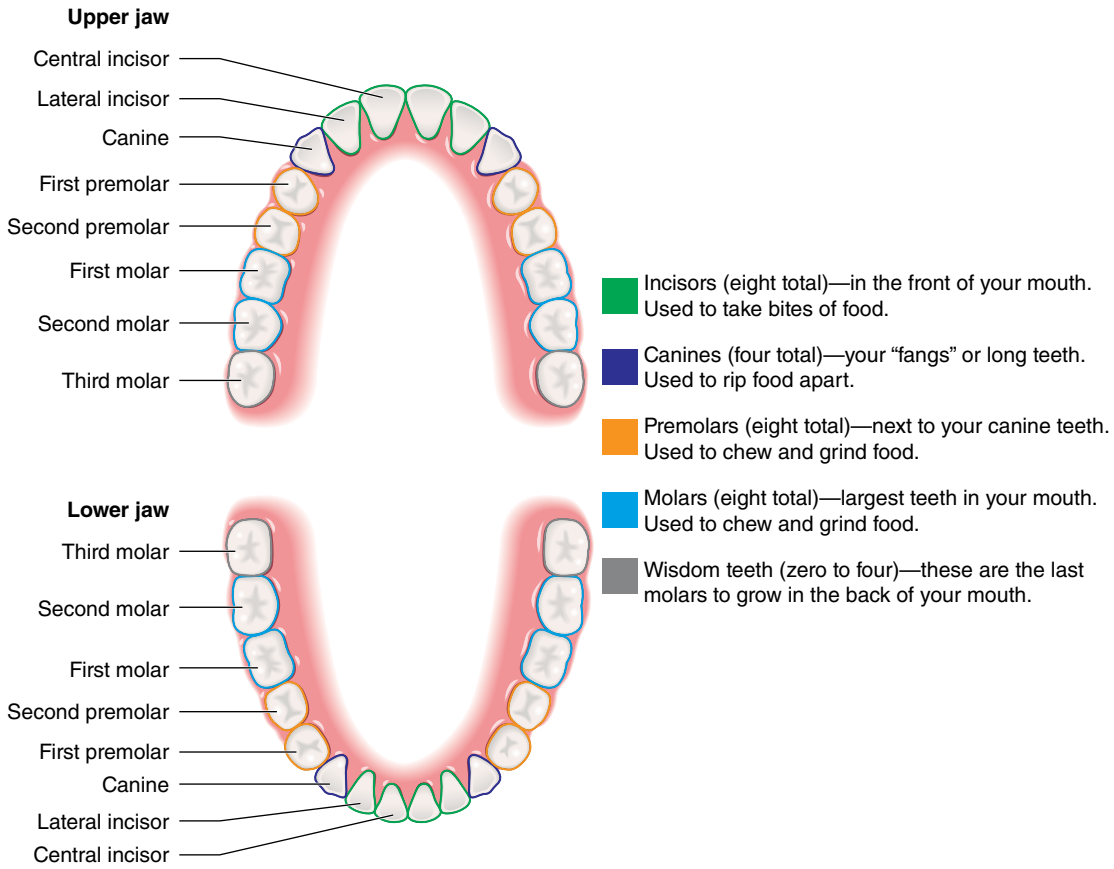


Figure 2.8 Functions and location of your teeth.

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HEALTHY LIVING TIP

Carry floss sticks, toothpicks, or soft-tipped dental picks in your backpack and use them after lunch to remove food debris that might have gotten stuck in your teeth.

Caring for Your Mouth and Teeth

When it comes to your mouth and teeth, the most important things you can do are to regularly brush and floss your teeth. Brushing twice a day with a soft bristle brush and flossing every day will help remove food debris and bacteria from your teeth. This will keep the teeth from becoming damaged. Caring for your teeth will also help them stay healthy longer. As you get older, you may lose one or more teeth if they become damaged. When this happens quality of life can go down. It can become more difficult to eat, drink, and communicate.

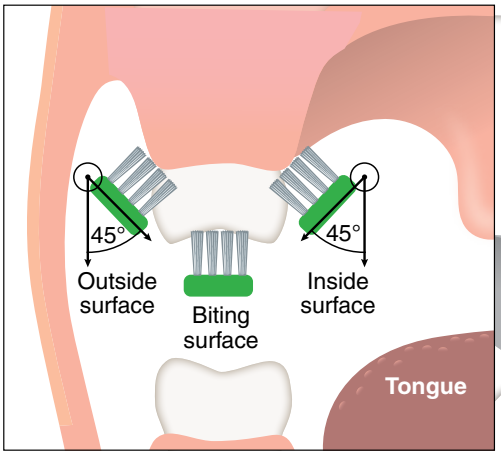
How to Brush Your Teeth Properly

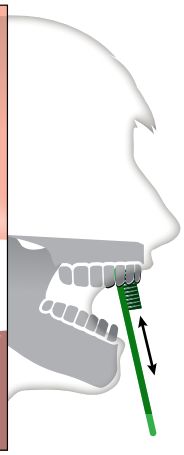
1. Pick a soft toothbrush. This is very important. A soft brush will allow the bristles of the brush to get up and under the gum line. This helps remove harmful bacteria. Cover the top surface of the brush with toothpaste and wet the brush with water.

2. Brush the outer surface of the teeth by placing the toothbrush at a 45-degree angle. Use a vibrating back-and-forth and rolling motion and try to spend 10 seconds on each tooth.

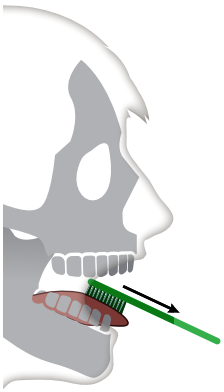
3. Repeat step 2 on the inner surface of the teeth.

4. Use moderate pressure to brush the top surfaces of your teeth using a back-and-forth motion.





5. Brush up and down on the back surface of the upper and lower front teeth.

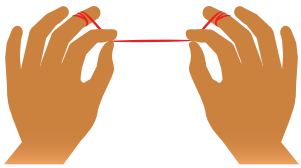


6. Genttly brush the surface of the tongue from back to front. This helps remove bacteria and freshens breath.

How to Floss Your Teeth Properly



1. Use about 18 inches of floss and wind it around your fingers (middle or pointer finger).

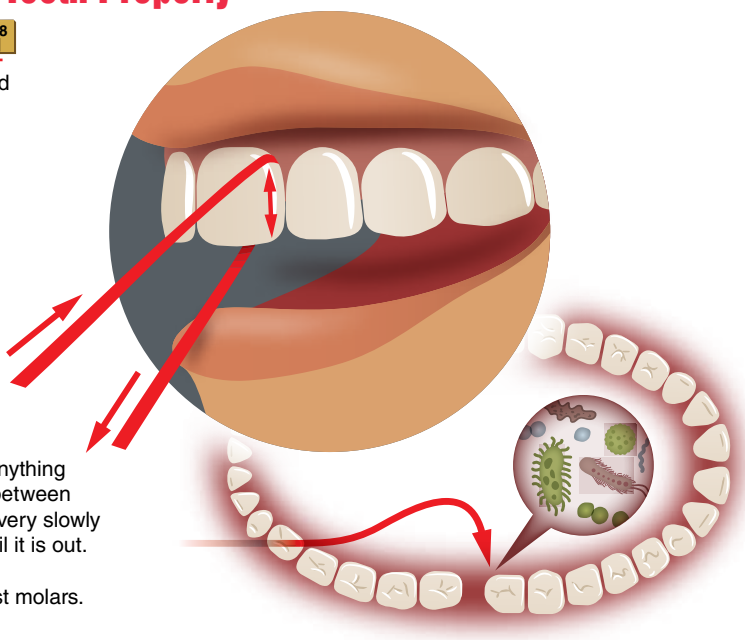


2. Hold the floss tightly and gently insert it between the teeth.

3. Gently curve the floss up along the gum line, following the curve of the tooth.

4. Rub the floss gently up and down to remove anything stuck between the teeth. If the floss gets stuck between your teeth, let go of the floss with one hand and very slowly pull the length of the floss through your teeth until it is out.

5. Floss all of your teeth, including behind the last molars.



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Visiting the Dentist

A lot of people don't like to visit the dentist. Fear of pain or needles, anxiety about not being able to breathe, and jaw and neck discomfort are common concerns. Sometimes these concerns get in the way of good oral health care. It is recommended that you visit a dentist every six months for a deep cleaning and a checkup. The tools the dentist has access to can remove plaque and tartar that you can't remove yourself. The dentist can also inspect your gums to make sure they are healthy. Your dentist may also x-ray your teeth to find cavities before they cause any significant damage.

If you are afraid of going to visit the dentist, it is important to talk to your parent or guardian and to your dentist when you arrive for an appointment. Many dentists can provide a range of things that will make your visit a pain-free experience. Some dental offices even provide entertainment like televisions on the ceiling that you can watch and listen to on headphones during your cleaning or dental procedure. Oral health care is critical to overall health. It is important to work toward overcoming any fears or barriers you may have so that you can get the dental care you need.

Common Problems With the Mouth and Teeth

Most people will experience some sort of problem with their oral health in their lifetime. If any problem you experience causes you pain or discomfort, you should see a dentist right away.

Crooked or Crowded Teeth

Most of us would love a perfect smile. However, it is estimated that as many as 45 percent of kids could benefit from having braces to straighten their teeth and improve the function of the mouth. Crooked teeth may only be a cosmetic (appearance) concern, or they may actually prevent someone from chewing food properly. If your teeth are not aligned properly, you may also experience pain in the jaw, or you may get frequent headaches. Crooked teeth can also make hygiene practices like flossing more difficult.



When your wisdom teeth begin to grow in (around age 18 to 20) you may experience crowding in your mouth. This means that there simply isn't enough room for all of the teeth to fit in without twisting or overlapping. When teeth get crowded, the wisdom teeth may become impacted (unable to grow) or they may need to be pulled after they have come in to allow enough space for the other teeth. Removing the wisdom teeth is a common procedure that does not negatively affect the function of the mouth.

Tooth Decay

Tooth decay is the destruction of some part of the tooth. Tooth decay can affect the outer layer of the tooth and the inside of the tooth. Decay occurs when foods containing carbohydrates such as bread, cereal, milk, soda, fruit, and candy are left on the teeth. Normal bacteria that live in the mouth digest these foods, turning them into acids. The acid combines with bacteria, food debris, and saliva to form plaque. This plaque is a colorless sticky film that coats the tooth and dissolves the protective enamel on the

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tooth. If plaque sits on the tooth and causes a hole, it is called a **cavity**. Cavities must be treated by a dentist. A cavity that is not treated will become painful and will eventually kill the tooth.

Gum Disease

The soft tissue around your teeth is called your gums. Gums help to protect the root of the tooth and to keep your teeth in place. Gum disease happens when plaque and tartar build up on the teeth. The bacteria in the plaque makes the gums become swollen. When the gums become inflamed, it is called **gingivitis**.

Cold Sores

Cold sores are a common infection caused by the herpes simplex virus (HSV). Cold sores are small blisters on and around your lips. These blisters can come in groups and form small patches. After the blister breaks, the fluid inside can leak out and dry, causing a flaky crust. Cold sores usually heal in two to four weeks without leaving a scar. Cold sores are contagious and can be spread by close contact such as kissing. There's no cure for HSV infection, and the blisters may return. Taking an antiviral medication can help cold sores heal more quickly and may reduce how often they return.

Bad Breath

Bad breath is also called **halitosis**. Halitosis can be caused by a variety of hygiene factors or from common diseases.



Causes of halitosis include

food in teeth,
smoking or tobacco use,
poor dental hygiene,
dry mouth,
medications,
infections,
chronic sinus infection, and
metabolic diseases like diabetes.

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Teeth Grinding

When a person grinds their teeth, it means they have a condition called **bruxism**. Stress and anxiety are common causes of bruxism. Sometimes people clench their jaw while awake, other times people grind their teeth in their sleep. Your dentist can help determine if you have bruxism by looking at the wear pattern of your teeth. Symptoms of tooth grinding include

- teeth that are flattened, fractured, chipped, or loose,
- worn tooth enamel, exposing deeper layers of your tooth,
- increased tooth pain or sensitivity,
- tired or tight jaw muscles,
- jaw, neck, or face pain or soreness,
- pain that feels like an earache, and
- dull headache.

Goal Setting for Good Dental Hygiene

It is not hard to keep your teeth and gums healthy. Creating a habit of brushing twice a day and flossing once a day will go a long way to maintaining good oral health. Sometimes people brush or floss but don't do a good job at it. It is also important to learn to perform these practices well.

When you think about setting a goal for improving your dental hygiene, think about whether or not you brush and floss enough, and also whether or not you follow guidelines. Whatever goal you set, make sure it is a SMART goal. A SMART goal is specific, measurable, achievable, realistic, and timely (figure 2.9).

SMART Goal Reminder

- **S** = Specific: Instead of saying "I will have good oral hygiene," be specific by saying "I will brush and floss my teeth."
- **M** = Measurable: Make sure your goal is something you can measure or count. "I will brush my teeth two times each day" or "I will brush each tooth for 10 seconds."
- **A** = Achievable: Make sure your goal lines up with best practice. "I will brush each tooth for 10 seconds" is accurate; "I will brush each tooth for 5 seconds" does not match the guidelines for good brushing.
- **R** = Realistic: Make sure the goal you set is something you think you can actually do. It may not be realistic to say "I will brush my teeth after every meal" if you don't have a convenient place to brush when away from home.
- **T** = Timely: Make sure your goal has a time frame so that you know when to reflect on your progress. For example, "I will brush my teeth two times each day for two weeks."

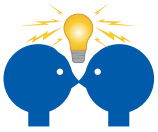
Figure 2.9 A SMART goal for good oral hygiene.

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Skill-Building Challenge WWW

Goal Setting for Good Oral Health



When you are setting meaningful goals, it is a good idea to start by reflecting on your current practices. Using the handout your teacher provides, answer the short self-assessment that follows, and then use your results to help you decide on a SMART goal for oral health that makes sense for you. Write your SMART goal in the space provided.

My SMART goal for good oral health: _____

My Oral Health

I brush my teeth every day.	True	False
I brush my teeth two times each day.	True	False
I use a soft toothbrush.	True	False
I am thoughtful and brush each tooth for at least 10 seconds.	True	False
I floss between all of my teeth every day.	True	False

Explain how your goal meets each of the SMART criteria:

Specific: _____

Measurable: _____

Achievable: _____

Realistic: _____

Timely: _____

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Healthy Living Skills

This lesson focused on setting SMART goals for good oral hygiene. Here are some more ways you can develop healthy living skills related to this lesson.



ANALYZING INFLUENCES

What things influence how well you take care of your teeth? Identify as many influences as you can and explain how they influence you. Think about family, friends, media, genetics, convenience, and so on. Once you have a full list, pick the one thing that you think has the most influence on your behaviors (positive or negative). Write a short paragraph about the influence you picked, being sure to describe how and why it influences your behaviors.



ACCESSING VALID INFORMATION

Research the different kinds of toothpaste (for example, whitening, cavity-preventing, sensitivity control, and so on). Make a list of the different types of toothpastes and the claims they make. Read a variety of reviews and articles to determine how valid these claims are. Give each type of toothpaste a thumbs-up or a thumbs-down based on what you find.



PRACTICING HEALTH-ENHANCING BEHAVIORS

Stand in front of a mirror and practice flossing your teeth. Watch your technique in the mirror. Make sure you bring the floss up in a C shape around each tooth. Pay attention to how much debris you remove from your teeth and think about how your teeth are affected when you don't floss regularly.



HEALTHY COMMUNICATION

Work with a group of classmates to develop a jingle, song, or rap that you could teach to elementary school students to help them learn how to brush their teeth properly. Make sure your work is factually accurate and try to make it easy to remember.

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LESSON 2.2 Review: Good Oral Health

LESSON SUMMARY

- Incisors are found in the front of your mouth; they are used to take bites of food. Canine teeth are your longest teeth; they are used to rip food apart. Behind your canine teeth are your premolars and your molars, which chew and grind food. Finally, you may have wisdom teeth; these are the last set of molars in the back of your mouth.
- When brushing your teeth, it is important to use a soft brush and to brush all surfaces of all teeth. Use a vibrating back-and-forth and rolling motion and try to spend 10 seconds on each tooth. When flossing, hold the floss tightly and gently insert it between the teeth. Curve the floss along the gum line following the curve of the tooth and rub the floss gently up and down to remove anything stuck between the teeth.
- Many common oral health problems are caused by poor brushing and flossing habits. When sugar (carbohydrates) are left on the teeth, you can get tooth decay and cavities. When food is stuck in the teeth, bacteria can form, causing gum disease or bad breath. You can also develop cold sores in your mouth from the herpes simplex virus. Finally, damage to the teeth can result if you grind your teeth.
- If you do not have good brushing or flossing habits, it is important to try to change your behaviors. You can begin by setting SMART goals. For example, you might set a goal to brush your teeth, using proper technique, two times each day for two weeks.

REVIEWING CONCEPTS AND VOCABULARY

1. The crown of your tooth is made up of a hard, white substance called _____.
2. Tooth _____ is the destruction of some part of the tooth.
3. Cavities happen when _____ sits on the tooth and causes a hole.
4. When bacteria and plaque make the gums become swollen, it is called _____.
5. A cold sore is caused by a type of _____ virus.
6. Bad breath, also called _____, can be caused by a lot of things, including poor dental hygiene.
7. When a person grinds their teeth, it is called _____.

THINKING CRITICALLY

Poor dental health can negatively affect your overall well-being. Why do you think this is? Research the relationship between oral health and general health to help you answer this question.

TAKE IT HOME

Research common dental diseases and conditions and select one to learn more about. Identify the causes of the disease or condition and learn how it is treated. Write a short summary of what you find.

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LESSON 2.3

Healthy Vision and Hearing

Terms to Learn

nearsightedness
farsightedness
equilibrium
conductive hearing loss
sensorineural hearing loss
tinnitus
social norm
empathy



The Big Picture

The world is full of beautiful images and sounds. Have you ever wondered how your eyes work or how it is you are able to hear the sounds around you? Vision and hearing are two of our most important senses. When we lose the ability to see or hear properly, we miss out on some of the most amazing parts of life. Believe it or not, the habits you develop now might affect how well you can see and hear later in life.

Learning Targets

- Explain how vision works.
- Compare nearsightedness and farsightedness.
- Describe what eye strain is and explain how to help reduce it.
- Explain how hearing works.
- Identify the four levels of hearing loss.
- Reflect on how social media and technology affect vision and hearing behaviors.

SEL Connection

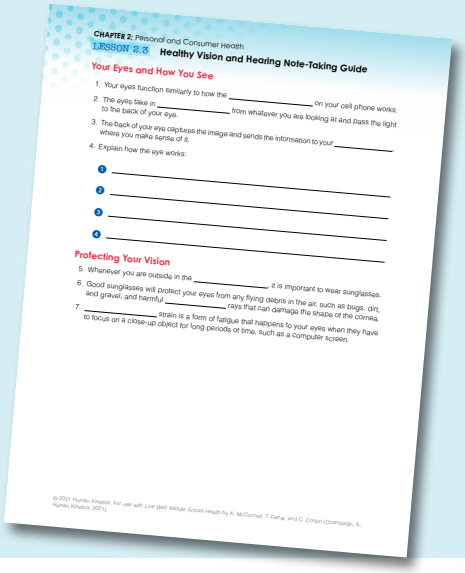
Social Norms and Listening Behaviors (Social Awareness)

Write About It

How many hours did you spend wearing earbuds or headphones this week? How many hours did you spend looking at a screen (your phone, television, tablet, computer)? Do you think these behaviors affect the health of your eyes and ears? Explain your answer.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.



CHAPTER 2: Personal and Consumer Health
LESSON 2.3 Healthy Vision and Hearing Note-Taking Guide

Your Eyes and How You See

1. Your eyes function similarly to how the _____ on your cell phone works.
2. The eyes take in _____ from whatever you are looking at and pass the light to the back of your eye.
3. The back of your eye captures the image and sends the information to your _____ where you make sense of it.
4. Explain how the eye works:
   1. _____
   2. _____
   3. _____
   4. _____

Protecting Your Vision

5. Whenever you are outside in the _____, it is important to wear sunglasses.
6. Good sunglasses will protect your eyes from any flying debris in the air, such as bugs, dirt, and gravel, and harmful _____ rays that can damage the shape of the cornea.
7. _____ strain is a form of fatigue that happens to your eyes when they have to focus on a close-up object for long periods of time, such as a computer screen.

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Carmen had a really bad cold and was really congested. She sneezed and coughed a lot and didn't know what she could do to feel better. Mostly she tried to sleep it off. After a few days her ears felt stuffy and full and they hurt a lot whenever she moved her head. She was even feeling dizzy every time she stood up and tried to walk. It was hard to concentrate and she didn't hear everything her friends said. What do you think Carmen should do to help improve her situation? If you were Carmen's friend, what concerns would you have about her long-term health?

Your Eyes and How You See

Your eyes function similarly to how the camera on your cell phone works. The eyes take in light from whatever you are looking at and pass the light to the back of your eye. The back of your eye captures the image and sends the information to your brain, where you make sense of it. There are a number of structures in the eye that help with this process (figure 2.10).

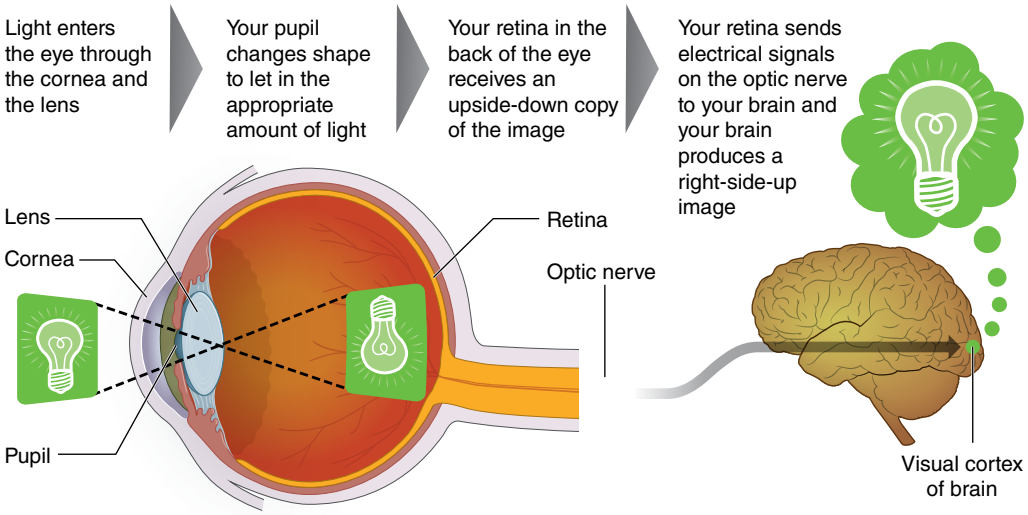


Figure 2.10 Anatomy of the eye and how the eye works.

Protecting Your Vision

There are a few things you can do to protect your eye health. First, whenever you are outside in the sun, it is important to wear sunglasses. Good sunglasses will protect your eyes from any flying debris in the air (like bugs, dirt, and gravel) and will also protect your eyes from harmful ultraviolet (UV) rays that can damage the shape of the cornea. UV rays from the sun can burn the cornea like they can burn the skin. Over time this can lead to vision problems. If you are an outdoor athlete, it is very important to protect your eyes with sunglasses or goggles for these same reasons. Everyone should have their eyes checked regularly by an eye doctor.

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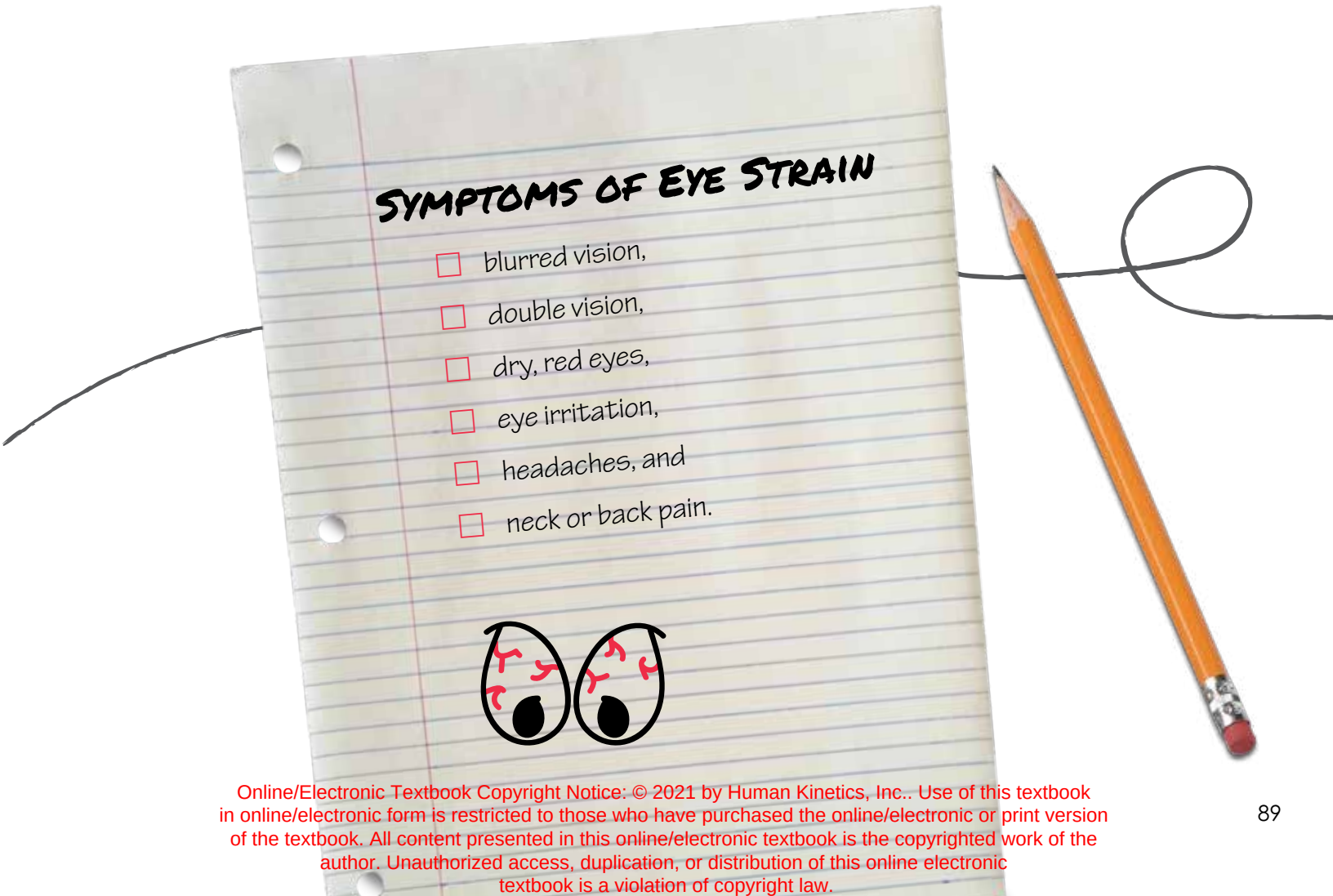
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All outdoor athletes can benefit from wearing eye protection.

Eye Strain

Nowadays it is common for people to spend as many as nine or more hours each day looking at a screen. This can cause eye strain. Eye strain is a form of fatigue that happens to your eyes when they have to focus on a close-up object for long periods of time. The best treatment for eye strain is to cut back on the hours of screen time you have each day and to avoid long periods of screen time without a rest.



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HEALTHY LIVING TIP

If you use a tablet, phone, or computer often, follow the 20-20-20 rule to help reduce eye strain. Look away from the screen every 20 minutes. Focus on something about 20 feet away for about 20 seconds.

Common Problems With Vision

There are a few common eye problems that affect vision. As a younger person, you are less likely to experience these problems. As you age, it is likely that you will experience at least one of them. Vision problems can also be genetic: you are more likely to experience a problem if one or both parents have vision issues. Common vision problems, including **nearsightedness** and **farsightedness**, are described in figure 2.11.

Nearsightedness

Nearsightedness is also called myopia. Nearsighted people can see objects that are up close clearly but have a harder time seeing objects in the distance. This happens when the light entering the eye is focused in front of the retina instead of directly on it.

Farsightedness

Farsightedness is also called hyperopia. In this condition, light focuses behind the retina and objects that are up close are hard to see clearly.

Astigmatism

Astigmatism occurs when the light is not focused evenly on the retina. This makes objects appear blurry or distorted.

Presbyopia

Presbyopia happens when the lens of the eye becomes stiffer. Light isn't focused as well, and it becomes harder to see objects up close. Many older adults experience presbyopia and use glasses to read.

Color Blindness

Color blindness is a color vision deficiency that keeps a person from seeing colors in the way most people do. The most common form is red-green color blindness, followed by blue-yellow. Individuals with color blindness have difficulty seeing the differences between these colors.

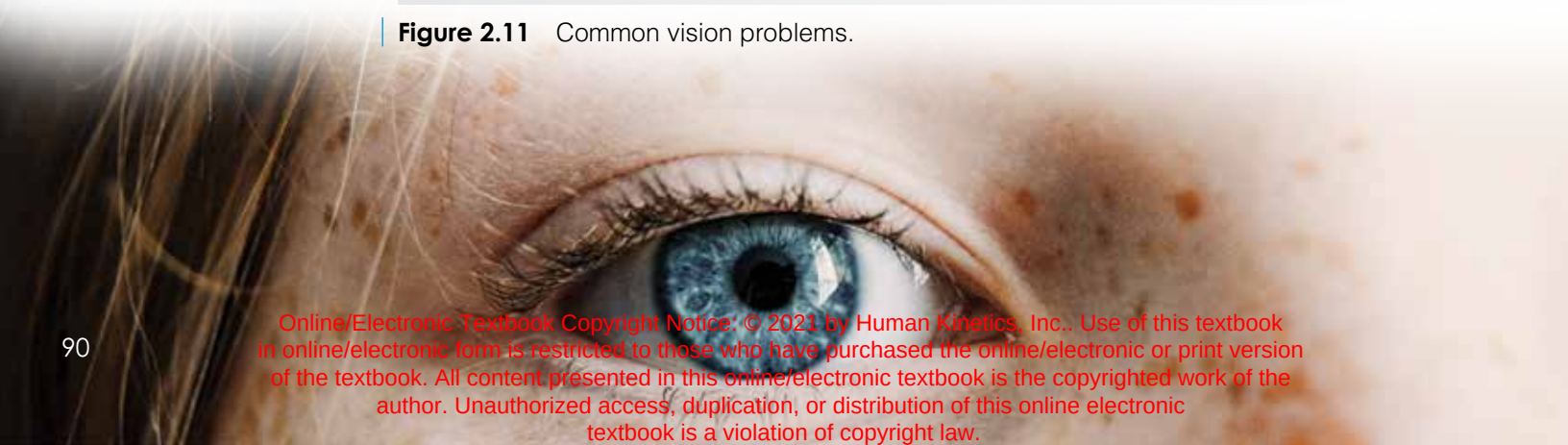
Red or Bloodshot Eyes

Red or bloodshot eyes happen because the eye surface is covered in blood vessels that expand when they're irritated or infected. Eye drops and rest can help relieve red eyes.

Night Blindness

Night blindness means that a person has a hard time seeing in the dark. A lack of vitamin A in your diet, nearsightedness, or other eye conditions can contribute to night blindness.

Figure 2.11 Common vision problems.



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Your Ears and How You Hear

Your hearing allows you to listen to your favorite music, dance, talk to your friends, and listen to natural sounds like ocean waves and rainfall. It also helps you maintain your **equilibrium**, or balance. Unfortunately, our ears are often exposed to very loud or uncomfortable sounds like construction noise, airplanes overhead, or traffic. We even subject ourselves to loud and dangerous sounds on purpose when we wear headphones for playing games, listening to music, or talking with friends.

Your ears are very complex organs (figure 2.12) that help you take in sound waves from the environment and convert them into things you recognize. The outer ear, or pinna, is the large part of your ear that other people see. It helps to gather sound waves that then pass through the ear canal. The ear canal produces earwax; it also makes the sound waves 60 times louder so that you can hear them.

Your eardrum vibrates the sound waves into the middle ear, where three small bones further vibrate the sound waves into the cochlea in the inner ear. The cochlea is a spiral tube that looks like a very small seashell. It is covered in nerve cells that convert the vibrations into nervous impulses. These impulses travel down the auditory nerve to the brain, where you interpret the impulses as sounds. You also have small semicircular canals in the inner ear that contain fluid. These canals use the fluid to help you maintain your balance.

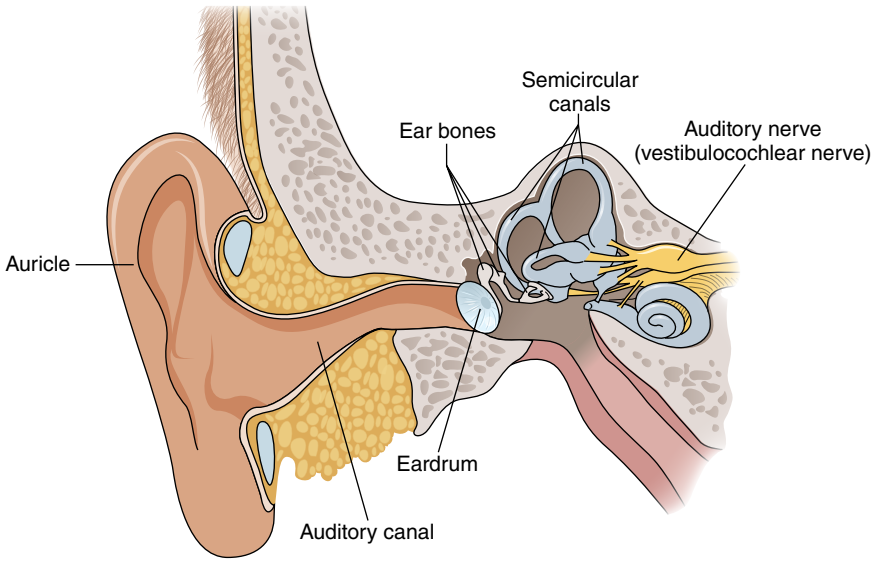


Figure 2.12 Anatomy of the ear.

Protecting Your Hearing

If you lose all or part of your hearing, it is unlikely that you will ever get it back. Most hearing loss is permanent. Hearing aids can help restore some hearing in many situations. It is important to protect your ears so that you limit the chances that you will experience hearing loss. Avoid very high levels of noise such as rock concerts, construction noise, jet engine noise, and similar situations. If you do need to be in these situations (for example, if you are a musician or become a construction worker), it is critical to protect your ears.

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You can use small earplugs that lower the decibels of certain frequency sounds while still allowing you to hear normal human conversation. These are often called *musician's earplugs*. There are also noise-canceling earphones that do a similar thing while allowing you to listen to sound through them. When using any earphone or earbud it is critical not to listen at a high volume (more than 85 db). Even a single loud noise exposure can damage the ear and result in some hearing loss.

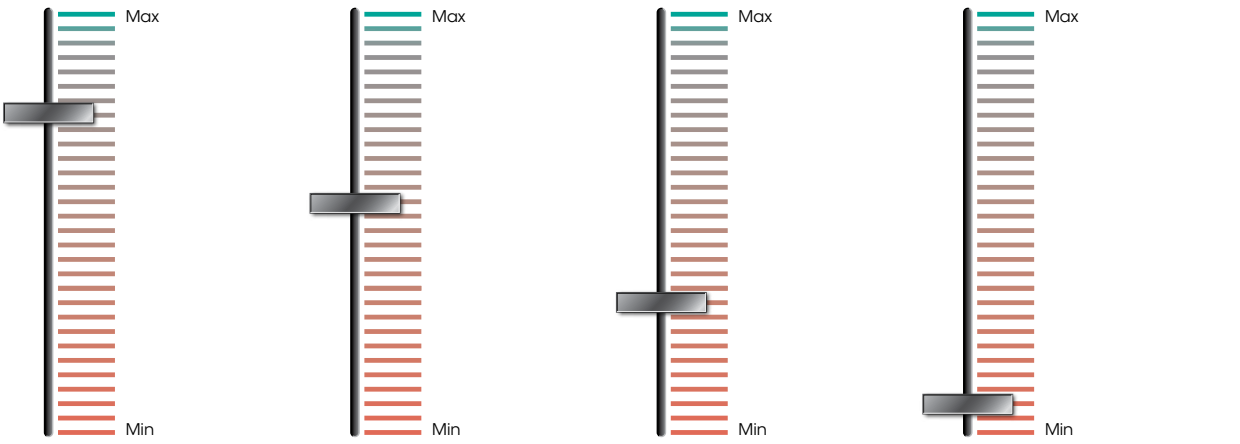
It is also important not to stick objects into the ears, because you might puncture or damage the eardrum. This includes cotton-tipped swabs. You should only try to clean the outside of your ears yourself. Your regular medical exams will include inspection of your ears for earwax or signs of infection. If either is present, there are safe medicines that can be used to clean and heal the ear.

Common Problems With Hearing

There are a few common ear problems that affect hearing.

Hearing Loss

The most serious ear-related health issue is permanent hearing loss. Hearing loss can be caused by sound not being transmitted into the inner ear. This type of hearing loss is called **conductive hearing loss**. Damage to the eardrum (a rupture or tear) is an example of what causes this type of hearing loss. **Sensorineural hearing loss** occurs when there is damage to the auditory nerve itself, and sound information from the inner ear is not passed to the brain properly. Either type of hearing loss can be mild, moderate, severe, or profound (figure 2.13). Hearing loss can come on suddenly or develop over time.



Mild Hearing Loss
A person with mild hearing loss may hear some speech sounds, but soft sounds are harder to hear.

Moderate Hearing Loss
A person with moderate hearing loss may hear very little or no speech when another person is talking at a normal level.

Severe Hearing Loss
A person with severe hearing loss will hear no speech when a person is talking at a normal level and only some loud sounds.

Profound Hearing Loss
A person with profound hearing loss will not hear any speech and only very loud sounds.

Figure 2.13 Degrees of hearing loss.

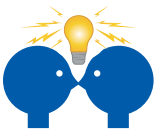
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Tinnitus

Tinnitus is another common hearing problem described as a ringing, buzzing, or other sound present in the ear. Most people experience some ringing in the ears at some point in their lives. Tinnitus can be caused by damage to some part of the middle or inner ear or by hearing loss itself. Chronic, ongoing tinnitus occurs in about 1 in every 22 people, or 4.5 percent of the U.S. population. Unfortunately, most tinnitus cannot be cured. Treatments include learning coping strategies and using distraction techniques such as music to reduce the discomfort and frustration tinnitus can cause.

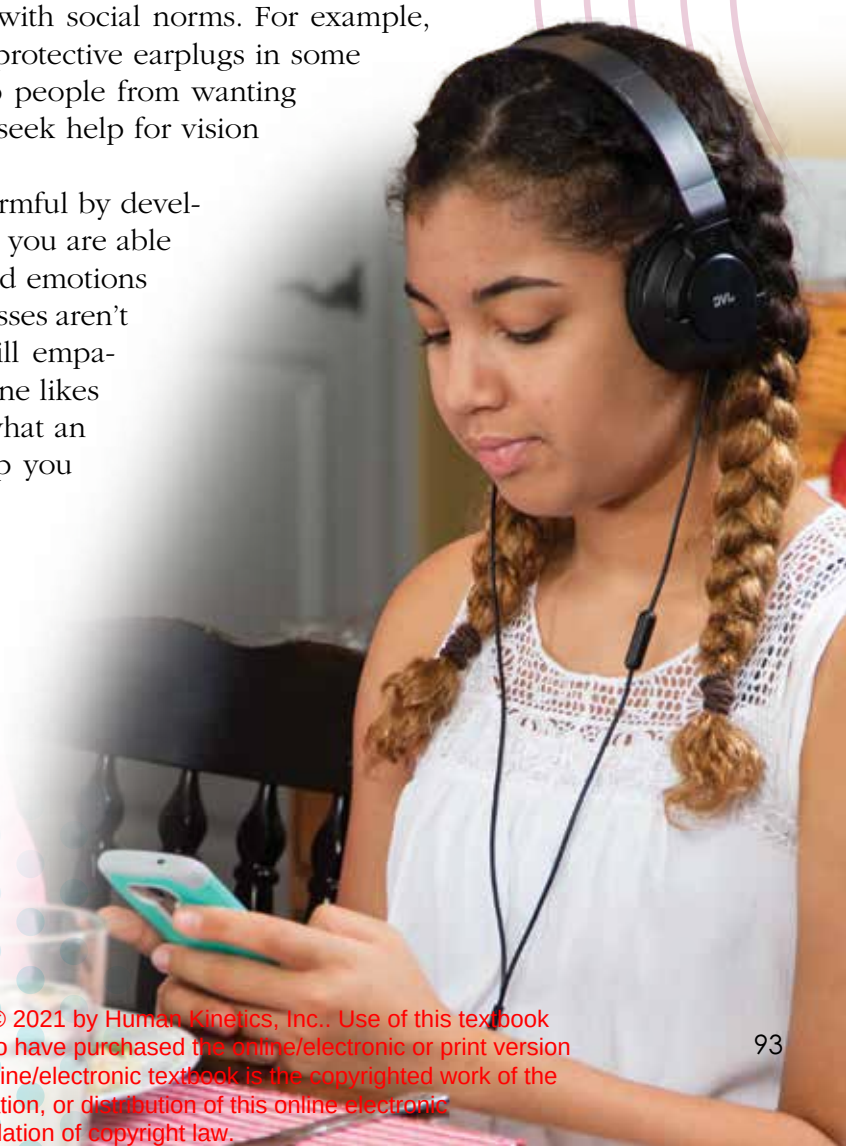
Social Norms and Listening Behaviors



Most people don't seem to go anywhere without their cell phone. It is very common for people to have earbuds in one or both ears most of the day. It is also common for people to use their phone for entertainment like listening to music, watching videos, or playing games. When a behavior is so common in a society that it is considered standard, or expected, we call it a **social norm**. Social norms act like unofficial rules or laws. We are influenced by social norms because we want to fit into a particular social group.

When it comes to our eye and ear health, we might not always make the healthiest choice if we don't think it fits in with social norms. For example, it may not be acceptable to wear glasses or protective earplugs in some social groups. These social norms may keep people from wanting to talk about, protect themselves against, or seek help for vision or hearing problems.

We can help limit social norms that are harmful by developing empathy for others. **Empathy** is when you are able to understand and appreciate the feelings and emotions of others. If your social norms tell you that glasses aren't cool, it also makes it less likely that you will empathize with someone who wears glasses. No one likes being left out or made fun of. Considering what an experience is like for someone else can help you improve your empathy skills.



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STEM in Health

LASER EYE SURGERY

LASER stands for **l**ight **a**mplification by **s**timulated **e**mission of **r**adiation. Lasers are a common part of your everyday life. They are used for cutting, engraving, and marking a wide range of surfaces and products. They are also used in medical surgeries such as laser eye surgery. Essentially, a laser is a very concentrated energy source in the form of photons, or light. A laser is quite different from a traditional light source like a flashlight. The light in a laser is all one specific wavelength (or color), it is highly organized (meaning that energy is all produced at one time), and it releases all of its energy in one direction. Advances in laser technology have led to the use of lasers for a variety of health issues including surgeries, hair removal, and corrective eye surgeries. When lasers are used to correct vision, the laser energy is used to reshape the curvature of the eye. The laser changes the shape of the cornea to alter the way light rays enter the eye. This type of surgery is very quick, and most people have improved vision within one week. The eye itself can take up to six months to recover fully from the surgery.

Skill-Building Challenge

Analyzing Social Norms on Vision and Hearing Behaviors

Use the handout your teacher provides to reflect on how technology, media, and social norms might influence your behaviors. Often we want to fit in, so we make choices based on a desire to be liked or to be popular, even when those choices might negatively affect our health. On the handout, fill in the outer area of the rectangle with as many influences or social norms as you can think of. In the inside of the rectangle, write a short paragraph about how these influences affect your behaviors.

Healthy Living Skills

This lesson focused on analyzing how social norms affect our vision and hearing behaviors. Here are some more ways you can develop healthy living skills related to this lesson.

HEALTHY COMMUNICATION

Work with a team to develop a public service announcement to reduce listening volume when wearing earbuds or headphones. Gather facts about the dangers of listening at a high volume when using a device. Create a set of talking points and a pledge for students to follow. Get as many students as you can to sign the pledge to reduce their listening volume.

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LESSON 2.3 Review: Healthy Vision and Hearing

LESSON SUMMARY

- The eyes take in light from whatever you are looking at and pass the light to the back of your eye. The back of your eye captures the image and sends the information to your brain, where you make sense of it.
- Nearsighted people can see objects that are up close clearly but have a harder time seeing objects in the distance. In farsighted people, light focuses behind the retina, and objects that are up close are hard to see clearly.
- Eye strain is a form of fatigue that happens when your eyes have to focus on a close-up object for long periods of time. The best treatment for eye strain is to cut back on the hours of screen time you have each day and to avoid long periods of screen time without a rest.
- Your ears gather sound waves from the environment. The eardrum vibrates the sound into the cochlea, which converts the vibrations to electric impulses that are sent to your brain. The brain makes sense of the information in the form of sounds.
- Mild hearing loss can make hearing some speech sounds hard to hear; with moderate hearing loss, a person may hear very little or no speech when another person is talking at a normal level; with severe hearing loss, no speech will be heard when a person is talking at a normal level; and with profound hearing loss, a person will not hear any speech and will only hear very loud sounds.
- When a behavior is so common in a society that it is considered standard, or expected, we call it a social norm. Whether or not we wear glasses, or how often we wear earbuds and listen to loud music, may be influenced by social norms. It is important to be supportive of others who are trying to take care of their long-term health.

REVIEWING CONCEPTS AND VOCABULARY

1. When objects look blurry up close, it is called _____.
2. When a person can't see objects that are far away it is called _____.
3. Another name for _____ is balance.
4. A standard, or expected, behavior in a group of people is called a social _____.
5. Hearing loss due to damage to the auditory nerve is called _____ hearing loss.
6. A ringing, buzzing, or other sound present in the ear is called _____.

THINKING CRITICALLY

Many teenagers listen to music and other media through headphones, and often listen at dangerous levels. Imagine you could look into the future and saw that you would go deaf later in life. What would you say to yourself? Write a letter to yourself from the perspective of your older self. Give yourself the best advice you can to help prevent hearing loss later.

TAKE IT HOME

Talk to someone in your life who spends a lot of time in front of a screen, like a sibling who watches too much TV, a cousin who plays video games for hours every day, or a parent or guardian who works in front of a computer all day. Explain to them what eye strain is and give them some advice about how to avoid it. Write down the important points that you will share.

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LESSON 2.4

Healthy Sleep and Rest

Terms to Learn

good quality sleep
sleep-deprived
unconscious
insomnia
sleep debt



The Big Picture

Getting enough quality sleep and rest is one of the most important health behaviors you can have. Sleep is critical to the human body. When we are well rested, our body functions at its best. When we don't get enough sleep, we can have trouble in every part of our lives. How well you sleep affects how well you learn, how you feel, how your body functions and fights off disease, how well you interact with others, and how your body grows and develops. Developing healthy habits around sleep and rest is essential for having a good quality of life.

Learning Targets

- Explain why sleep is important.
- Explain how much sleep you need at different stages of life.
- Identify common sleep problems.
- Identify ways to help improve how well you sleep.
- Set goals and develop a plan to help you sleep your best.

SEL Connection

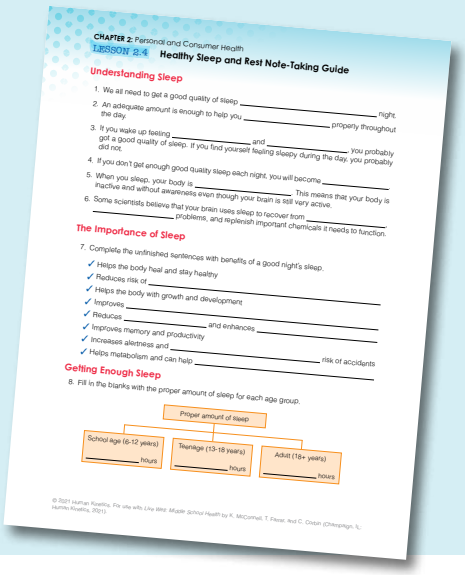
Skill-Building Challenge: Developing Self-Management for Good Sleep (Self-Management)

Write About It

How many hours of sleep did you get last night? What things help you get a good night's sleep? What things make it harder for you to sleep?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 2: Personal and Consumer Health
LESSON 2.4 Healthy Sleep and Rest Note-Taking Guide

Understanding Sleep

1. We all need to get a good quality of sleep _____ night.
2. An adequate amount is enough to help you _____ properly throughout the day.
3. If you wake up feeling _____ and _____ you probably got a good quality of sleep. If you find yourself feeling sleepy during the day, you probably did not.
4. If you don't get enough good quality sleep each night, you will become _____
5. When you sleep, your body is _____. This means that your body is inactive and without awareness even though your brain is still very active.
6. Some scientists believe that your brain uses sleep to recover from _____ problems, and replenish important chemicals it needs to function.

The Importance of Sleep

7. Complete the unfinished sentences with benefits of a good night's sleep.
   - ✓ Helps the body heal and stay healthy
   - ✓ Reduces risk of _____
   - ✓ Helps the body with growth and development
   - ✓ Improves _____
   - ✓ Reduces _____ and enhances _____
   - ✓ Improves memory and productivity
   - ✓ Increases alertness and _____
   - ✓ Helps metabolism and can help _____ risk of accidents

Getting Enough Sleep

8. Fill in the blanks with the proper amount of sleep for each age group.

Proper amount of sleep

School age (6-12 years)	Teenage (13-18 years)	Adult (18+ years)
_____ hours	_____ hours	_____ hours

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Jo is really busy. She takes her studies seriously and is also involved in student council. After school she goes to her parents' restaurant, where she does her homework at one of the tables and then helps out in the kitchen until her dad brings her home. Most nights she isn't even home until 8 o'clock or later. Jo's friends are active on social media, and she usually spends the rest of her evening in her room on her tablet. She and her two friends usually video chat to say goodnight, and often stay up until midnight laughing and talking. Jo is up early in the morning to take care of her two younger siblings and get them ready for school. Do you think Jo gets enough sleep? How might Jo's sleeping patterns affect her? This lesson explains why sleep is important to your overall health and well-being.

Understanding Sleep

We all need to get a good quality of sleep each night. **Good quality sleep** is sleep that is long enough and is peaceful and deep. An adequate amount of sleep is enough to help you function properly throughout the day. If you wake up feeling refreshed and well-rested, you probably got a good quality of sleep. If you find yourself feeling sleepy during the day, you probably did not. If you don't get enough good quality sleep each night, you will become **sleep-deprived**.

When you sleep, your body is **unconscious**. This means that your body is inactive and without awareness even though your brain is still very active. Some scientists believe that your brain uses sleep to recover from stress, solve problems, and replenish important chemicals it needs in order to function. The truth is, we don't fully understand everything that happens when we sleep. There are stages of sleep that have been studied (figure 2.14). We cycle through the stages every 90 to 110 minutes when we are sleeping.

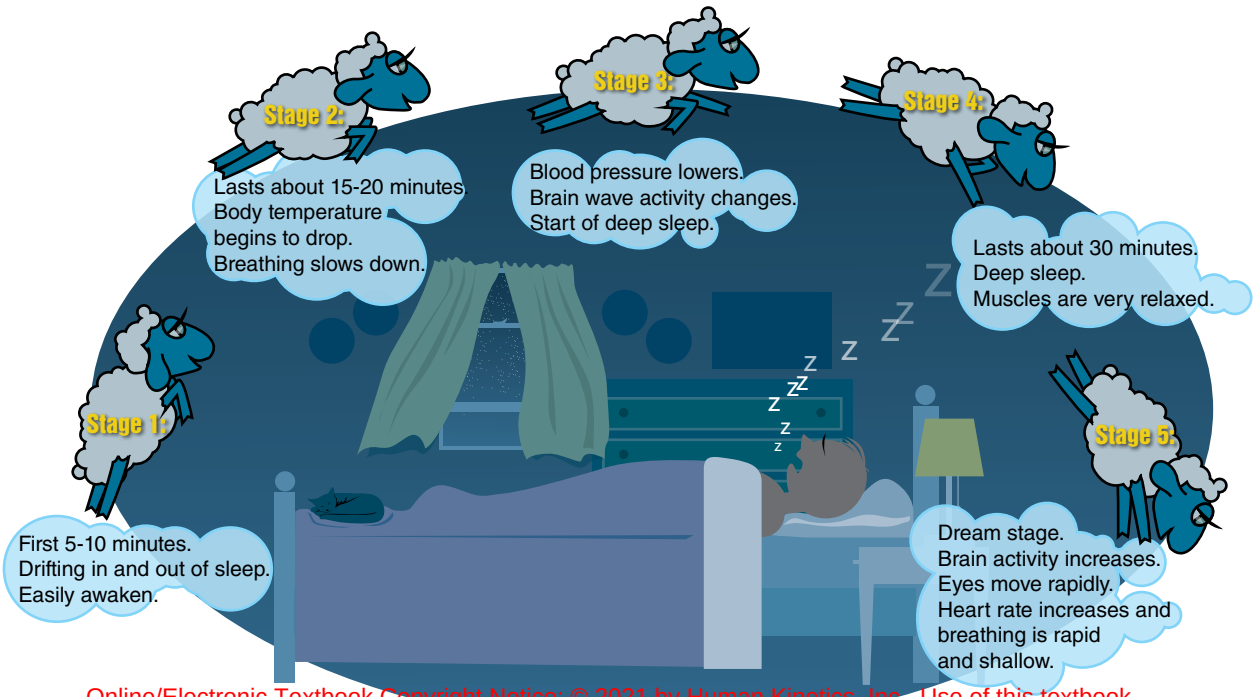


Figure 2.14 The five stages of sleep.

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The Importance of Sleep

Even if we don't know exactly what happens in our brains during sleep, we do know what happens to our functioning if we don't sleep enough. Sleep is critically important to our physical and emotional well-being.



Benefits of a Good Night's Sleep

- Helps the body heal and stay healthy.
- Reduces risk of heart attack, stroke, and cancer.
- Helps the body with growth and development.
- Improves alertness and concentration.
- Reduces depression and enhances mood.
- Improves memory and productivity.
- Increases alertness and reduces risk of accidents.
- Helps metabolism and can help control weight.

Getting Enough Sleep

Everyone's need for sleep will vary some, and your needs will differ depending on your age. Teenagers need a lot of sleep to support growth and maturation. Table 2.1 shows guidelines to help you know how much sleep per day is recommended at different stages of life.

TABLE 2.1 **Sleep Recommendations**

Age	Amount of recommended sleep
Newborn (0-3 months)	14-17 hours
Infants (4-12 months)	12-16 hours
Toddlers (1-2 years)	11-14 hours
Preschoolers (3-5 years)	10-13 hours
School-age (6-12 years)	9-12 hours
Teenage (13-18 years)	8-10 hours
Adult	7 or more hours

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What Happens When You Don't Sleep Enough or Don't Sleep Well?

Good quality sleep doesn't just help you feel your best, it also protects you from health conditions, diseases, and other challenges to good health. Research shows that 6 out of 10 middle school students don't get enough sleep. Poor sleep can contribute to various health issues (figure 2.15).



Figure 2.15 Problems associated with poor sleep.

Common Sleep Problems

It is not unusual to have problems sleeping now and then. Stress, anxiety, or excitement can sometimes keep us awake or disturb our sleep. Almost everyone experiences an occasional disruption to sleep. Other problems such as **insomnia**, which happens when you are not able to fall asleep or sleep through the night almost every night, result in long-term disruptions to sleep. If your sleep is disrupted night after night, your body develops a **sleep debt**. With sleep debt, you lose sleep and can't catch back up. Eventually your judgment, focus, and overall function will suffer. Sleep problems include

- bed-wetting (accidentally urinating while sleeping),
- insomnia (not being able to fall asleep or sleep through the night),
- nightmares (scary dreams that can cause you to wake up),
- sleepwalking (getting out of bed and walking around while in a state of deep sleep),
- sleep apnea (stopping breathing for short periods of time during sleep), and
- narcolepsy (falling asleep suddenly during the day).

HEALTHY LIVING TIP

Keeping a journal can help you work through the events of each day and can even help you sleep better. Write about your day for five minutes each night before bed to see whether it helps you feel calmer and more peaceful before you try to sleep.

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Self-Management for Good Sleep

Because getting enough sleep and getting a good quality of sleep are important, you should plan for sleep just like you do other important parts of your life. There are some good tools and suggestions available to help you sleep your best.

Things You Should Do Every Day

- *Take naps.* Short naps can help improve mood, alertness, and performance.
- *Get regular exercise.* Daily exercise helps you sleep longer and deeper.
- *Get natural light during the day.* Natural light helps your biological clock work at its best.



Things You Should Do When Preparing to Sleep

- *Set and follow a sleep schedule.* Going to bed at the same time each night and getting up at the same time in the morning helps your body get into a routine and makes it easier to sleep.
- *Avoid stimulants (caffeine, screen time) before bed.* Caffeine and screen time can keep you awake and make it harder to fall asleep at night.
- *Relax before bed.* Doing something relaxing before bed, like taking a bath or reading a book, can help you fall asleep more easily.
- *Create a quality sleeping environment (temperature, darkness, quiet, comfort).* You will sleep best in a cool, dark, quiet space that is comfortable.



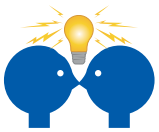


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Skill-Building Challenge

Developing Self-Management for Good Sleep



In order to get good quality sleep, you need to manage your own behaviors and create a plan. The following steps can help you make your plan. Once you've made your plan, monitor your behaviors every day for one week and decide whether your plan is working or not.

STEP 1: Evaluate your current sleep patterns.

How many hours do you sleep each night? If you are not sure, take your best guess.

What is the quality of your sleep? Do you wake up often? Do you have a hard time falling asleep? Do you wake up tired from not getting enough sleep?

STEP 2: Write out a goal related to your sleep.

Do you want to sleep more hours each night? Do you want to sleep better (not wake up or toss and turn)? Do you want to fall asleep faster? Remember to make your goal SMART.

STEP 3: Identify and write down three to five things you could do to help you reach your goal.

STEP 4: Monitor your progress toward your goal and decide whether you need to make any changes.

STEP 5: Reflect on your progress and refine your goal as needed.

Healthy Living Skills

This lesson focused on self-management for good sleep. Here are some more ways you can develop healthy living skills related to this lesson.



HEALTHY COMMUNICATION

Create a poem, rap, or song that explains why sleep is important to health. Be sure the information you include is accurate and makes sense. Write your poem, rap, or song so that it will appeal to people who are older than you (closer to the age of your parents or guardians). Be creative and make your work appeal to your audience.



PROMOTING GOOD HEALTH

Create a brochure that you could hand out at school that provides tips and tools for getting good quality sleep. Include information about why getting enough quality sleep is important. Make sure your brochure is factually accurate and appeals to your peer group.

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LESSON 2.4 Review: Healthy Sleep and Rest

LESSON SUMMARY

- Sleep is important to our physical and mental well-being. Sleep helps the body heal and stay healthy; it reduces the risk of heart attack, stroke, and cancer; and it helps the body with growth and development.
- Good quality sleep improves your alertness and concentration, reduces depression, and enhances mood. It can also improve memory, increase alertness, and help you control your weight.
- It is important to get good quality sleep throughout your life. The amount of sleep you need each day will vary over the years. Newborns need 14 to 17 hours and infants need 12 to 16. As you grow, the number of hours goes down slightly (toddlers: 11 to 14; preschoolers: 10 to 13; school-age: 9 to 12; teenagers: 8 to 10; adults: 7 or more).
- Common sleep problems include bed-wetting, insomnia, nightmares, sleepwalking, sleep apnea, and narcolepsy.
- You can improve the quality of your sleep by setting and following a sleep schedule, avoiding caffeine or screen time before bed, relaxing before bed, and creating a quiet, cool, dark, and comfortable sleeping environment.

REVIEWING CONCEPTS AND VOCABULARY

1. It is important that you get good _____ sleep each night.
2. If a person does not get enough quality sleep each night, they may become sleep-_____.
3. A _____ happens when someone does not get enough sleep night after night.
4. The inability to fall asleep or stay asleep is called _____.
5. To help you sleep you should create a cool, dark, quiet space that is _____.
6. When you sleep your body is _____, or inactive and without awareness.

THINKING CRITICALLY

Imagine that tomorrow is the school science fair. Everyone in your class must prepare a project and present it during the fair. Do you think you will do a good job presenting your project if you stay up all night the night before to finish it? Explain your answer, using specific concepts and terms.

TAKE IT HOME

Talk to a family member in your home about the importance of creating a sleep routine and a good sleeping environment. Look at the environment that person sleeps in and offer suggestions on how to improve their sleep routine and their sleeping environment.

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LESSON 2.5

Being a Healthy Consumer

Terms to Learn

consumer
health care consumer
self-care
pharmacy
active ingredient
health care system
pediatrician
preventive screening
hospital
assertive



The Big Picture

You will use health care products and services throughout your life. In order to make choices that are best for you, it is important to understand how to be a healthy consumer.

Learning Targets

- Describe self-care and explain why it is important.
- Identify six things that are part of your medical history.
- Identify and describe three places where you can find health care services.
- Use assertive communication while communicating your consumer rights.

SEL Connection

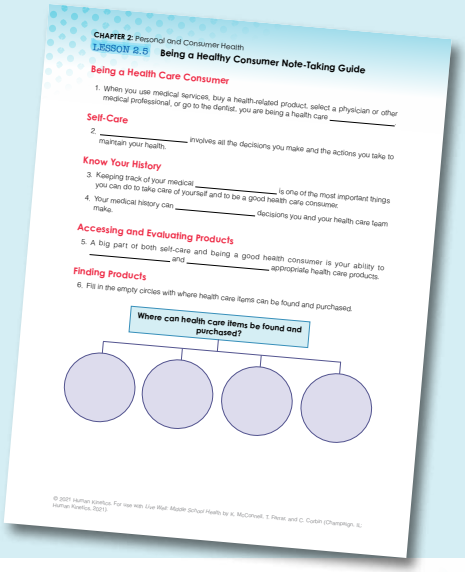
Using Assertive Communication (Relationship Skills)

Write About It

When was the last time you used a health care service like seeing a doctor or dentist or being treated in a hospital or clinic? Describe where you went and what type of health care professional you saw.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.



CHAPTER 2: Personal and Consumer Health
LESSON 2.5 Being a Healthy Consumer Note-Taking Guide

Being a Health Care Consumer

1. When you use medical services, buy a health-related product, select a physician or other medical professional, or go to the dentist, you are being a health care _____

Self-Care

2. _____ involves all the decisions you make and the actions you take to maintain your health.

Know Your History

3. Keeping track of your medical _____ is one of the most important things you can do to take care of yourself and to be a good health care consumer.
4. Your medical history can _____ decisions you and your health care team make.

Accessing and Evaluating Products

5. A big part of both self-care and being a good health consumer is your ability to _____ and _____ appropriate health care products.

Finding Products

6. Fill in the empty circles with where health care items can be found and purchased.

Where can health care items be found and purchased?

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Lin went to the store to buy anti-itch cream for her grandma. She was in a hurry because she was running late for track practice. When she got to the store, she grabbed the first product she saw that said *anti-itch* on it, paid for it, and left. To save time she took the tube out of the box and threw the box away. She also loosened the cap for her grandma. When she got home, her grandma said, "This isn't right. It doesn't have the right ingredients." When Lin went back to return the product, they told her they couldn't take it back because it wasn't in the original package and it had been opened. Lin was frustrated and had to use her own allowance to buy the lotion for her grandma. What could Lin have done differently so that she wouldn't have had to use her own allowance to buy the cream?

Being a Health Care Consumer

A **consumer** is someone who uses a product or service. We are all consumers. When you use medical services, buy a health-related product, select a physician or other medical professional, or go to the dentist you are being a **health care consumer**. Chances are you haven't had to make major medical decisions for yourself yet or had to decide who your health care providers will be. Even though you may not engage in very much health care consumerism now, learning basic consumer skills will help you be a healthy consumer later.

Self-Care

Most people don't run to the hospital or their doctor every time they sneeze or feel a little sick. A big part of being a good health care consumer is knowing when you need to seek help or when you can engage in self-care. **Self-care** involves all the decisions you make and the actions you take to maintain your health. Self-care can involve doing preventive behaviors like exercising regularly and caring for minor injuries or illnesses yourself. Self-care also involves following medical advice after seeing a health care professional. If you don't learn good self-care habits, you are likely to become sick more often or to end up with a serious illness. Throughout this book you are developing your skills at self-care.



Developing Your Self-Care Abilities

- Learn how the major systems in your body work.
- Learn basic health information.
- Learn and practice first aid and CPR.
- Make sure you have emergency supplies in your home, school, workplace, and car, and know how to use them.
- Practice basic preventive screenings like breast self-exams, testicular self-exams, and skin checks.
- Learn how to evaluate Internet resources and read product labels.
- Develop your decision-making skills.
- Keep track of your medical history.

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Your Medical History

Keeping track of your medical history is one of the most important things you can do to take care of yourself and to be a good health care consumer. Your medical history can inform decisions you and your health care team make. In some cases, your medical history can also be the key to solving challenging health problems.

Know Your Medical History

- The name, dose, and reason for taking any medications you have used in the past six months
- A list of all over-the-counter medicines, vitamins, or supplements you have used in the past six months
- Any known allergies to medications
- All shots (vaccinations) you have had
- Any past major medical events you have had (such as surgery or hospitalization)
- Your family history of heart disease, cancer, and other diseases (if you know it)

Accessing and Evaluating Products

A big part of both self-care and being a good health consumer is your ability to select and buy appropriate health care products.

Finding Products

Many of the health care products you need can be found in drugstores and in large grocery stores and department stores. Personal care products like shampoo and toothpaste as well as a variety of first aid products are typically available. Many of these stores also have in-store pharmacies. A **pharmacy** is a store that sells legal prescription and nonprescription drugs. These stores will often have a pharmacist on duty. That individual can answer your questions and help you find the product that is best for your situation.

There are also many online retailers and drugstores that can provide the same products. Keep in mind that online sites may use tricks and expensive advertisements to get you to buy their products. Individual stories (testimonials) and reviews may not be truthful or accurate. Even when shopping online you should be able to see and use the information from a product label to make a purchasing decision, and you should comparison shop.

Product Labels

Most of us are familiar with the idea of food labels. When you study nutrition, you learn to read food labels and to use them to make good nutrition decisions.

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The number of health and hygiene products on the market can be overwhelming. Learning to compare products quickly and effectively is important.

Other products like sunscreen, insect repellent, antibiotic creams, and personal care products also have labels that show important information.

The label will tell you how much of the product is in the container, how much you need to use or take at one time, and what the ingredients are. With many health-related products, the label also identifies the amount of an active ingredient the product has. The **active ingredients** are the chemicals or drugs in a product responsible for the desired effect. All of these are important pieces of information. By comparing the amount of active ingredients found in different antibiotic creams, for example, you can figure out which brand has the most active ingredients for the lowest price.

Self-care and health care product labels can also contain a wide variety of other symbols to help you make consumer decisions that line up with your personal values.

Comparison Shopping

Today many people buy a wide variety of products online. Whether you shop online or in traditional brick-and-mortar stores, you can learn to comparison shop. If you are looking for a specific product, like sunscreen, you can spend time comparing your options. Consider things like the price of the product, the amount of the product in the package, and the amount of the active ingredients in the package. You want to get more product and more active ingredients for the price you are paying.

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There may be other factors to consider based on your situation. You can compare the inactive ingredients for differences in the product and you can also consider how the product is packaged and used. For example, you might want a spray-on sunscreen or you might want one that is designed to hold up to water or sweat. In the end you will consider your options and make an informed decision that lines up with your needs and your priorities.

The Health Care System

The **health care system** includes all available medical services, the ways in which medical care is paid for, and the programs and services that try to prevent disease and disability. Learning about the health care system and how to use it can help you be an informed consumer.

Medical Home

Just as you have a home that you go to each day, you should also have a medical home. A medical home is your first point of contact in the health care system. For most children and young adults, your medical home is your pediatrician or primary care doctor. A primary care doctor is a general physician who takes care of most routine medical needs like physical exams, vaccinations, and basic care of illnesses. A **pediatrician** is a medical doctor who specializes in working with children. Not all medical procedures or medical services are appropriate for infants and children. Often the equipment and supplies needed must be smaller and designed to work with smaller bodies. There are even children's

Career Connection

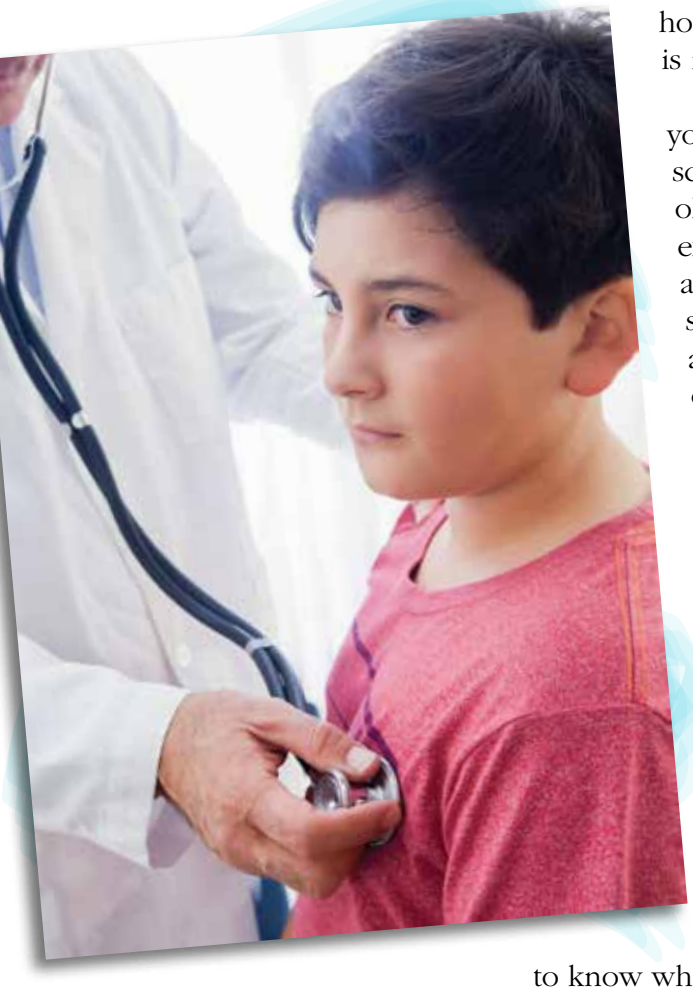


PHARMACIST

Pharmacists give prescription medications to patients and offer guidance on how to safely use a medication. They also may conduct health and wellness screenings, provide immunizations, and provide advice on healthy lifestyles. Pharmacists work in drugstores, hospitals, and clinics. Pharmacists must have a doctor of pharmacy (PharmD) degree. Most pharmacy degree programs require three to four years after college. A few programs accept high school graduates directly into six-year programs. Pharmacists make a good living and the demand for pharmacists is rising at about the same rate as for other professions. Pharmacists must be good at chemistry, math, and biology.

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hospitals that only treat younger patients for this reason. It is important to have age-appropriate medical care.

One of the most important consumer health practices you can have is to get regular physical exams and medical screenings. It is recommended that everyone over two years old see their doctor once a year for a basic exam. In these exams the doctor will check your vital signs (like heart rate and blood pressure). They will also examine your ears, skin, nails, and eyes. Your height, weight, and reflexes are checked, and laboratory tests of your blood may be ordered. As you get older, additional screenings are necessary to detect diseases such as cancer. Medical tests done to check for early signs of disease are called **preventive screenings**. Mammograms and colonoscopy exams are examples of these types of preventive screenings.

School Health Clinics

Many schools have a school nurse or another health-care professional who works in an office at the school. When there is such a service at the school it is called a school health clinic or center. These clinics can serve as a medical home for school-age children and young adults. School clinics can be very important to your health care because they can provide vaccinations, routine physicals, and emergency care. It is important to know whether your school has a school health clinic and whether your parents or guardians approve of you using their services.

HEALTHY LIVING TIP

Create an emergency contact card to keep in your backpack or bag. Start by writing down the name and contact information of your parent or guardian, then add the name of your pediatrician or doctor and their contact information.

Other Clinics, Centers, and Hospitals

The health care system includes a variety of other centers, clinics, and hospitals. Clinics and centers can include a wide range of services, from general medical care to specialized disease care like cancer care, or they may focus on preventive and rehabilitation services like physical therapy, nutrition, or wellness services. An urgent care clinic is one that can provide same-day services to people experiencing nonlife-threatening emergencies. A **hospital** is an institution that provides advanced medical care and surgical treatments. Most hospitals also have emergency rooms for handling urgent, life-threatening emergencies.

Communicating Your Consumer Rights

As a health care consumer you have some responsibilities as well as some rights. It is important to keep these in mind when you are unhappy about a health care service or product.

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Your Consumer Rights and Responsibilities

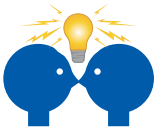
You have a responsibility to

- be honest and forthcoming with health care providers,
- provide an accurate and complete medical history, and
- ask questions when you are confused or if you have a concern.

You have the right to

- accurate and easily understood information,
- a choice of health care providers,
- emergency care whenever needed,
- participate in your medical decisions,
- be treated with respect and with nondiscriminatory care,
- confidentiality of your medical information and care, and
- a fair, fast, and objective review of complaints against a provider or facility.

Using Assertive Communication



There will be times when you are not happy with your medical care. When that happens, it is important for you to speak up in a respectful and effective way. Learning to be assertive in your communication can help. Being **assertive** means communicating your feelings and needs directly without offending others. Assertive communication is good, especially when you need to stand up for yourself, your rights, or your needs.

To help you learn to be assertive, practice using this basic sentence structure that follows four steps:

1. Begin by sharing what you feel (*I feel*).
2. Be specific about what is making you feel that way (*when*).
3. Explain why you feel the way you do (*because*).
4. Be clear about what you need (*I need*).

For example, "*I feel* confused *when* you talk *because* I can't understand the words you use. *I need* you to talk more slowly and use simpler words."



Assertive communication is important in many situations.

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Skill-Building Challenge WWW

Making a Consumer Complaint

Imagine you bought acne cream at the local drug store. When you used it, you noticed that your face got a little bit red and the skin was dry and flaky the next day. After three days of trying the cream your acne wasn't better and your skin was still a little red and dry. The package claimed that it could clear up pimples in 24 hours.

Imagine what you would say if you had the chance to talk to the maker of the acne cream. Begin by explaining what happened to you when you used the product. Then, use the assertiveness technique in this chapter to help you express your concerns. You may want to write out a script before you practice. Practice making your complaint to a classmate.

Healthy Living Skills

This lesson focused on assertive communication. Here are some more ways you can develop healthy living skills related to this lesson.



ACCESSING INFORMATION

Research the health care services that are available in your school and surrounding community. Make a list of the name of the facility and what types of services it provides. Include a phone number or web address for each service on your list.



MAKING HEALTHY DECISIONS

Go to your local grocery store or drugstore and compare two different brands of toothpaste that claim to whiten your teeth. Decide which toothpaste is a better buy and explain why.

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LESSON 2.5 Review: Being a Healthy Consumer

LESSON SUMMARY

- Self-care involves all the decisions you make and the actions you take to maintain your health. If you don't learn good self-care habits, you are likely to become sicker more often or to end up with a serious illness.
- Your medical history is a record of your medical conditions and treatments. It can include the medications you have used in the last six months; the over-the-counter medicines, vitamins, or supplements you have used in the last six months; your known allergies to medications; your shots (vaccinations) record; any major medical events you have had (like surgery or hospitalization); and your family history of heart disease, cancer, and other diseases (if you know it).
- You can find health care services at your medical home. A medical home is where you go to see your pediatrician or primary care doctor. You can also find medical care at school in a school clinic. It is common for schools to have a school nurse who can give basic care. You can also find care at hospitals and other specialty health clinics and centers in the community.
- It is important to communicate your health care needs. Being assertive means communicating your feelings and needs directly without offending others. Assertive communication is good, especially when you need to stand up for yourself, your rights, or your needs.

REVIEWING CONCEPTS AND VOCABULARY

1. A(n) _____ is someone who uses a product or service.
2. _____ involves all the decisions you make and the actions you take to maintain your health.
3. If you have questions about prescription or over-the-counter drugs you should talk to a(n) _____.
4. The ingredient in a product that produces the effect of the product is called the _____ ingredient.
5. Medical tests done to check for early signs of disease are called _____.
6. If you are communicating your feelings and needs directly without offending others you are being _____.
7. A _____ is a medical doctor who specializes in working with children.

THINKING CRITICALLY

Medical information can be confusing. What would you do if you did not understand something that the doctor was telling you, especially if it involved a treatment they wanted you to get? What responsibility do you have in this situation? What would you do?

TAKE IT HOME

Ask your parent or guardian if they can help you make a medical history for yourself. You may need to find old records from past medical visits to help you. Look over the list of items that are part of a medical history and include the ones that apply to you. Make sure to put a current date on your history and leave some empty space to add to it over time.

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Chapter Review

ACTION PLAN: Personal Health and Hygiene

Use the My Action Plan Worksheet to set goals for your personal health and hygiene. An example follows.

My Action Plan: Keeping My Eyes Healthy

STEP 1: Identify the health behavior you are going to work on.

I am going to protect myself from eye strain by following the 20-20-20 rule any time I look at a screen.

STEP 2: Write SMART goal(s).

Write one or two short-term goals (one day to one month long).

I will remember to follow the 20-20-20 rule at least half of the time when I am using a screen.

Write a long-term goal (one to six months or more).

I will follow the 20-20-20 rule every time I am using a screen.

STEP 3: Make a plan.

Identify two to five action steps (strategies) you could do to meet your goal.

I will put a note by my computer to remind me to follow the rule.

I will use a timer or app to remind me to rest my eyes when I have been using my screen for too long.

I will find a verse of a song that I can sing to myself whenever I am looking away from the screen to help me rest my eyes for a full 20 seconds.

STEP 4: Do your plan and track your progress.

Short-term goal ☒ Met ☐ Not met Date: April 4

Long-term goal ☐ Met ☒ Not met Date: May 10

If you met your goal, what helped you to be successful?

Using a note by my computer helped me to rest my eyes when I was studying.

If you did not meet your goal, what things made it harder for you to be successful?

I didn't meet my long-term goal. It was hard to remember to take regular breaks. I couldn't find an app that was easy to use on my phone and had a hard time keeping track of my breaks.

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Test Your Knowledge

Select the best answer for each question.

1. Brushing your teeth, washing your face and hands, showering, and trimming your toenails are all examples of
   a. hygiene
   b. consumer health
   c. first aid
   d. contagious disease

2. When the hair follicles on your skin become clogged and infected you will develop
   a. sunburn
   b. eczema
   c. acne
   d. skin cancer

3. Which of the following might suggest that a mole could be skin cancer?
   a. it stays the same color
   b. it gets smaller
   c. it has an unusual shape
   d. it has a clean edge

4. To properly brush your teeth you should
   a. brush rigorously in a back-and-forth motion on the front of your teeth
   b. brush each tooth using a vibrating and rolling motion
   c. brush mostly above your teeth on the gums
   d. use a toothbrush with extra firm bristles

5. Bad breath is called
   a. gingivitis
   b. cold sores
   c. halitosis
   d. tooth decay

6. Blurred vision, double vision, dry eyes, and eye irritation may be signs of
   a. farsightedness
   b. nearsightedness
   c. astigmatism
   d. eye strain

7. When a behavior is so common in a society or group that it is considered standard, or expected, we call it a
   a. social status
   b. social norm
   c. common law
   d. coincidence

8. How many hours of sleep does a teenager need each night?
   a. 14 to 17
   b. 11 to 14
   c. 9 to 12
   d. 8 to 10

9. To help you sleep better at night you should
   a. exercise during the day
   b. set and follow a sleep schedule
   c. relax before bed
   d. all of the above

10. Which of the following is a consumer right?
    a. getting accurate and easily understood information
    b. being treated with respect
    c. participating in your medical decisions
    d. all of the above

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PROJECT-BASED LEARNING: Finding Local Health Resources Project

What to Remember

Being a good health care consumer requires you to find and evaluate products and services.

What to Do

Research available resources in your community related to the topics covered in this chapter and use your information to help others learn about what resources exist.

Who It Is For

The students in your school.

Why It Is Important

It is important to help others understand how to find and use health resources. When people can access the information, services, and care they need, the whole community benefits.

How to Do It

1. Form teams of students so that you have at least one team for each of the following focus areas.
   - oral health
   - vision
   - hearing
   - skin, hair, and nail health
   - sleep
2. Using the Internet to conduct searches, create a list of as many community resources as you can that provide products or services related to your assigned focus area. Consider medical and health care providers in your area as well as local drugstores and pharmacies that might sell products related to your focus area. Make sure your class agrees on what you are considering your community to be. You might look for services and products within a certain number of miles of your school, or within a neighborhood or town limit. Make sure you consider services at school too. Consider asking other teachers, parents, and adults for recommendations on what to include in your resource list.
3. For each community resource you find, include the address or location, contact information (like a phone number or website address), and a brief description of what services or related products might be available.
4. Type up your resource list and all the required information. Ask your teacher whether they want you to follow a particular format.
5. Share your resources with the other groups and work to create one master list of community resources. If your school has access to websites for you to use, consider making a website that shows off all your information. Finalize your list or website and share it with your school nurse or doctor.

CROSS-CURRICULAR CONNECTIONS: Math

Research shows that 6 out of 10 middle school students do not get enough sleep. What percentage of middle school students don't get enough sleep? Research shows that 7 out of 10 high school students don't get enough sleep. What percentage of high school students don't get enough sleep? If there were 50 middle school students in your school, how many would not be getting enough sleep? What if there were 200 high school students?

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UNIT II

Eating Well and Being Physically Active

CHAPTER 3 Food and Your Health
CHAPTER 4 Managing Good Nutrition
CHAPTER 5 Staying Active and Healthy



What advice would you give to the people making these comments and asking these questions? Revisit your advice after reading the unit to see how your advice might change.

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3

Food and Your Health

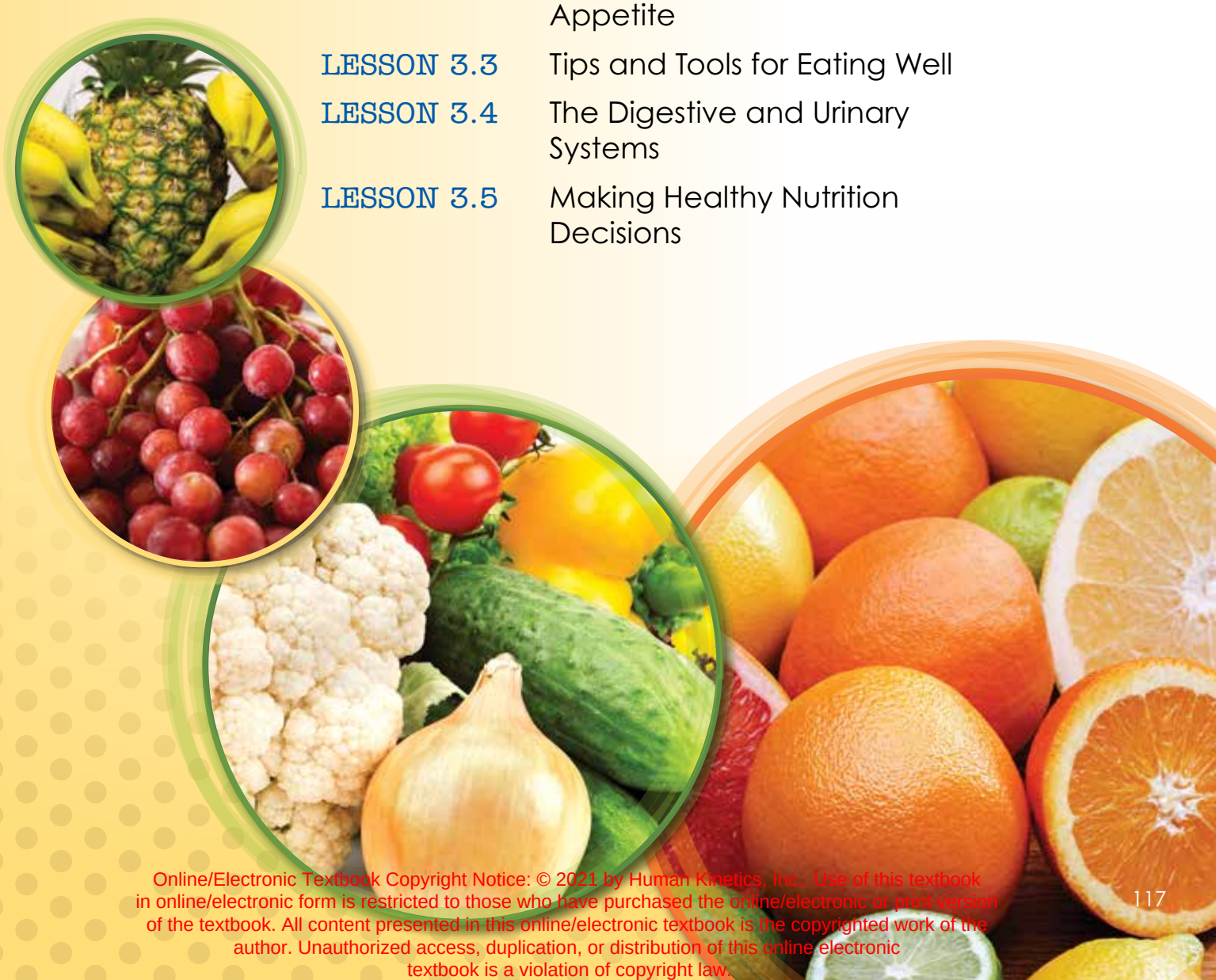
LESSON 3.1 Understanding Foods and Nutrients

LESSON 3.2 Energy Balance, Hunger, and Appetite

LESSON 3.3 Tips and Tools for Eating Well

LESSON 3.4 The Digestive and Urinary Systems

LESSON 3.5 Making Healthy Nutrition Decisions



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Understanding My Health

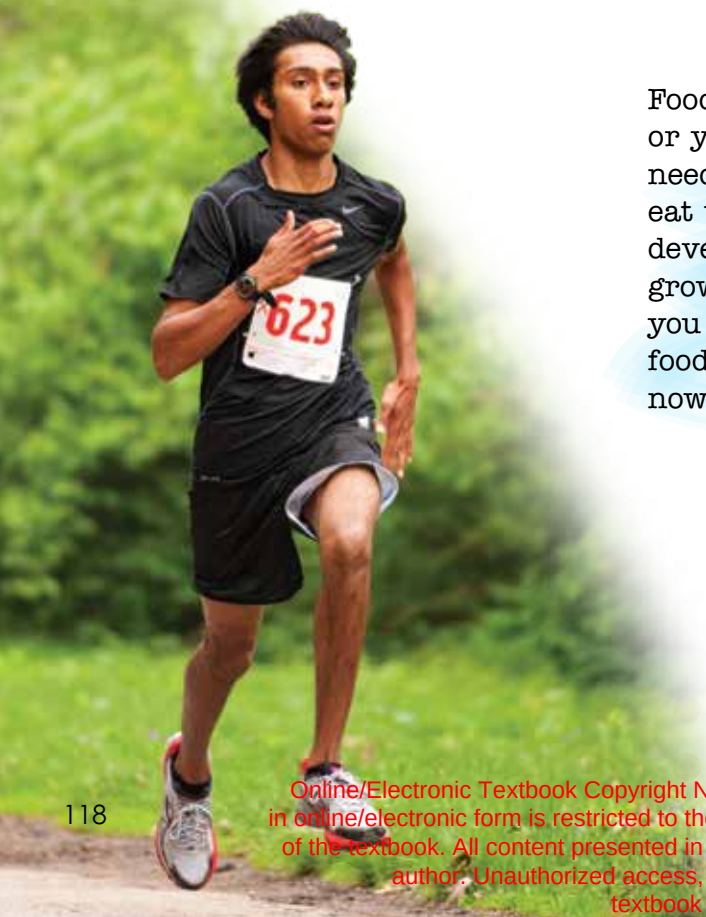
In order to help you make good dietary choices, you need to first understand your current habits. Complete the following self-assessment to help you understand your choices so that you can consider changing them if needed.

Is My Diet Healthy?

Answer each question in the following chart by circling the response that is most accurate for you. When you are done, add up your points. The closer you are to 30 points, the healthier your diet is.

	Always	Sometimes	Never
I eat at least 5 servings of fruits and vegetables each day.	3	2	1
I eat whole grain bread instead of white bread.	3	2	1
I avoid fried foods like chips, fries, and fried meat.	3	2	1
I choose lean meats like chicken, fish, and turkey.	3	2	1
I eat healthy fats like nuts and avocados.	3	2	1
I drink at least 8 cups (64 ounces) of water each day.	3	2	1
I don't drink soda or energy drinks that contain sugar and caffeine.	3	2	1
I eat only until I am satisfied and avoid overeating.	3	2	1
I limit processed baked goods like cakes, muffins, and sweet breads.	3	2	1
I eat a healthy breakfast every day.	3	2	1

My score for Is My Diet Healthy? = _____ (total number of points)



Food is fuel for your body. Just as a car needs gas or your cell phone needs power to run, your body needs food to function. The types of foods you eat will determine how well your body works and develops. During your teen years, your body will grow and change more quickly than it has since you were an infant. This means that making good food choices and building healthy nutrition habits now is extra important.

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LESSON 3.1

Understanding Foods and Nutrients

Terms to Learn

nutrient	**complete protein**
calorie	**incomplete protein**
carbohydrate	**vitamins**
fiber	**minerals**
whole food	**water**
whole grain	**empty-calorie food**
multigrain	**nonnutritious drinks**
fats	**caffeine**
protein	**nutritious drinks**



The Big Picture

The foods you eat give you important nutrients. These nutrients will affect your health and well-being. Understanding the nutrients that make up the food you eat allows you to make healthy changes to your diet and can help you achieve a lifetime of healthy eating.

Learning Targets

- Explain how nutrients affect your overall health.
- Identify the categories of nutrients and provide examples of foods that fit each category.
- Identify and defend the benefits of drinking enough water each day.
- Explain how sugary drinks and energy drinks might influence your health.

SEL Connection

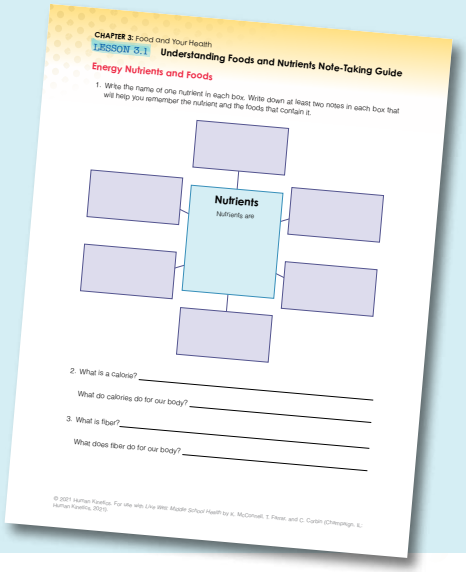
Case Study: Enrique's Energy Drain (Responsible Decision Making)

Write About It

What do you drink when you are thirsty, and how do you decide what to drink? Explain your answer using three different circumstances and situations.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 3: Food and Your Health
LESSON 3.1 Understanding Foods and Nutrients Note-Taking Guide
Energy Nutrients and Foods
1. Write the name of one nutrient in each box. Write down at least two notes in each box that will help you remember the nutrient and the foods that contain it.
Nutrients
Nutrients are
2. What is a calorie?
What do calories do for our body?
3. What is fiber?
What does fiber do for our body?

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Jacob is a typical kid who likes to eat candy, chips, and soda. He doesn't think too much about his food choices and usually just picks whatever is quickest and most convenient. His mom, dad, and brother all struggle with their weight. His mom has type 2 diabetes and his dad recently had a heart attack. Jacob doesn't really see the connection between his diet, how his family eats, and the diseases his parents have. Do you think Jacob is likely to become overweight and to have health complications later in life?

Nutrients and Your Health

Food gives your body energy and nutrients. **Nutrients** are the substances found in food that your body needs to survive. You can think of nutrients like parts of a computer. Each part does a different job and together they make the computer work. The nutrients you consume each day keep you healthy, help you grow, and give you the energy you need to move. The nutrients you need to be healthy are grouped into six categories (figure 3.1).

How you eat not only affects how you feel today, it can contribute to the start of diseases that might harm you later in life. Heart disease and type 2 diabetes are two diseases that are commonly linked to eating habits. No one

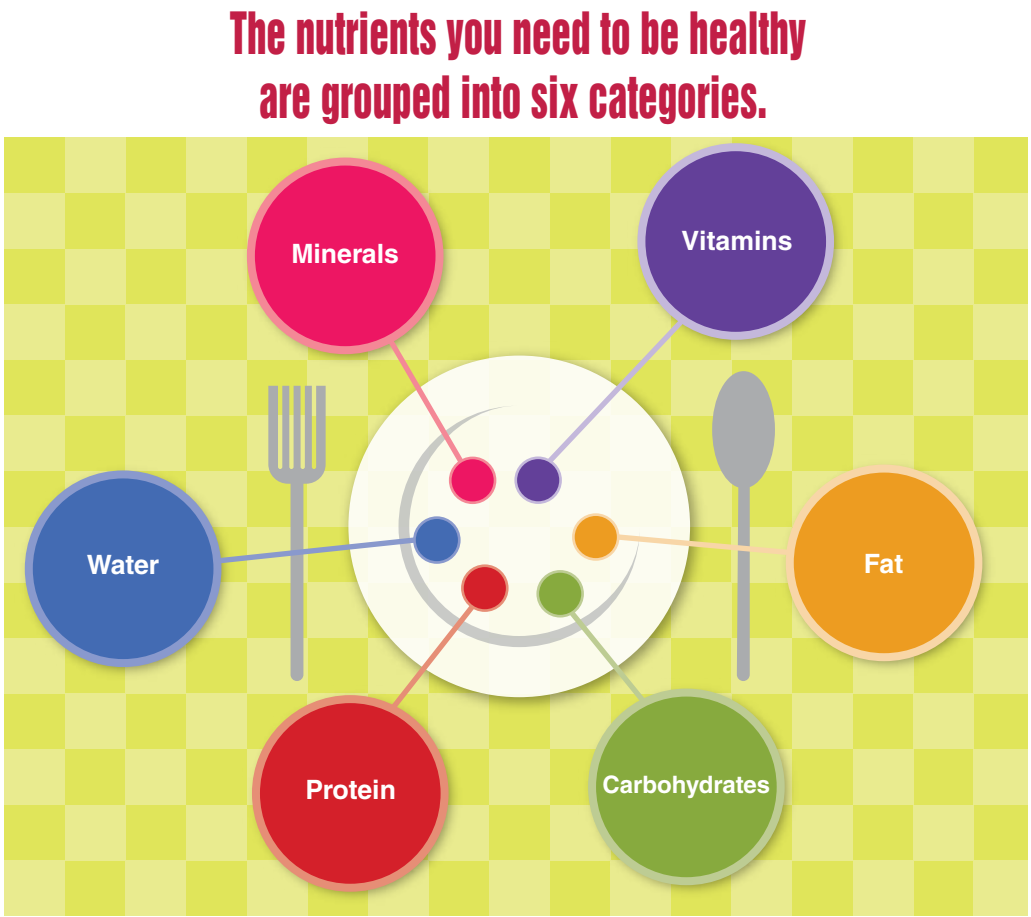


Figure 3.1 The six categories of nutrients you need to be healthy.

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choice causes these diseases to happen. The habits you create over time will either help protect you or they will make you more likely to get the disease. No one eats a "perfect" diet. The key is to make the best choices you can every day, day after day.

Energy Nutrients and Foods

Calories are the form of energy found in food. All foods contain calories. It is important to eat enough calories and to eat the right types of the nutrients to stay healthy. The nutrients that give us calories are carbohydrates, fats, and proteins. It is important to get the right balance of these nutrients every day (figure 3.2).

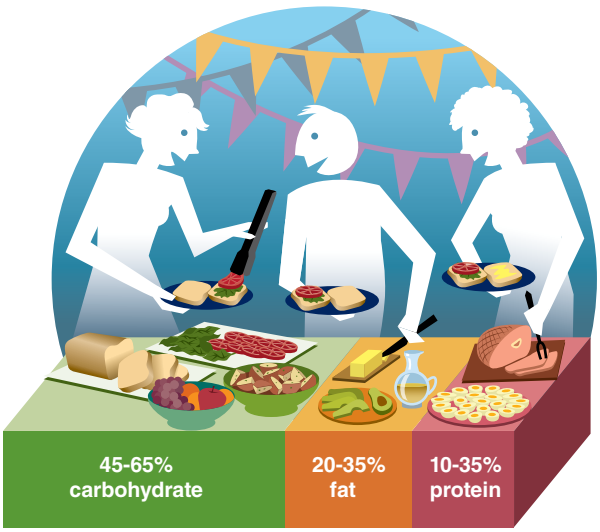


Figure 3.2 Percentage of calories recommended by the USDA for carbohydrate, protein, and fat.

Carbohydrates

Carbohydrates are the main source of energy for your body. Simple carbohydrates, also called simple sugars, are found in foods like fruits and milk. Other foods, like bread, pasta, potatoes, and rice, contain complex carbohydrates, sometimes called starches. All carbohydrates have the same number of calories by weight (4 calories per gram). Carbohydrates often have a bad reputation. The fact is that there are many healthy carbohydrates that are essential for life. All fruits and vegetables are considered carbohydrates, as are healthy grains like wheat, bulgur, amaranth, and quinoa.

Healthy carbohydrates contain fiber. **Fiber** is found in plant foods like fruits and vegetables. Fiber is hard for your body to digest. When fiber travels through your digestive system it helps to clear out things like cholesterol that may be bad for your health. Proper amounts of fiber in the diet are linked to lower rates of diseases like heart disease and some forms of cancer. In general, you will get more fiber from foods that are whole, like an apple, and less fiber from foods that are processed or changed, like applesauce (figure 3.3). Foods that

HEALTHY LIVING TIP

When you eat a sandwich, select whole grain and multigrain bread instead of white bread. If you are looking for a healthy snack, try it toasted, with peanut butter or avocado on top.

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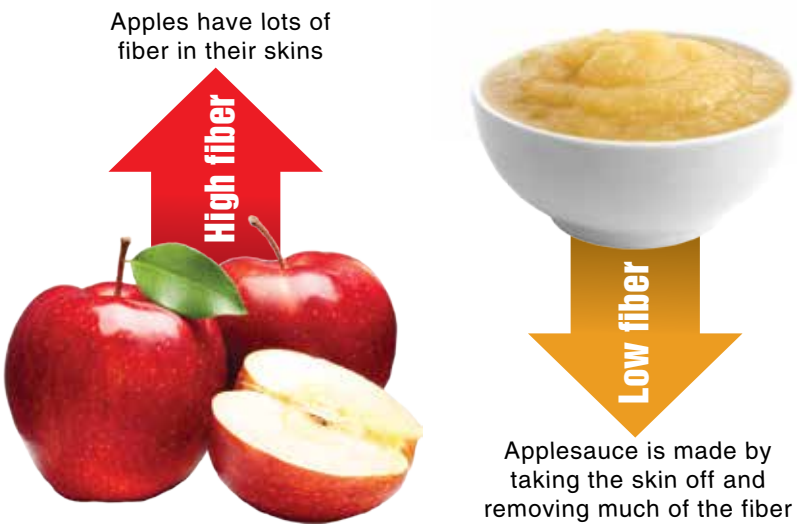


Figure 3.3 You will get more fiber from foods that are whole, like an apple, than from processed foods, like applesauce.

have not been changed are called **whole foods**. Grains that have not had fiber removed from them are called **whole grain**. **Multigrain** foods are those made from two or more grains. Grains typically used for whole and multigrain foods include barley, flax, millet, oat, and wheat (figure 3.4).



Figure 3.4 A wide variety of whole grains are part of a healthy diet.

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Fats

Fats are the greasy part of foods and are another source of energy in food. Some fats are better for you than others. In general, a fat from a plant is healthier than a fat from an animal. So, eating avocados or using olive oil is healthier than eating bacon. Getting the right amount of healthy fats is important to your health (figure 3.5). Fats are used to make hormones and serve as carriers for other substances in the blood. Fat that is stored as body fat also helps to protect your organs and provides you with insulation to keep your body warm.



Figure 3.5 Getting the right amount of healthy fats is important to your health.

Proteins

Another source of calories in your diet is protein. **Proteins** are substances found in food that provide calories and help build and repair tissues. Like carbohydrates, proteins have four calories per gram. The proteins you eat are like building blocks. Some foods have all the building blocks you need. These foods are called **complete proteins**. Animal products like eggs, meat, and cheese are examples of complete proteins. Other foods are missing one or more building blocks; these are called **incomplete proteins**. Vegetables, beans, seeds, and grains also have proteins in them (figure 3.6). You can eat plant foods in combinations, like rice and beans or peanut butter on whole grain bread, and get a full set of protein building blocks from them.

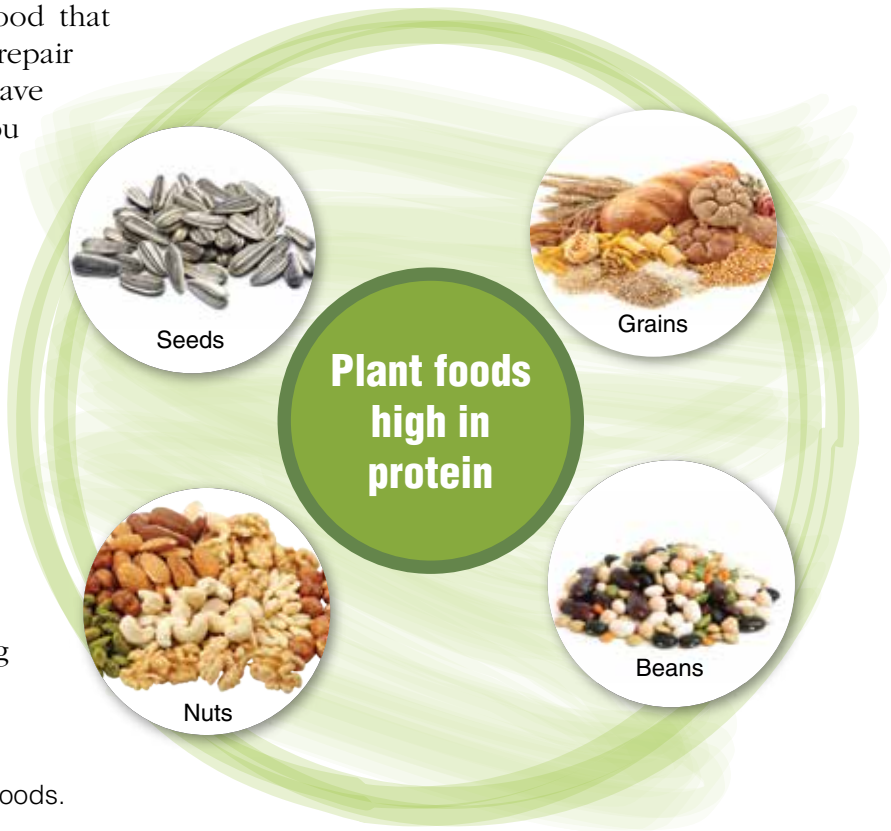


Figure 3.6 You can find proteins in plant foods.

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Vitamins and Minerals

Not all the nutrients you eat have calories. **Vitamins** and **minerals** are small substances found in foods that are essential for life (figure 3.7). Vitamins and minerals have no calories, so they don't give you any food energy. Instead, these nutrients work more like helpers so your body can create the chemical reactions needed to get the energy out of the carbohydrates, fats, and proteins that you eat.

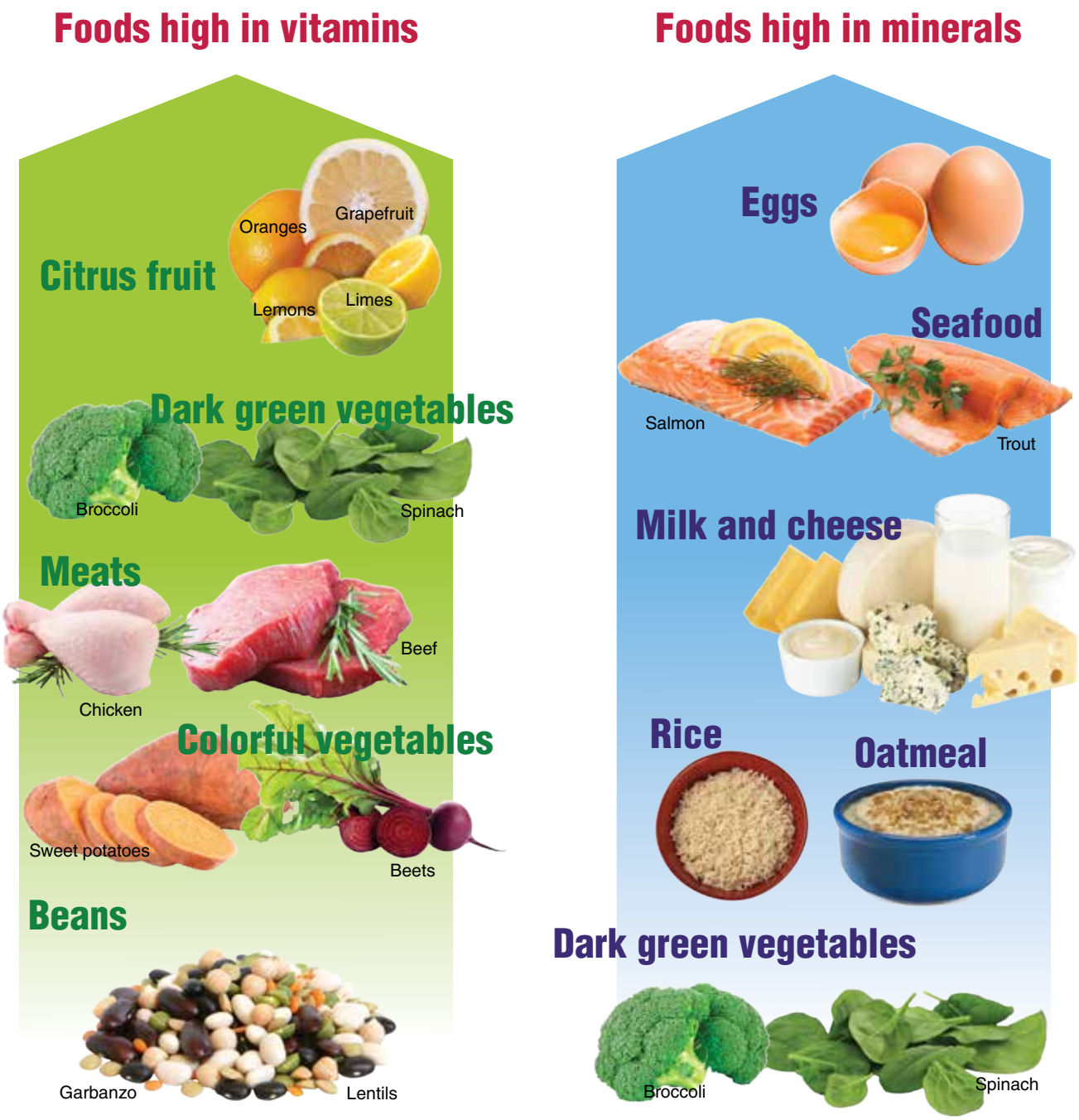


Figure 3.7 Good sources of vitamins and minerals.

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Foods such as colorful fruits and vegetables, whole grain breads, and some meats are high in vitamins. Some vitamins are stored in fat and others dissolve in water. It can be harmful to get too many of the vitamins that are stored in fat (these are A, D, E, and K). Minerals also have important jobs, like strengthening bones and teeth and helping your heart and muscles work. Calcium and iron are examples of minerals. Most foods have minerals in them.

Water and Other Beverages

The last type of nutrient is water. **Water** is a tasteless liquid essential for life. Without water you could not carry any of the other nutrients around in your body. In fact, your body is made up mostly of water. You need 9 to 14 cups of fluids each day. Some of these fluids can come from eating fruits and vegetables, but it is recommended that you drink at least 6 to 8 cups of water every day to meet your body's needs. Water should be the main fluid in your diet. Drinks like coffee, sport drinks, and energy drinks can have unnecessary or even dangerous levels of sugar and caffeine. Water also helps keep your body at a constant temperature. If you are playing or exercising outside during hot weather, you may need as many as four more cups of water that day. See figure 3.8 for the benefits of drinking water.

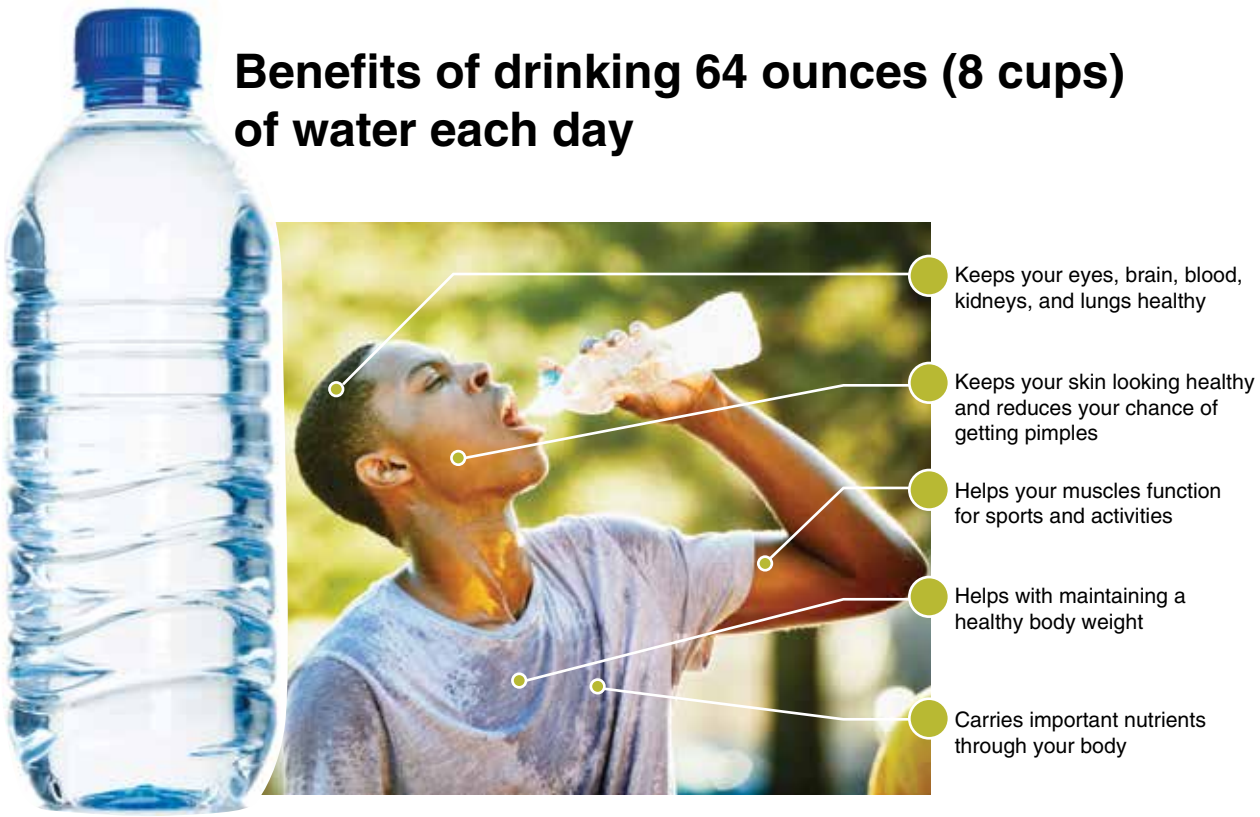


Figure 3.8 There are many benefits to drinking water.

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Drinks High in Sugar

It may be tempting to drink liquids other than water. The problem with many of these other drinks is that they are high in sugar. If you drink soda, that is probably the biggest source of added sugar in your diet. Drinks high in sugar, sodium (salt), or caffeine are not healthy choices for getting the water you need.

Sugar can cause cavities in your teeth, add to health problems like type 2 diabetes, or cause you to gain weight. Sugar has calories but no vitamins and minerals. When a food has no real nutrition value but still gives you calories, we call it an **empty-calorie food**. Drinks that are empty-calorie drinks are called **nonnutritious drinks**. Nonnutritious drinks not only give you calories with no vitamins or minerals, they sometimes keep you from eating other, healthier foods like fruits and vegetables.



A healthy diet limits nonnutritious drinks and includes nutritious drinks.

Analyzing Energy Drinks

Many drinks are high in caffeine and other things that make you feel like you have energy. **Caffeine** is a stimulant that affects your nervous system. If you are a typical teenager, the chances are high that you have tried energy drinks (figure 3.9). Feeling your heart beat fast or seeing your hands shake when you



Figure 3.9 Most energy drinks have more caffeine than coffee, tea, or soda.

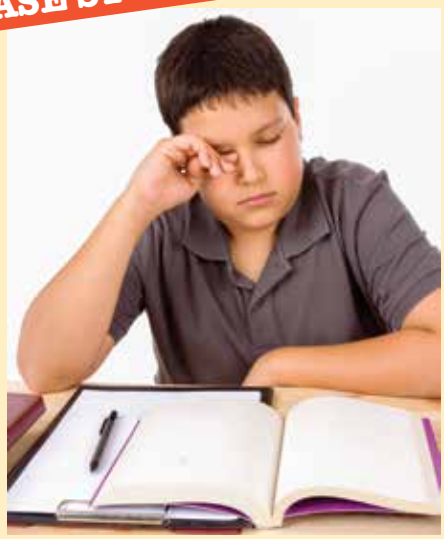
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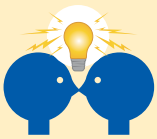
try to write are signs that your body is not handling the caffeine well. Energy drinks can also give you anxiety or cause you to sleep poorly. These drinks can be dangerous. Young people who drink a lot of energy drinks or who drink them during athletic practices or workouts put themselves at risk for serious medical problems.

If you want something to drink other than water, look for a nutritious drink. **Nutritious drinks** are drinks that give you essential nutrients like vitamins, minerals, and carbohydrates. Low-fat milk and 100 percent fruit juices are healthier options than sodas and energy drinks.

CASE STUDY



Enrique's Energy Drain



Enrique always feels sleepy and tired in school. He struggles to pay attention to his teachers in class. In math class, his head is almost always on the desk and he knows he is not doing very well. In English class, Enrique sits in the back of the class and hopes his teacher won't notice that he is having a hard time concentrating.

Most mornings, Enrique is running late to school and doesn't eat breakfast. He hates school lunch because he doesn't think it is cool to eat in the cafeteria. Some days he doesn't have much money so he just grabs what he can at home or at the convenience store he passes on his way to school. Usually all he can afford is a candy bar.

One of Enrique's friends gave him an energy drink to help boost his energy at school. He noticed that his heart started beating really fast and he was sweating in class. For a while he thought he was having a heart attack or some sort of anxiety attack. Even with the energy drink he had a hard time concentrating in his English class, even though he was more awake. Once his body calmed down, he felt pretty good for a while, but then he crashed even harder than before. He didn't feel well at all later that day. Enrique decided he might try a different energy drink next time.

Think About It

1. What do you know about energy drinks? Do you think it was a good idea for Enrique to use an energy drink to boost his energy in school?
2. How could Enrique use his diet choices to improve his energy throughout the day?
3. What could you say to try to convince Enrique to make a healthier choice for lunch? What could his friends do to help support him?

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Skill-Building Challenge

Communicating the Benefits of Drinking Water

Persuasion is a way of communicating that tries to convince the listener to agree with a point of view. One way we use persuasion in health is to develop public service announcements, or PSAs, which are generally 20 to 30 seconds long. There are four steps to creating a clear PSA.

1. **Identify the issue.** Ask yourself: What do I want to convince others to believe?
2. **Hook your audience.** Ask yourself: Who am I speaking to and what can I say that will grab their attention and get them to listen?
3. **Know your facts.** Ask yourself: What facts, statistics, or truths can I use to get the person to believe my message?
4. **Be straightforward.** Ask yourself: What is the most direct way I can deliver my message?

Create a 20- to 30-second PSA that addresses the importance of making healthy beverage choices and avoiding unhealthy beverage choices. Follow the steps identified and include at least four benefits of choosing healthy beverages in your PSA. Perform your PSA in front of the class.

1. My issue is: _____

2. My hook is: _____

3. Facts that support my point of view are: _____

4. The most direct way I can deliver my message is: _____

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Healthy Living Skills

This lesson includes an activity on using persuasive communication to promote good health. Here are some more ways you can develop healthy living skills related to this lesson.



ACCESSING INFORMATION

Use the Internet to search for lists or tables of major vitamins and minerals. Make sure to find examples of foods that contain each vitamin and mineral. Find three different sources that include at least six minerals and at least 10 vitamins. Compare the information and then use it to create your own essential vitamins and minerals chart that includes foods you like eating.



MAKING HEALTHY DECISIONS

Investigate all the food options available to you at school. Consider vending machine options, snack bar options, and cafeteria options. Select three options that are healthy food choices. Pick foods that are nutrient dense (high in vitamins, minerals, and fiber) and that limit salt, sugar, and unhealthy fat. Write down your healthy options and select from them next time you are getting food at school. After eating your healthy option, reflect on what made the food healthy and how eating it made you feel.



SETTING HEALTHY GOALS

Write a short-term goal related to choosing healthy carbohydrates, fats, or proteins. Make sure your goal is SMART (specific, measurable, attainable, realistic, and timely) and try to meet your goal over the next two weeks.



PRACTICING HEALTH-ENHANCING BEHAVIORS

Try to drink eight cups of water every day for a week while limiting other drinks like soda or energy drinks. Identify two or three strategies that you can use to help you get enough water. Log how many cups you drink each day and then think about what helped you be successful or what made it more difficult.



ACCESSING INFORMATION

Teenage boys should eat 31 grams of fiber each day. Teenage girls should get 25 grams per day. Using the Internet, look up lists of foods high in fiber. Use at least three different reliable websites. Compare the foods each site identifies as being high in fiber. Create a list of 10 foods that are high in fiber that you would eat. Share your list with the person in your household who does the grocery shopping and ask that person to consider buying some of the high fiber foods on the list.

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LESSON 3.1 Review: Understanding Foods and Nutrients

LESSON SUMMARY

- The nutrients you eat affect how well your body functions each day. Eating healthy carbohydrates, fats, and proteins and drinking plenty of water will help you stay healthy and avoid many chronic diseases such as diabetes and heart disease.
- The six classifications of nutrients include carbohydrates such as fruits, vegetables, and grains; fats like oils, butter, and cream; proteins, which are found in most foods like meats, dairy, nuts, and vegetables; vitamins and minerals, which are found in all whole foods; and water.
- You should drink 9 to 14 cups of fluids each day, which should include 6 to 8 cups of water.
- Choosing drinks with added sugar can be very dangerous to your health. Sugar can cause cavities in your teeth, add to health problems like type 2 diabetes, and cause you to gain weight.
- Energy drinks are also a dangerous choice because they contain high levels of caffeine and other stimulants. Energy drinks can also give you anxiety or cause you to sleep poorly.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ are the form of energy found in food.
2. _____ are the substances found in food that your body needs to survive.
3. Healthy carbohydrates contain _____, which is found in plant foods like fruits and vegetables.
4. _____ are substances found in food that provide calories and help build and repair tissue.
5. _____ is a tasteless liquid that is essential for life.
6. _____ and _____ are small substances found in foods that are essential for life.
7. When a drink has no real nutrition value but still gives you calories, we call it a(n) _____.
8. _____ drinks are drinks that give you essential nutrients like vitamins, minerals, and carbohydrates.

THINKING CRITICALLY

You have a friend who doesn't like to eat any kind of vegetable except potato chips and French fries, which he eats at least once a day. You know that fresh vegetables are an important part of a healthy diet. What could you tell your friend about the benefits of eating vegetables that might help him change his diet? What could you tell him about his habit of eating chips and fries? Identify three ways he might get more fresh vegetables into his diet. Write out your response using complete sentences and proper grammar.

TAKE IT HOME

Write down six benefits of drinking water. Tell the people you live with that you are trying to promote drinking water instead of sugary drinks, and why. Write each benefit on a card or a sticky note. Place the cards or sticky notes in key locations in your house where they might help remind people to make a healthier choice. After three days, ask your family members or friends whether the notes helped them to drink more water.

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LESSON 3.2

Energy Balance, Hunger, and Appetite

Terms to Learn

energy balance
positive energy balance
negative energy balance
metabolic rate
daily energy need
deficiency
hunger
satiated
appetite



The Big Picture

Your body works to keep the calories you eat in balance with the calories you use each day. When you are out of balance, it can harm your health. Understanding how much energy your body needs to function helps you know how much to eat. You also need to think about what makes you want to eat (even if you are not hungry), and what affects your decisions about what to eat. Once you grasp these issues, you can move down the path to making healthier food decisions.

Learning Targets

- Explain the concept of energy balance.
- Explain how energy balance relates to health.
- Identify how many calories are recommended each day for males and females aged 9 to 13 and 14 to 18.
- Compare hunger and appetite and explain what makes them different.
- Identify and explain the major influences on appetite.

SEL Connection

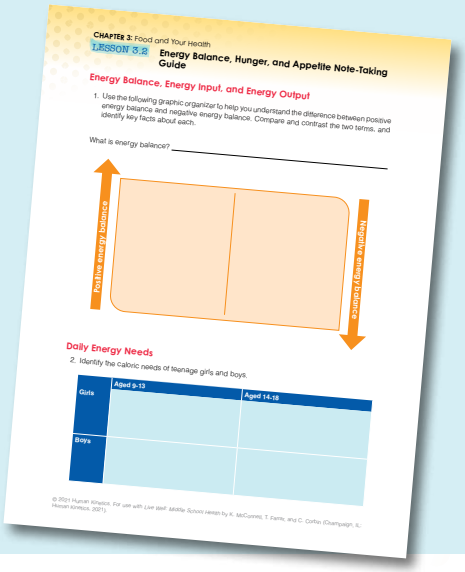
Diversity Matters: Religion and Food (Social Awareness)

Write About It

What does it feel like to be hungry? Have you ever eaten something even though you weren't hungry? What influenced you to eat when you weren't hungry?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 3: Food and Your Health
LESSON 3.2 Energy Balance, Hunger, and Appetite Note-Taking Guide

Energy Balance, Energy Input, and Energy Output

1. Use the following graphic organizer to help you understand the difference between positive energy balance and negative energy balance. Compare and contrast the two terms, and identify key facts about each.

What is energy balance? _____

Positive energy balance

Negative energy balance

Daily Energy Needs

2. Identify the caloric needs of teenage girls and boys.

	Aged 9-13	Aged 14-18
Girls		
Boys		

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Maddie loves to eat, especially at parties and events. Sometimes she finds herself eating because it is what other people are doing, and sometimes everything smells so good and it is hard to resist. Her friend Natalie doesn't seem to ever be tempted by the sight or smell of food or by what other people around her are doing. Natalie just says "I'm not hungry," and that seems to be it. When they were both at a pizza party last week, Natalie didn't eat anything because she had just had lunch not that long before. Maddie, on the other hand, ate a slice of pizza even though she didn't feel hungry at all. Why are Maddie and Natalie so different when it comes to their eating behaviors? What things might be influencing each of them?

Energy Balance

From the time you were born, your body has known when it was hungry and when it was full. As a baby, you would cry to signal that you were hungry. When being fed, you would simply stop eating or spit out food when you were satisfied. The human body wants to control its own energy balance. Unfortunately, many things influence our eating habits as we grow and age. Some of these influences are powerful enough to make us eat when we are full or stop eating when we are still hungry.

Energy balance is the relationship between the calories (energy) you eat and the calories (energy) you burn off (figure 3.10). The human body functions best when the amount we eat is similar to the amount we use. If you eat more than you use, you have too many calories in your body. This is called **positive energy balance**. Weight gain can happen when you eat more food than you use. When you burn off more than you eat, your body does not have enough energy. This is called **negative energy balance**. Weight loss may occur when this happens.

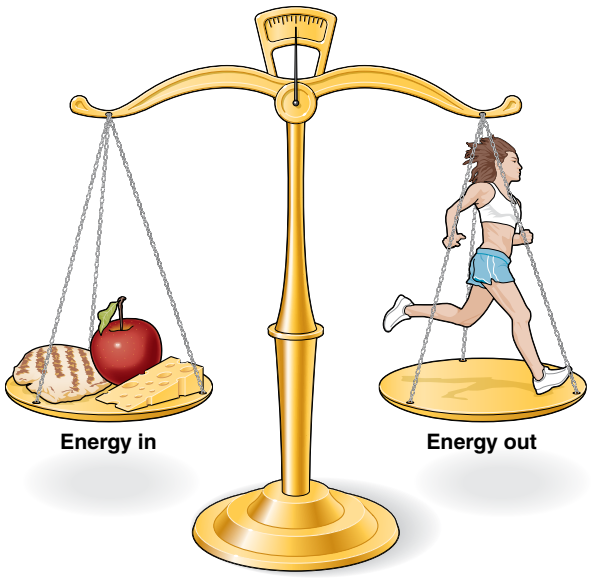


Figure 3.10 Energy balance.

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How You Burn Calories

You burn energy doing three main things (figure 3.11). First, you need to keep your body alive by having your brain, heart, blood, and lungs working properly. You burn a lot of calories each day just surviving. The number of calories you burn to keep your basic body functions working is called your **metabolic rate**. Metabolic rate is influenced by many things, including genetics, body size, muscle mass, and gender.

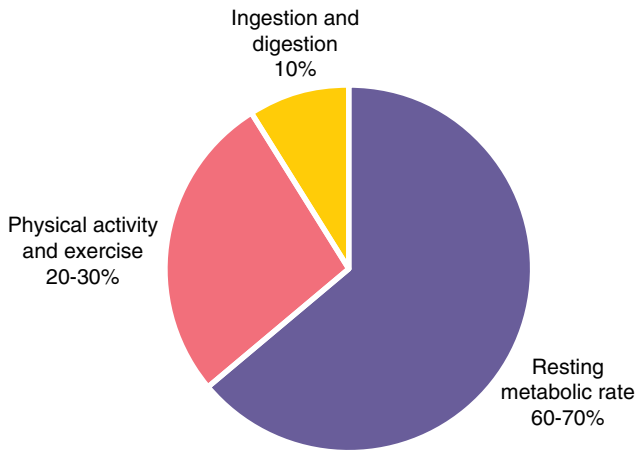


Figure 3.11 Contributors to daily energy expenditure.

You also use calories when you ingest and digest your food. A small amount of the energy you eat every day is used for this purpose. In other words, your body has to use some of the calories you eat each day helping you get those nutrients to the rest of your body.

The third way you use calories every day is in physical activity and movement. Whenever you use a muscle to move, you burn calories. In fact, movement is the way you can most influence your metabolic rate. You will burn more calories when you engage in regular physical activity and exercise. You will also develop stronger muscles and a stronger heart.

Daily Energy Need

You need a set number of calories each day to stay healthy. The number of calories you need each day is called your **daily energy need** (table 3.1). Remember, calories are a

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form of energy; without them you don't have the fuel you need to move, think, and function. Not everyone needs the same number of calories each day. Some people need more because they are taller or bigger or have more muscle. Others need more because they are active. We also need more calories when we are growing.

Guidelines can help you know how many calories you need to eat. Eating more calories than you need each day can lead to weight gain over time. If the extra calories include unhealthy fats, salt, and sugar you will also be more likely to get a disease like type 2 diabetes. If you don't eat enough calories each day you may lose weight, or you may not grow and gain weight the way you should. If you don't get enough food, you may not get enough essential nutrients like vitamins and minerals. When you don't get enough of a needed nutrient, we call it a **deficiency**. Deficiencies can lead to things like brittle hair and nails, weak bones, and poor night vision.

TABLE 3.1 **Energy Needs Across the Life Span**

Age (years)	Calories per day (sedentary → active*)
Children 2–3	1,000 → 1,400
Females	
4–8	1,200 → 1,800
9–13	**1,600 → 2,200**
14–18	**1,800 → 2,400**
19–30	2,000 → 2,400
31–50	1,800 → 2,200
51+	1,600 → 2,200
Males	
4–8	1,400 → 2,000
9–13	**1,800 → 2,600**
14–18	**2,200 → 3,200**
19–30	2,400 → 3,000
31–50	2,200 → 3,000
51+	2,000 → 2,800

**Active* means doing daily activity equivalent to walking 3 miles at 3 to 5 miles per hour (4.8 kilometers at 4.8 to 8 kilometers per hour).

From U.S. Department of Agriculture 2005.

Determining Your Caloric Need

It is important to eat enough calories while not overeating. You may need to set a goal to eat more calories if you are active in sports, or you may need to work on eating fewer calories if you spend your time playing video games or doing other sedentary activities. Table 3.1 will help you determine a starting place for how many calories you need each day. Determine how active you are and adjust the calories up or down slightly if needed. Figure 3.12 shows how many calories are used in various activ-



Factors that increase metabolic rate
- Lean body mass
- Physical activity and exercise
- Growth and development
- Being male
- Height (overall size)
- Stress
- Digestion

Factors that decrease metabolic rate
- Aging
- Fat mass
- Starvation and dieting
- Sedentary living
- Being female
- Sleep

Figure 3.12 Your level of daily physical activity will influence how many calories you need each day.

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ities. The number of calories you eat each day should be about the same as the amount you use.

Follow these steps to help you set a goal for your daily caloric needs.

- Write down the recommended range of calories you need based on your sex and age using the chart (table 3.1) provided in the lesson.
- If you do not engage in much physical activity each day choose the number at the bottom of the range. If you do light to moderate activity up to 30 minutes on most days, choose a number in the middle of the range. If you do more than 30 minutes of moderate or vigorous activity most days (like sports practice, dance, or cheer practice), choose the number at the top of the range.

Understanding Your Hunger

Lots of things influence how much you eat and what you eat. Some things that make you want to eat are happening inside your body. Your blood and brain can keep track of the energy that is in your body. When your energy is low, the brain tells your body that it is time to eat. You may feel your stomach growling, or you may not feel like you have as much energy. The communication inside your body that tells you when to eat is your **hunger** (figure 3.13). Hunger is your body's drive to eat. Your hunger is influenced by your hormones, what and when you eat, your level of physical activity, and even your genetics. After you eat, your body knows that nutrients are available and tells your brain that you are satisfied so that you will stop eating. When you are **satiated** it means that your body is full and your hunger is satisfied.

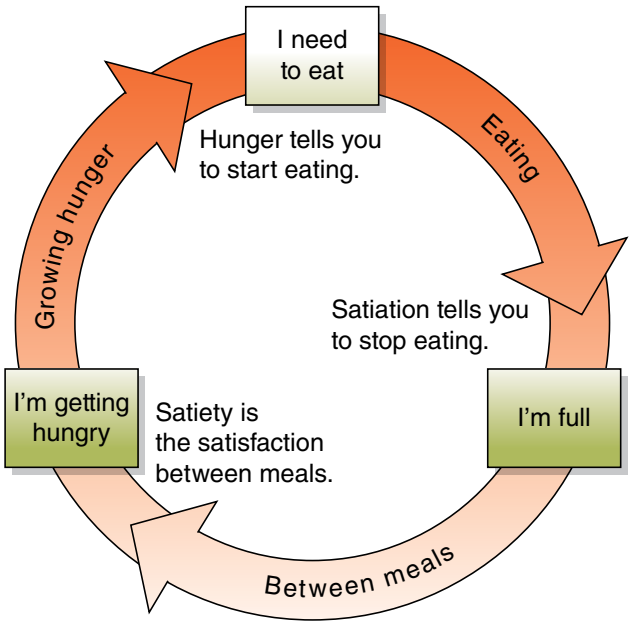


Figure 3.13 Hunger, satiation, and satiety are cues that tell you when to start and stop eating.

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Understanding Your Appetite



Things in the environment can also influence when you eat and what you eat. Your desire to eat whether you feel hungry or not is called your **appetite**. The smell and sight of food, a special event like a holiday or birthday, the friends you hang out with, your mood, your family and cultural traditions, and the advertisements you see can all affect your appetite. Your own personal beliefs can also affect your appetite. Religious practices like fasting or ethical choices like not eating animals affect appetite too. Your appetite is what makes you want to eat even if you are not feeling hungry. Appetite can also keep you from eating even when your body is hungry.

Influences on Your Appetite

Think about what it is like to smell fresh bread baking or garlic cooking. Does it make you want to eat when you pass by? What about if you are feeling lonely or sad? Do you find yourself wanting certain foods? Does your family have traditions that center around a certain meal or type of food? Have you ever gone to a fast food restaurant or ordered something because of a commercial or ad you saw? In fact, there are a lot of different factors that influence appetite (figure 3.14). Your peers and family are especially strong influences on your appetite as a young teen. The culture or cultures you identify with and the school and community you live in can also be powerful influences.



Figure 3.14 Factors that influence appetite.

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Peers

Your peers influence your food choices, especially when you are at school or away from home. If you have friends who love fried foods or greasy foods, you are more likely to eat those too, even if you don't like them as much. The pressure to fit in and belong can affect your food choices just as it affects other behaviors. Finding friends who will eat healthy and support your healthy choices is important to helping you eat a healthy diet.

HEALTHY LIVING TIP

Help make the grocery list at your home. Include items like fresh fruits and vegetables on the list and then eat those as snacks throughout the day.

Family

When you are a teen, your family may influence your food choices more than anything else. Chances are you don't do the grocery shopping or the cooking in your family. You may be limited by what is given to you or what you have access to at home. Studies show that how your parent or guardian eats will affect how you eat too. If you live in a home that makes healthy food choices, this is good news. If you live in a home that can't afford enough food or buys and prepares unhealthy foods, this is harder. Talking with your parents about your desire to eat healthy and encouraging healthier choices at home is important.

Personal and Cultural Beliefs

The culture you identify with and belong to influences a lot about your food choices (figure 3.15). Culture can tell us what we should and should not eat. What cultural foods and traditions have you experienced? In some countries and cultures, insects are a big part of the diet. In other cultures, certain things like cows may be considered holy and not edible. Culture can also affect our beliefs about who should make the food, how much food we should eat, how many meals we should eat in a day, and at what times we should eat what foods. Culture can also influence our food choices. If you grew up eating in a certain type of ethnic food tradition, like Italian, you may crave that food more often.

Diversity Matters



Religion and Food

A person's religious beliefs affect the values and the traditions they follow. As a result, religion influences diet. People follow the food rules and guidelines of their religious tradition differently. Some are strict followers and others select some traditions to follow on holidays or special events only. For example, most Hindus are vegetarians all the time. Meat and eggs represent life, and the Hindu faith respects all life (human and animal). In the Muslim faith, followers will fast (not eat at all) from sunrise to sunset every day for a month during Ramadan, and in the Roman Catholic tradition, meat is not eaten on Fridays during Lent.

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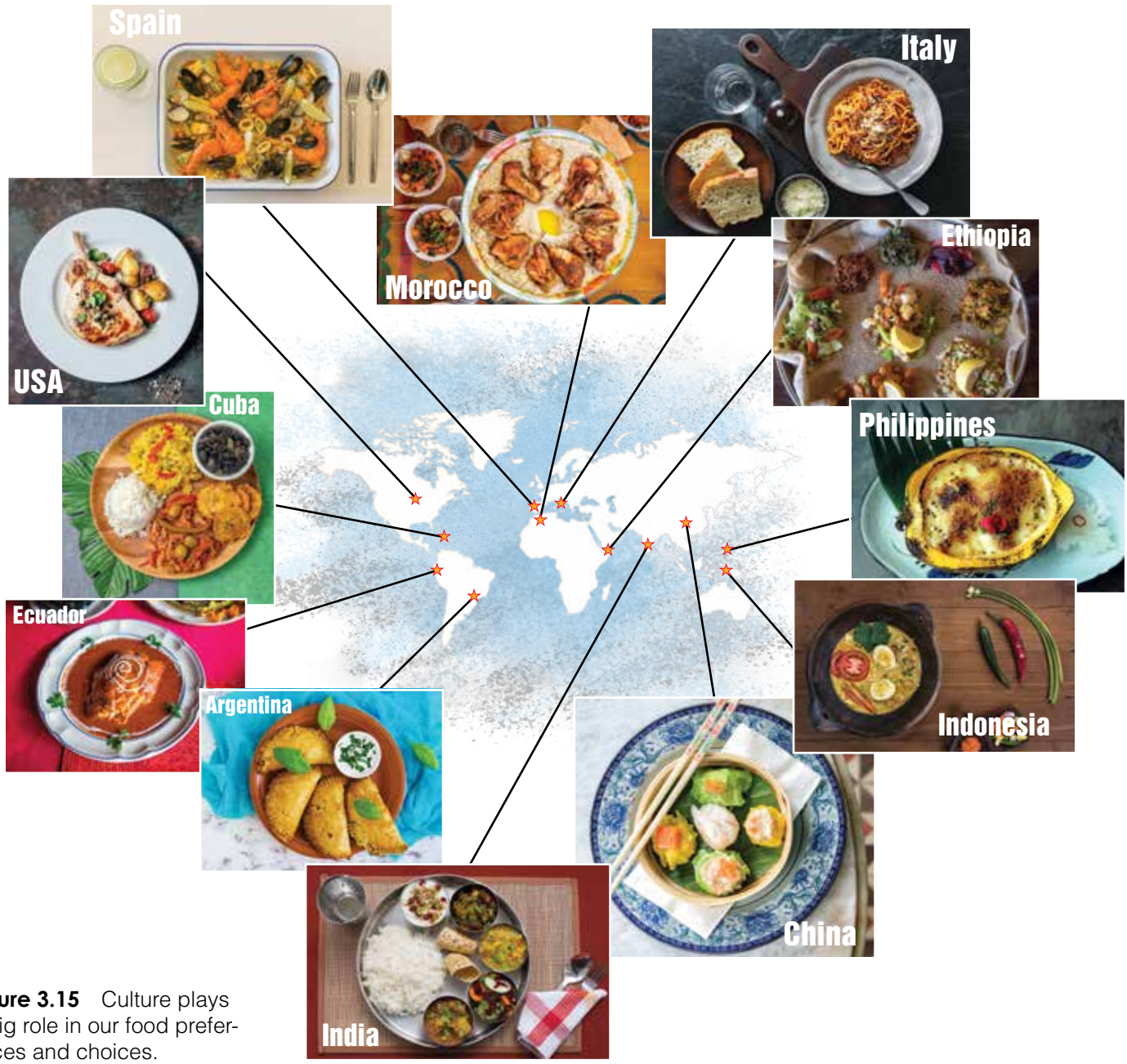


Figure 3.15 Culture plays a big role in our food preferences and choices.

School and Community

You spend a lot of hours at school and the options you have to eat there can influence what you eat. Access to food, food options, and pressure to eat a certain way are all part of school influences. Schools are required to follow some federal guidelines when it comes to the foods they serve or provide access to. Even with some rules in place, it is still possible to make unhealthy choices at school. For example, if you eat low-fat tortilla chips for lunch every day you are likely not getting enough fruits or vegetables in your diet and may be getting too much sodium. If the school environment does not offer healthy choices that appeal to you, think about bringing a lunch from home. Eating in the cafeteria and choosing salads, vegetables, and foods that have not been fried is also a better choice.

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Analyzing Influences: Targeting Teens in the Media

Studies have shown that teens who spend more than two hours watching commercial TV are more likely to eat unhealthy foods. Similarly, teens who view Internet ads are also more likely to be or become overweight or obese. Companies target specific populations as well. For example, McDonald's has created specific web pages to target Black youth and Latino youth. What do you think about being the target of ads that try to get you to make less healthy eating choices? Do you think you are influenced by these ads? Why or why not?

Skill-Building Challenge



What Influences Your Eating?

Think about who and what influences your food choices. Identify four influences and explain how they change your food choices.

Example

Influence:

My mom and grandma

This influence:

- [x] Helps me eat healthier
- [ ] Does not help me eat healthier

Explain how this influence affects you.

My mom and grandma are both vegetarians. They fix a lot of meals that have vegetables. I wouldn't get as many if I made my own food.

Influence: _____

_____

This influence

- [ ] Helps me eat healthier
- [ ] Does not help me eat healthier

Explain how this influence affects you.

_____

_____

_____

_____

Healthy Living Skills

This lesson focused on learning to recognize and analyze influences on your diet. Here is one more way you can develop healthy living skills related to this lesson.



HEALTHY COMMUNICATION

How do your friends influence your food choices? Describe a time when you made a less healthy choice because you wanted to fit in with your friends. Describe a time when you made a healthy choice because of the support of a friend. If a friend wanted to make a healthy choice but was afraid she would be teased because of it, what could you say to her to support her choice?

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LESSON 3.2 Review: Energy Balance, Hunger, and Appetite

LESSON SUMMARY

- Energy balance is the relationship between the calories (energy) you eat and the calories (energy) you burn off. It is best to stay in balance.
- When you eat too many calories compared to how many you use, you may gain weight. When you don't eat enough to fuel your activities, you may lose weight. You can develop health problems from eating too much or from eating too little.
- Girls aged 9 to 13 need between 1,600 and 2,220 calories and girls aged 14 to 18 need between 1,800 and 2,400 calories every day. Boys aged 9 to 13 need between 1,800 and 2,300 calories and boys aged 14 to 18 need between 2,200 and 3,200 calories every day.
- Many things influence what you choose to eat and how much you choose to eat. Internal signals from your body are your hunger. Your hormones, how often you eat, what you eat, and how much exercise you do influence your hunger.
- Your desire to eat is your appetite. Family, peers, culture, media, and the environment can all influence your food choices, habits, and preferences. Learning to recognize what influences your food choices can help you make healthier decisions.

REVIEWING CONCEPTS AND VOCABULARY

1. If you eat more calories than you use you have a(n) _____ energy balance.
2. If you burn off more calories than you eat you have a(n) _____ energy balance.
3. The number of calories you burn to keep your basic body functions working is called your _____.
4. When you don't get enough of a needed nutrient, we call it a(n) _____.
5. The communication inside your body that tells you when to eat and when to stop is your _____.
6. Your desire to eat is called your _____.
7. The number of calories you need each day is called your _____.

THINKING CRITICALLY

Marcus goes to baseball games with his family almost every weekend, and you've noticed that he always gets a chili dog with fries no matter what time the game is or whether he has recently eaten. Other families in the stands also bring popcorn, chips, and other snacks. Marcus never wants to be rude, so he always takes the snacks when offered. Why do you think Marcus is in this habit? What advice could you give him to help him think about his choices? Write out your response using complete sentences and proper grammar.

TAKE IT HOME

Draw a picture or create a simple infographic (a collection of images with minimal text that gives an easy-to-understand overview of a topic) that shows how your family influences your appetite and the choices you make when you eat. Think about ethnic, cultural, and religious traditions as well as where you live and what access you have to foods. Use labels and headers to help explain your work. Discuss your infographic with your family to see whether they have anything to add.

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LESSON 3.3

Tips and Tools for Eating Well

Terms to Learn

diet
balance
variety
moderation
adequate
biased information
Dietary Guidelines for Americans
nutrition facts label
clean diet
MyPlate
dietitian



The Big Picture

A healthy diet can come in many forms if it follows a few basic key ideas like balance, variety, moderation, and adequacy, and if it follows general guidelines for calorie and nutrient intake.

Learning Targets

- Explain the four keys to a healthy diet.
- Explain what biased information is.
- Demonstrate the ability to read a food label.
- Explain how to use MyPlate to plan a healthy diet.
- Demonstrate how to access valid and reliable nutrition information.

SEL Connection

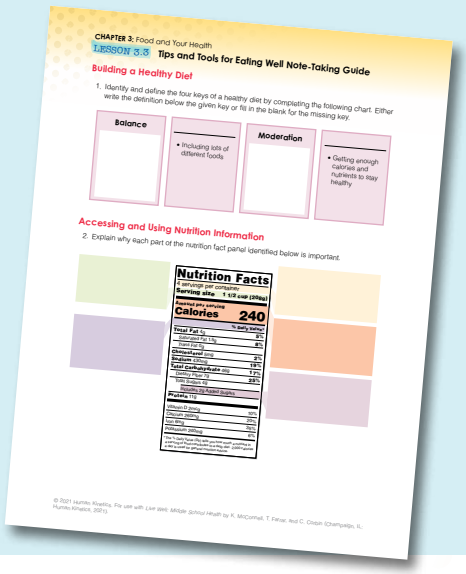
Healthy Living Skills: Making Healthy Decisions (Responsible Decision Making)

Write About It

How often do you read a food label when you are choosing what to eat? Have you ever asked to see the nutrition information when eating at a restaurant? Why do you think you do or do not use these tools to help you make decisions?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 3: Food and Your Health
LESSON 3.3 Tips and Tools for Eating Well Note-Taking Guide
Building a Healthy Diet
1. Identify and define the four keys of a healthy diet by completing the following chart. Either write the definition below the given key or fill in the blank for the missing key.
Balance
• Including lots of different foods
Moderation
• Getting enough calories and nutrients to stay healthy
Accessing and Using Nutrition Information
2. Explain why each part of the nutrition fact panel identified below is important.
Nutrition Facts
Calories 240

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Samantha is always looking for information about how to eat. Her friends tease her because she seems to change her beliefs and her diet all the time. Last year she was eating paleo because she thought eating lots of meat and protein was the best choice. Now Sam is a vegetarian. She used to avoid all bread and potatoes too, but now she eats potatoes all the time since she doesn't eat meat. Yesterday she told her friend Raul that she is thinking about adding coldwater fish to her diet because she heard fish oil is healthy. Raul just shook his head and asked Sam, "Why don't you just eat a balanced diet?" Have you ever noticed that nutrition advice doesn't always make sense? Who do you think has a healthier understanding of nutrition, Sam or Raul? Learning how to find trustworthy nutrition information is important.

Building a Healthy Diet

There is more than one way to eat healthy. You and your friends may like different types of foods and may eat meals that seem different from each other. The combinations of nutrients you eat and the way you eat is called your **diet**. While your diet may differ from that of your friends, some things are common to all healthy diets. You can think of **balance**, **variety**, **moderation**, and **adequate** as the four keys to unlocking a healthy diet (figure 3.16).

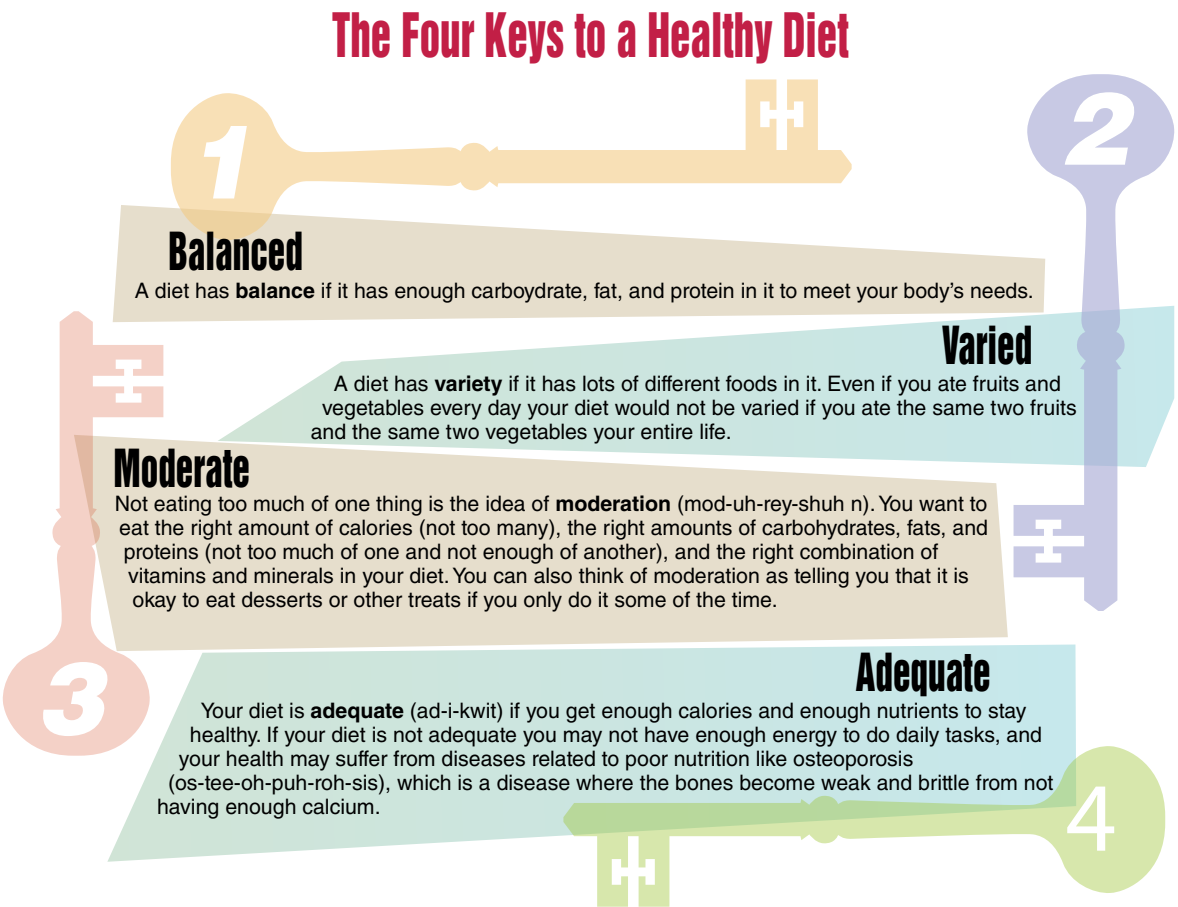


Figure 3.16 The four keys to a healthy diet.

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Accessing and Using Nutrition Information



There is a lot of information on the Internet about nutrition. Sometimes that information is biased or wrong. **Biased information** is based on feelings and opinions more than on facts. Biased information sometimes uses only part of a fact and does not tell you the full story. There are also websites that try to sell you products like vitamin and mineral supplements. These sites often misuse information to get you to buy the product. Some of these sites are more interested in making money than in helping you be healthy.

There are some good sources of nutrition information available. There are also some good tools for you to use.

Dietary Guidelines for Americans

The **Dietary Guidelines for Americans** help us understand what we need to do to eat healthy. These guidelines are based on research and are updated every five years (figure 3.17).

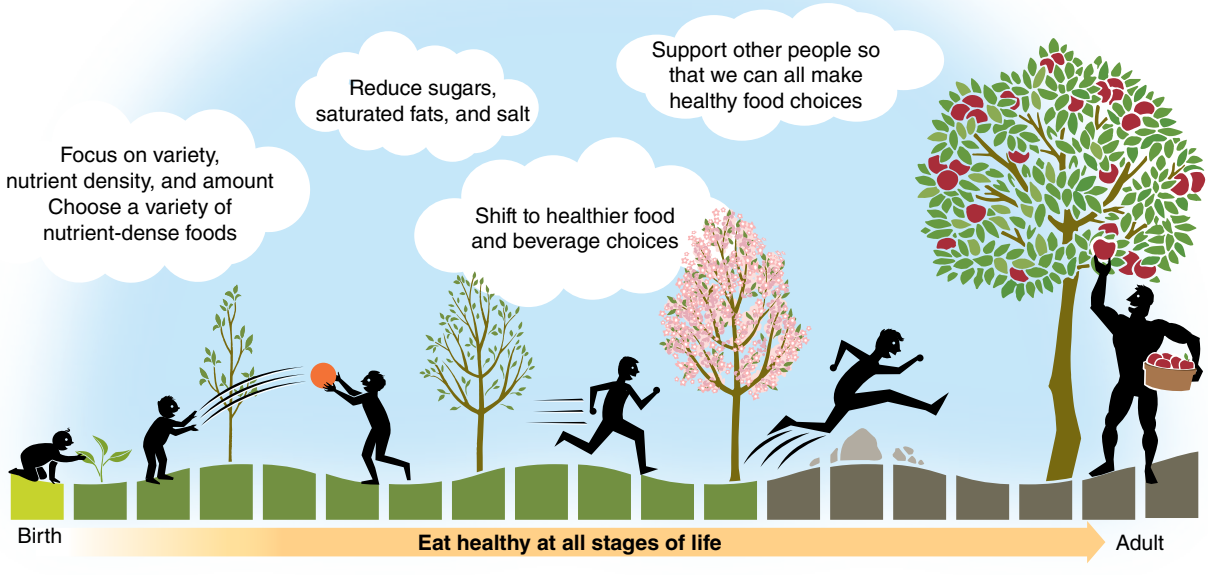


Figure 3.17 Key ideas in the Dietary Guidelines for Americans.

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Reading Food Labels

Another great tool you can use to choose healthy foods is the **nutrition facts label**. This is a label found on all food products that provides you with important nutrition information (figure 3.18). The label can help you make healthy choices.

Serving size
Shows how much of this food is normally eaten. The serving size is not a recommendation. It is designed to be realistic. You can use this section to compare similar products.

% Daily Value (%DV)
Shows how much each nutrient listed contributes to the daily diet. In general, 5% DV or less of a nutrient per serving is considered low, and 20% is considered high. For example, this product is high in fiber, which is good.

Vitamin D and potassium are also required on the label because many Americans do not get the recommended amounts.

Nutrition Facts

4 servings per container

Serving size **1 1/2 cup (208g)**

Amount per serving

Calories **240**

	% Daily Value*
Total Fat 4g	**5%**
Saturated Fat 1.5g	**8%**
Trans Fat 0g	
Cholesterol 5mg	**2%**
Sodium 430mg	**19%**
Total Carbohydrate 46g	**17%**
Dietary Fiber 7g	**25%**
Total Sugars 4g	
Includes 2g Added Sugars	
Protein 11g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 6mg	35%
Potassium 240mg	6%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Servings per container
Shows the total number of servings in the entire food package or container. Some packages are single servings—meaning they have only one serving in the bag, box, or can. Other products have lots of servings in the container.

Calories
Tells you how many total calories is in one serving of the food. Remember, if there is more than one serving in the container and you eat the whole container, you have eaten more calories than is shown here.

All labels are required to tell you the amount of added sugars in the product.

Added sugars are sugars added to foods during processing or packaging. Try not to have more than 10% of your total daily calories come from added sugars.

Ingredients list
The list of ingredients is not part of the Nutrition Facts label, but it is also a helpful tool. Ingredients are listed by weight. So, the ingredient that is most common in the food by weight is listed first. Some people use the ingredients list as a way to eat a "clean" diet. A **clean diet** is one with as few added chemicals and preservatives as possible.



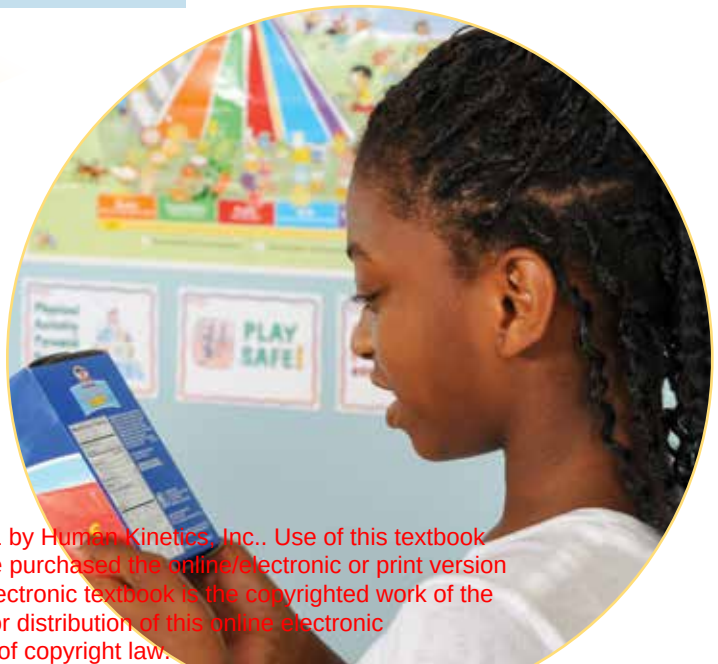


Figure 3.18 The nutrition facts label is a valid source of nutrition information.

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MyPlate

MyPlate is a graphic tool and website designed to help you make healthy food choices. The graphic shows how a well-balanced plate of food looks (figure 3.19). Half of the plate is made up of fruits and vegetables. Grains and protein sources make up the other half of the plate. Dairy is represented by the glass of milk alongside the plate. Try to use this tool to help you plan a balanced, nutritious meal.

MyPlate also includes information about how much of each food group to eat. How much you need from each food group depends on how many calories you need each day. Figures 3.20 and 3.21 show how to use MyPlate tips and the MyPlate Plan to balance your calories and get the right types of foods.

HEALTHY LIVING TIP

Make your own copy of the MyPlate graphic or create a version by coloring a paper plate to match the graphic. Ask your parent or guardian to let you leave the plate where you eat as a reminder of how to serve yourself a well-balanced meal.

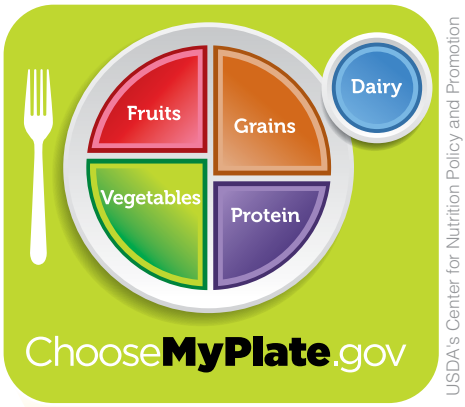
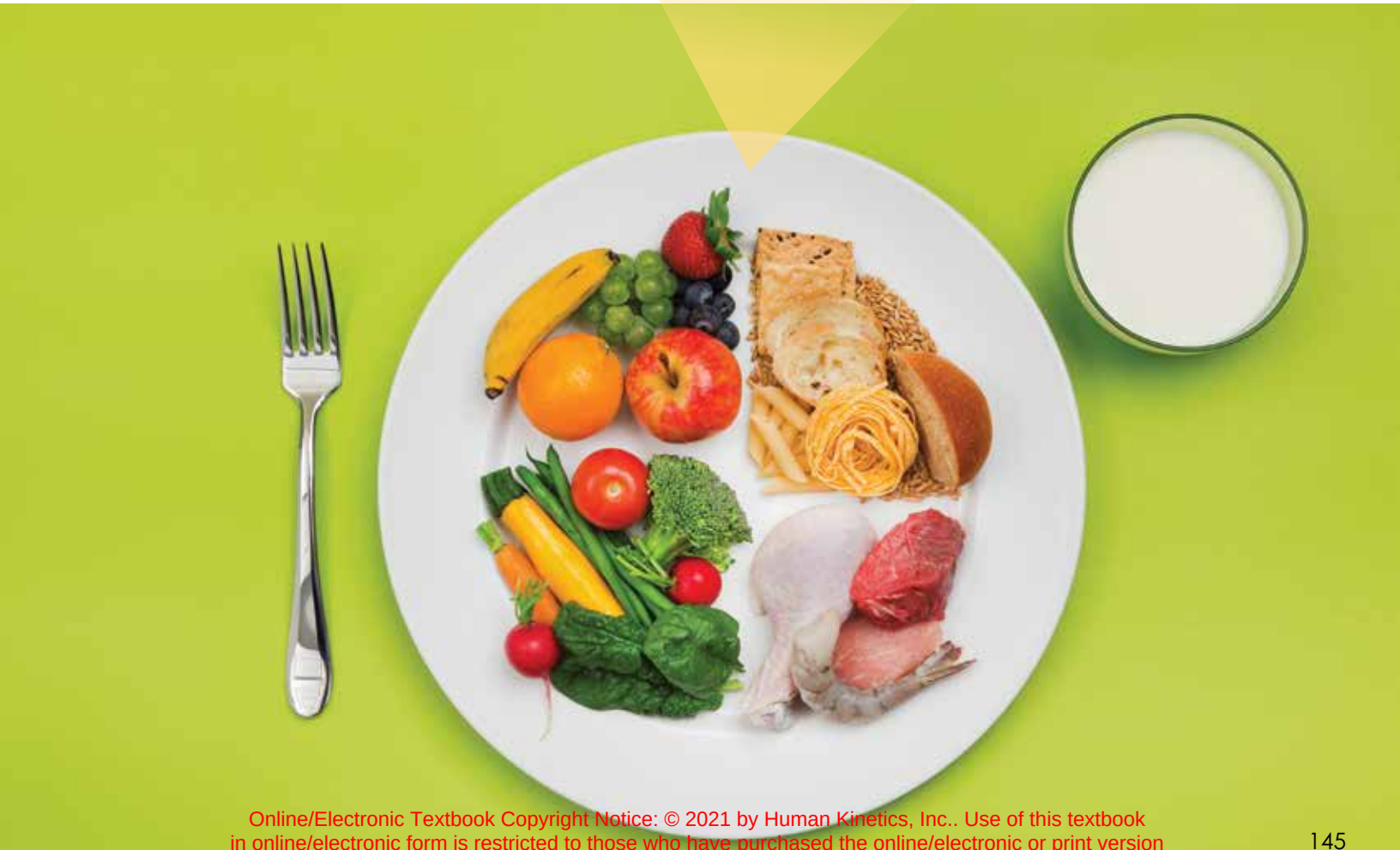


Figure 3.19 The MyPlate graphic.



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MyPlate Tips

Make half your plate fruits and vegetables.

Choose whole fruits—fresh, frozen, dried, or canned in 100% juice. Enjoy fruit with meals, as snacks, or as a dessert.

Vary your veggies—choose a variety of colorful vegetables prepared in healthful ways: steamed, sautéed, roasted, or raw.



Make half your grains whole—look for whole grains listed first or second on the ingredients list. Try oatmeal, popcorn, whole grain bread, and brown rice. Limit grain-based desserts and snacks, such as cakes, cookies, and pastries.



Vary your protein routine—mix up your protein foods to include seafood, beans and peas, unsalted nuts and seeds, soy products, eggs, and lean meats and poultry. Try main dishes made with beans or seafood like tuna salad or bean chili. Choose low-fat or fat-free milk, yogurt, and soy beverages (soymilk) to cut back on saturated fat. Replace sour cream, cream, and regular cheese with low-fat yogurt, milk, and cheese.



Drink water instead of sugary drinks.

Limit added sodium, fat, and added sugar—use the Nutrition Facts label and ingredients list to limit items high in sodium, unsaturated fat, and added sugar.



Figure 3.20 MyPlate tips.

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Below are the daily recommended amounts for each food group and examples of different foods.



1,600 calorie diet = 3 cups of dairy
1,800 calorie diet = 3 cups of dairy
1 cup from the dairy group counts as:

- 1 cup milk; or
- 1 cup yogurt; or
- 1 cup fortified soy beverage; or
- 1 1/2 ounces natural cheese or 2 ounces processed cheese



1,600 calorie diet = 5 ounces of grains
1,800 calorie diet = 6 ounces of grains
1 ounce from the grains group counts as:

- 1 slice bread; or
- 1 ounce ready-to-eat cereal; or
- 1/2 cup cooked rice, pasta, or cereal



1,600 calorie diet = 5 ounces of protein
1,800 calorie diet = 5 ounces of protein
1 ounce from the protein group counts as:

- 1 ounce cooked/canned lean meats, poultry, or seafood; or
- 1 egg; or
- 1 Tbsp peanut butter; or
- 1/4 cup cooked beans or peas; or
- 1/2 ounce nuts or seeds



1,600 calorie diet = 1 1/2 cups from the fruit group
1,800 calorie diet = 1 1/2 cups from the fruit group
1 cup from the fruit group counts as:

- 1 cup raw, frozen, or cooked/canned fruit; or
- 1/2 cup dried fruit; or
- 1 cup 100% fruit juice



1,600 calorie diet = 2 cups from the vegetable group
1,800 calorie diet = 2 1/2 cups from the vegetable group
1 cup from the vegetable group counts as:

- 1 cup raw or cooked/canned vegetables; or
- 2 cups leafy salad greens; or
- 1 cup 100% vegetable juice

Figure 3.21 MyPlate Plan: The daily recommended amounts for each food group and examples of different foods.

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Other Sources of Nutrition Information

Just as some online sources of information may not be accurate, some individuals who give out nutrition advice may not be correct either. Professionals with the most training in nutrition are called **dietitians**. Dietitians are experts who have a university education in nutrition. Dietitians also have a professional license. Seek out a licensed dietitian for nutrition guidance when you can.



Becoming a dietitian requires a graduate degree.

Some people call themselves nutritionists. A nutritionist is someone who claims to have knowledge in nutrition. They are not always educated about, or trained in, nutrition. Be careful when asking for nutrition advice from nutritionists, personal trainers, or others who are not dietitians. When getting nutrition advice from others, find out whether they have had college or university classes in nutrition. Be careful taking nutrition advice from anyone who is trying to sell you a diet product or service. They may be more interested in making money than in actually helping you. Medical doctors, school nurses, and health and physical education teachers may also be reliable sources of nutrition information.

Skill-Building Challenge WWW

Accessing Valid Nutrition Information

Since there is so much bad nutrition information available to you, it is important to learn how to find information that is accurate. You could go see a dietitian, but not everyone can afford to pay for nutrition advice. Instead, we often get our information online. Learning where to go for the best information is important.

Use the Internet to find each of the following items. Once you have found them, check the box.

- ☐ A registered dietitian in your area or state
  - What is the person's name? _____
- ☐ Information on portion distortion or portion sizes at ChooseMyPlate.gov
  - What is portion distortion, or what is an example portion size of a food?
- ☐ Nutrition information for teens at Nutrition.gov
  - What is one topic you found? _____
- ☐ Information about the Dietary Guidelines for Americans at health.gov
  - What is one thing you found on this site? _____
- ☐ An adult in your school or community who has had nutrition education
  - What is the person's name and job? _____

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Healthy Living Skills

This lesson focused on learning to access valid and reliable information on your diet. Here are some more ways you can develop healthy living skills related to this lesson.

ANALYZING INFLUENCES

Learning to eat a healthy diet includes knowing how much to eat. Portion size refers to how much food you eat at one time. For example, based on the nutrition facts label, a whole bag of potato chips may be six or seven servings. If you eat the whole bag at one time, you are consuming a large portion size. Are you influenced by the recommended serving size of a food when you are eating? Do you look at the nutrition facts label when choosing foods? Why or why not? Write out your response using complete sentences and proper grammar.

HEALTHY COMMUNICATION

Write a paragraph that explains what MyPlate is and how it can be used to help you eat a healthy diet. Provide specific examples and use proper grammar when you write. Share your paragraph with a parent or guardian and answer any questions they have.

MAKING HEALTHY DECISIONS



Compare the nutrition facts labels of two packaged foods or snacks that you like to eat. Choose the food that you think is healthier for you and write down three reasons for your choice. The next time you are deciding between the two foods or snacks, remember this analysis and use it to make a healthier choice.

PROMOTING GOOD HEALTH

Create a poster or brochure that explains the four pillars of a healthy diet. Use photos and images to enhance your project. Hang the posters in your classroom or distribute the brochures to another class at your school.

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LESSON 3.3 Review: Tips and Tools for Eating Well

LESSON SUMMARY

- A healthy diet is balanced (has enough carbohydrate, fat, and protein to meet your body's needs), varied (has lots of different foods in it), moderate (does not include too much of any one nutrient or food), and adequate (has enough calories and enough nutrients to keep you healthy).
- Biased information is based on feelings and opinions more than on facts.
- Use the serving size, servings per container, calories, percent daily values (%DV), and added sodium and sugar on a food label to help you make a healthy choice.
- The MyPlate graphic shows how a well-balanced plate of food looks. MyPlate also provides you with the amount of each food group you should eat based on your age, sex, and activity level.
- Registered dietitians are the best source of accurate nutrition information.

REVIEWING CONCEPTS AND VOCABULARY

1. The combinations of nutrients you eat and the way you eat is called your _____.
2. A diet has _____ if it has enough carbohydrate, fat, and protein in it to meet your body's needs.
3. A diet has _____ if it has lots of different foods in it.
4. A diet is _____ if it gives you enough calories.
5. The _____ is a label found on all food products that provides you with important nutrition information.
6. A registered _____ is a good source of nutrition information.
7. The graphic that shows how a well-balanced plate of food looks is called _____.

THINKING CRITICALLY

You and your classmates have been asked to visit a class at the local elementary school to explain what MyPlate is and to help kids younger than you to understand how to use it to help them eat a healthier diet. Outline the key points you would make to the class and then write three questions you could ask the young students to see whether they understood your message.

TAKE IT HOME

Look at the foods in your kitchen or pantry at home. Pick out three boxed, canned, or packaged foods and use the nutrition facts label to compare the calories, fat, sodium, and added sugars in each item. Decide which of the foods is the healthiest. Explain your findings to your parent or guardian.

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LESSON 3.4

The Digestive and Urinary Systems

Terms to Learn

digestion
absorption
elimination
esophagus
stomach
chyme
bile
small intestine
large intestine
gut health
prebiotic
probiotic
kidney disease
kidney dialysis
gastroenterologist



The Big Picture

In order to understand how food gets from your plate to the cells in your body, you need to know about the digestive system. When this system is functioning well, you probably don't give it much thought. But when the system is not functioning well, you may experience a wide range of problems that can be physically, socially, and emotionally uncomfortable. Learning to take care of this system can help you benefit from the nutrition choices you make.

Learning Targets

- Identify the main organs and functions of the digestive system.
- Identify the main organs and functions of the urinary system.
- Identify common problems associated with the digestive system.
- Describe what prebiotics and probiotics are and explain how they relate to gut health.
- Explain the long-term risks of poor kidney health.
- Explain how to maintain good digestive and urinary health.

SEL Connection

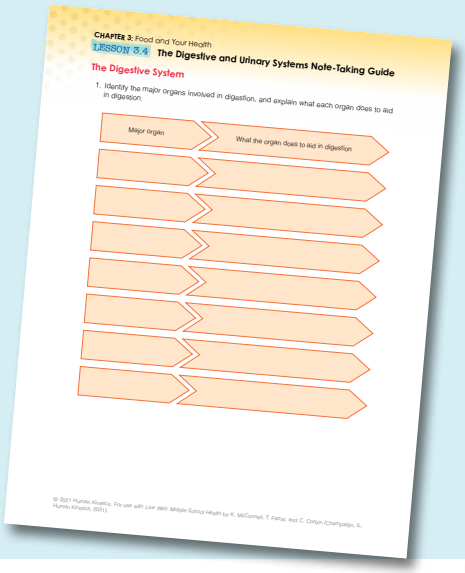
Healthy Living Skills: Healthy Communication (Relationship Skills)

Write About It

What do you think are common digestive problems that most people experience at some point in their lives? Describe a time you experienced one of these problems. What did you do to feel better?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 3: Food and Your Health
LESSON 3.4 The Digestive and Urinary Systems Note-Taking Guide
The Digestive System
1. Identify the major organs involved in digestion, and explain what each organ does to aid in digestion.
Major organ
What the organ does to aid in digestion

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Andres gets anxious a lot when he has tests in school, and he especially doesn't like doing group projects. He is starting to have some real pain in his stomach from time to time and his guts cramp up too. His stomach pain is worse when he doesn't eat, which happens a lot when he gets anxious, and his gut cramps are worse when he does eat. He learned about ulcers in school and has started to wonder if that is what is wrong with him. When he told his mom what was wrong she worried it was something more serious and made an appointment for Andres to see the doctor. What do you think might be happening with Andres?

The Digestive System

You cannot live without food for very long. Food gives your body the nourishment it needs to survive and to thrive. Usually we think about how food tastes or smells, or we are aware that we feel full and content after eating. We don't typically think about what happens to food after we chew it and swallow it. The reality is that your body has just begun the work of digesting your food when you finish eating.

The digestive system is the group of organs that break down the food you eat and get it to the cells for fuel (figure 3.22).

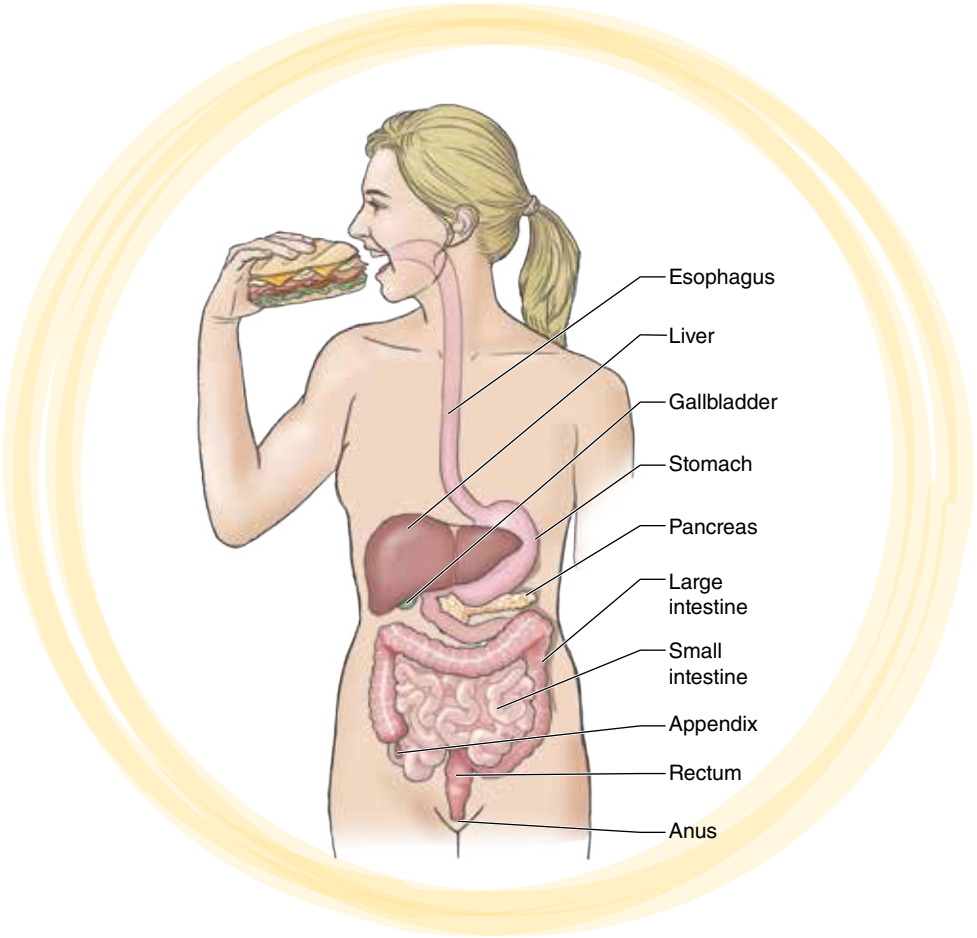


Figure 3.22 The organs that make up the digestive system.

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How Digestion Works

Digestion is a complex process that involves many organs and actions. This system is involved in **digestion**, **absorption**, and **elimination** (figure 3.23).

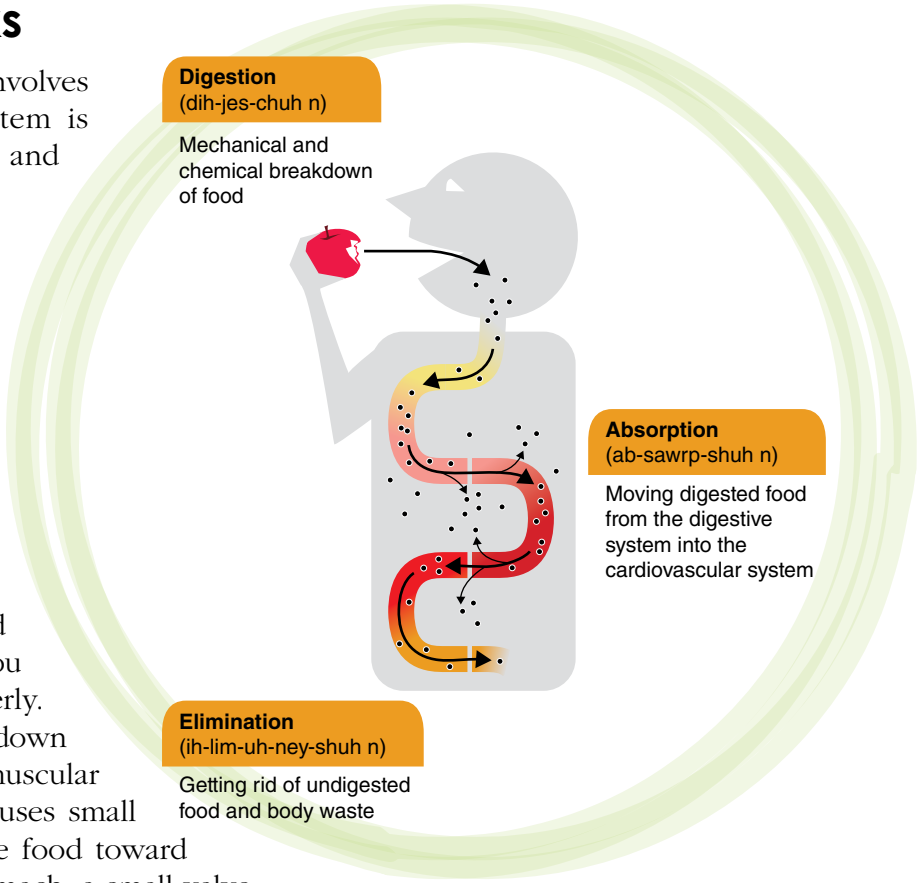


Figure 3.23 The digestive functions.

Chewing and Swallowing

Digestion begins with the mechanical breakdown of food: chewing. When you chew your food, your teeth break the food into smaller pieces and prepare them for swallowing. Your salivary glands produce saliva, which begins to break down some carbohydrates and helps to moisten the food. Your tongue helps move food around within the mouth and helps you swallow your food safely and properly. Once you swallow your food, it travels down the **esophagus**. The esophagus is a muscular tube that is about 10 inches long. It uses small muscle contractions to help move the food toward the stomach. After food enters the stomach, a small valve at the base of the esophagus closes to prevent food from traveling back up.

Mixing, Storing, and Moving Food

The **stomach** is a hollow organ that functions like a small sack. Your stomach mixes foods with gastric juices like hydrochloric acid and pepsin. These juices begin the process of chemically breaking down the food you eat. The stomach can also act like a temporary storage vessel for the broken-down food. Eventually, the stomach will release the **chyme**, or partially digested and mixed-up food, into your small intestine.

Your pancreas, liver, and gallbladder also contribute to the chemical digestion of your food. The liver makes **bile**, which is a yellow-green fluid that helps you break down and absorb the fat you eat. Bile is stored in the gallbladder and is particularly good at breaking down the fat you eat. These chemicals are released as the food you eat leaves the stomach and heads to the small intestine.

Absorbing Nutrients

The **small intestine** is where most of the actual work of the digestive process occurs (figure 3.24). The small intestine is 20 to 23 feet long and an inch in diameter. It has three different parts: the duodenum, the jejunum, and the ilium. About 90 percent of all nutrients are absorbed as food travels through the small

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intestine. Not only is your small intestine quite long, but the inside surface is covered in small projections called *villi*. These projections create more surface area for absorption to occur.

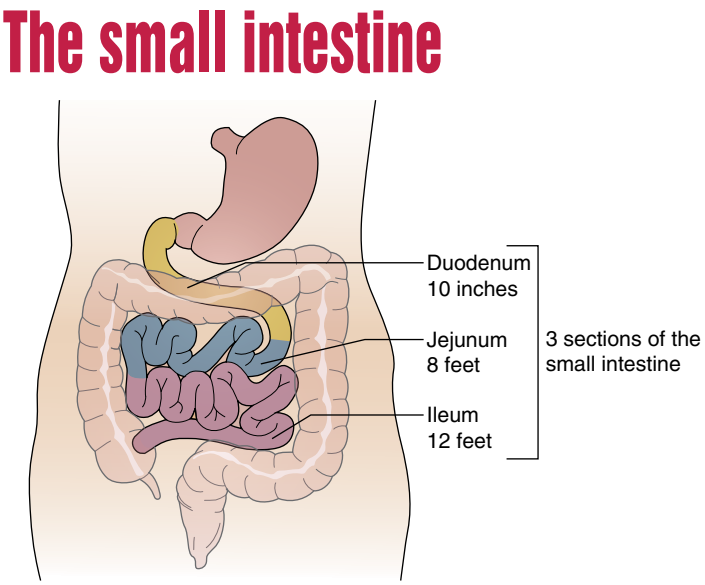


Figure 3.24 The small intestine.

Absorbing Water and Eliminating Waste

Once the food has passed through the small intestine, the body begins to prepare what is left for removal. The **large intestine** is a muscular tube about two and a half inches wide and five to six feet long (figure 3.25). Its primary job is to absorb the remaining water, salts, and vitamins that are left and to eliminate the waste. At the start of the large intestine is small fingerlike projection called the appendix. The role of the appendix is not fully understood. This organ can get infected and fill with bacteria. When this happens, the appendix can be removed by surgery.

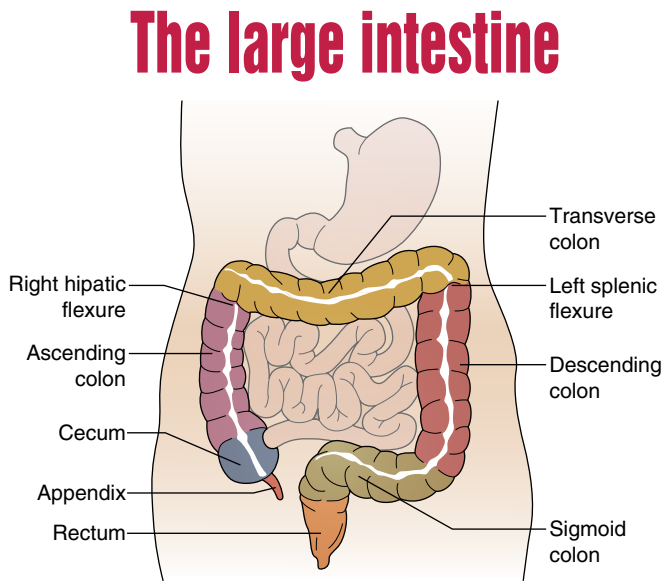


Figure 3.25 The large intestine.

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Your Gut Bacteria

Your digestive system is home to about 100 trillion (100,000,000,000) bacteria. There are both good and bad bacteria in your system. Good bacteria help break down the nutrients you eat and protect you from infections. They also produce vitamin K and help make some important proteins. There is even research showing that gut bacteria play an important role in overall health. Cancers, cardiovascular disease, and even your brain's health are linked to the balance of good and bad bacteria in your digestive system. The overall state of your digestive system, including the balance of your stomach acid and your good and bad intestinal bacteria, is called your **gut health**.

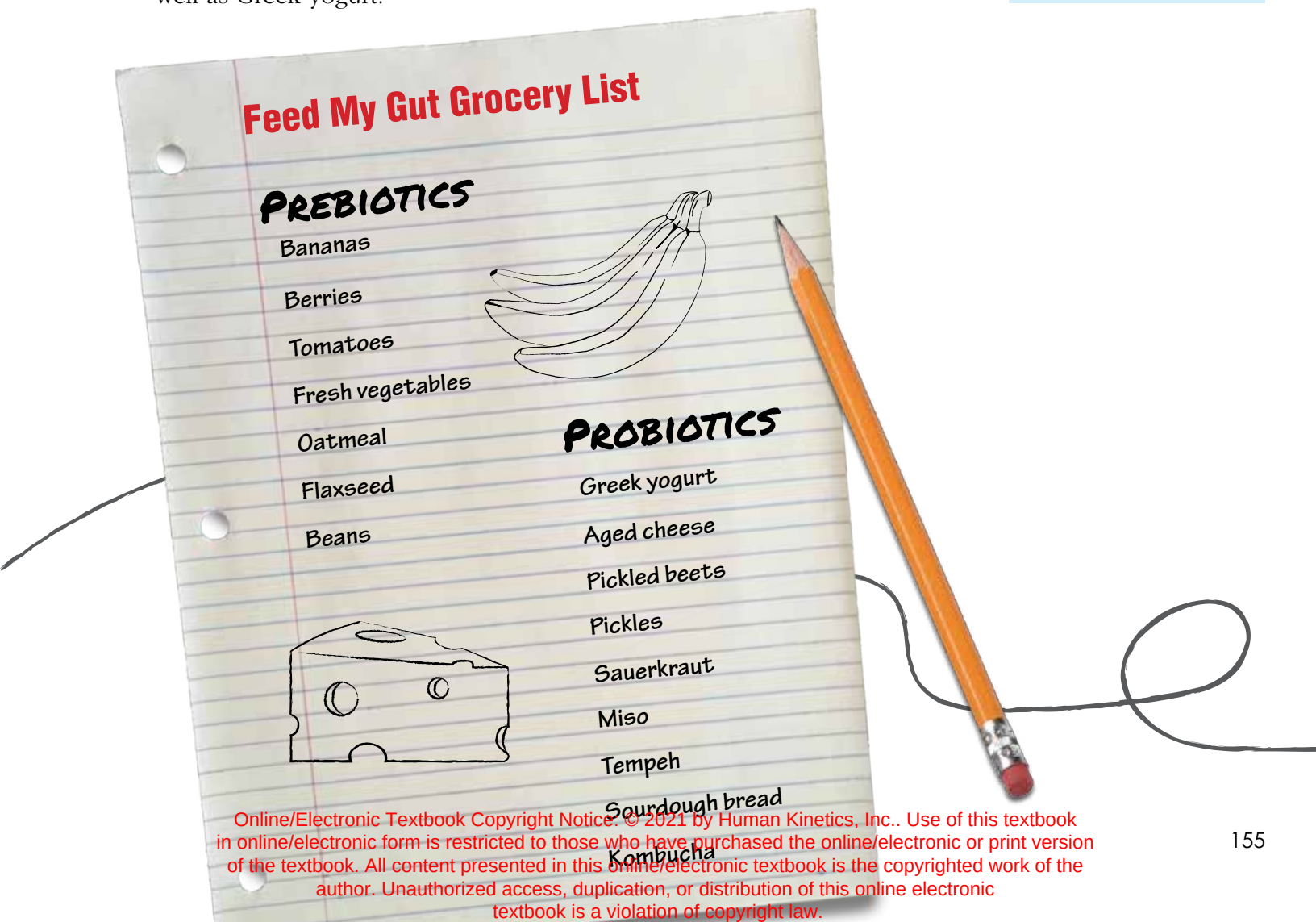
Prebiotics and Probiotics

The bacteria in your system are living organisms and need fuel to survive. Some foods that you eat can feed the bacteria in your gut. These foods are called **prebiotics**. Prebiotic foods include bananas, garlic, onions, radishes, carrots, and tomatoes.

Probiotics are the living bacteria found in food. Eating these live bacteria helps keep your gut healthy. Foods high in probiotics include fermented foods and drinks like some pickles and sauerkraut, tempeh, kefir, and kombucha, as well as Greek yogurt.

HEALTHY LIVING TIP

To get more probiotics in your diet try eating yogurt on top of fresh fruit for a snack or dessert instead of choosing ice cream or other high sugar and high fat foods.



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Short-Term Challenges to Your Digestive Health

A lot of things can upset digestion. You may experience short-term problems with how your system functions. You may also develop a problem in one of the organs of the digestive system. Some of these conditions include

- indigestion (a general feeling of stomach discomfort),
- constipation (when the movement of stool in the large intestine slows down),
- gas (air entering the intestines when certain foods are digested),
- vomiting (food exiting the body through the mouth),
- heartburn (pain that happens when the acid in your stomach moves up into the esophagus),
- diarrhea (runny stool from not fully absorbing liquid in your large intestine),
- ulcers (small sores that occur inside your digestive tract), and
- hemorrhoids (swollen and painful veins in your large intestine).

Long-Term Challenges to Your Digestive Health

There are more serious things that can harm the health of your digestive system (table 3.2). Some of these conditions are genetic. Others relate to eating habits, other diseases, or medications. A doctor will diagnose and treat these conditions.



TABLE 3.2 **Digestive System Conditions**

Condition or disease	Description	Cause
Colitis and Crohn's disease	Both diseases cause swelling in the colon or small intestine	Unknown; could be partly genetic and made worse by stress or diet
Cirrhosis	Damage and scarring of the liver	Alcoholism or diseases that damage the liver
Colon cancer	Cancer in the large intestine; often begins as polyps, or noncancerous growths, in the colon	Genetics or unknown cause; diet and lifestyle play a role
Lactose intolerance	Inability to fully digest lactose (a form of sugar in milk)	Occurs when small intestine does not make the enzyme needed to digest lactose
Irritable bowel syndrome	Occurs when the colon does not function normally; results in severe cramping, gas, diarrhea, and constipation	Could be caused by disruptions to muscle or nervous system in the colon or by infection

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The Urinary System

The urinary system removes liquid from the body. The system is made up of two kidneys and two ureters, the bladder, and the urethra (figure 3.26).

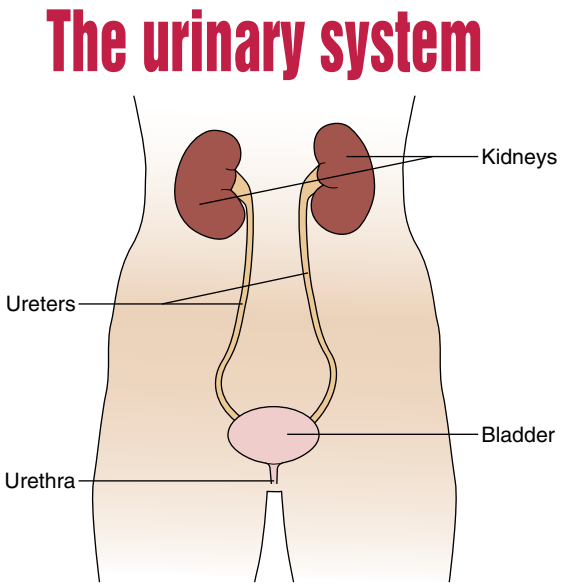


Figure 3.26 The urinary system.

The primary purpose of the urinary system is filtering and cleaning. You have two bean-shaped kidneys that are located in the lower back part of your torso. The kidneys' primary role is to filter waste from the blood. Excess fluid that needs to be removed from the body becomes urine and travels from the ureters to the bladder. The bladder stores urine until you can conveniently remove it from the body. A small donutlike muscle called a sphincter keeps urine in the bladder. When young children are trained to use the toilet, they are being trained to control this muscle.

When Things Go Wrong With Urinary Health

For the most part, urinary health is not a major issue. However, there are things that can go wrong, and these can be very serious.

Urinary Tract Infections

A urinary tract infection (UTI) is an infection to any part of the urinary system. UTIs are most common in the bladder or the urethra. Women are more likely than men to get these infections. Most people with UTIs experience a burning pain when going to the bathroom. They may also feel that they need to go to the bathroom often. It is important to see a doctor and to get antibiotics to treat the infection.

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Kidney Stones

Some people develop small stone-like deposits in their urinary system (figure 3.27). These deposits consist of minerals and salts that have been removed from the blood. Most of the time a kidney stone will pass out of the body normally in the urine. Passing kidney stones is often very painful. Drinking plenty of water and taking over-the-counter pain medication helps. Kidney stones can be serious and can require surgery.



Figure 3.27 Kidney stones look like small pieces of gravel.

Kidney Disease

When a person's kidneys gradually lose function it is called **kidney disease**. Often a person does not realize they have kidney disease until it has become serious. Kidney disease can't be cured. Treatment for the disease tries to keep it from getting worse. People with advanced cases of kidney disease must have artificial machines filter their blood for them. This process is called **kidney dialysis**. If a person's kidneys stop functioning and dialysis is not available, they will not be able to live for long.

Career Connection



GASTROENTEROLOGIST

Medical doctors who treat the digestive system are called **gastroenterologists**. Gastroenterologists can treat any part of the digestive tract or they can specialize in one area or on one disease. In addition, they are trained to perform specialized procedures. To become a gastroenterologist, you need a four-year college degree and then you must complete medical school. After graduating from medical school, you must spend three years learning this specialty at a teaching hospital.

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Maintaining Good Digestive and Urinary Health

There are things you can do to avoid experiencing digestive and urinary system problems.

- Eat foods higher in fiber like fruits, vegetables, beans, and whole grains.
- Stay hydrated by drinking plenty of water.
- Exercise regularly.
- Eat on a regular schedule.
- Eat prebiotic and probiotic foods regularly.
- Manage your stress.

Skill-Building Challenge

Promoting Digestive Health

We don't like to talk about our digestive health much. Things like vomiting, gas, and diarrhea can be embarrassing to talk to others about. Knowing more about these things and understanding that they are common can help you feel more comfortable. When you understand something, you are generally less afraid of it. Knowing what something is and whether it is normal can make it easier to ask questions and seek medical help when you need it.

Using the five steps for health promotion, explain how you might promote good digestive health to your peers. Choose any topic from this lesson that interests you in completing this challenge.

STEP 1: Identify the healthy behavior or outcome you want to address.

STEP 2: Support your message with facts.

STEP 3: Find a healthy, positive, or good reason to do the behavior or work toward the outcome.

STEP 4: Identify the people or groups of people that might most benefit from your message.

STEP 5: Create your message using the format that works best for the group you want to help.

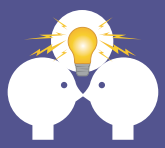
Healthy Living Skills

This lesson focused on promoting good digestive health. Here are some more ways you can develop healthy living skills related to this lesson.

ACCESSING INFORMATION

Use the Internet to research kidney disease. Visit the website of the National Kidney Foundation when doing your research. Try to answer these questions: How common is kidney disease? Who is most likely to get kidney disease? How do you know whether you have kidney disease? How is it treated?

HEALTHY COMMUNICATION



Identify two digestive problems that you might experience in the next year. For each problem, write a short script on what you might say to a health professional (like a doctor) about your symptoms. Practice your script with a partner until you feel comfortable talking about the problems you identified.

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LESSON 3.4 Review: The Digestive and Urinary Systems

LESSON SUMMARY

- The digestive system includes the mouth, tongue, esophagus, stomach, pancreas, liver, small intestine, and large intestine. The digestive system is involved in the breakdown, transport, and absorption of food.
- The urinary system includes the kidneys, ureters, bladder, and urethra. The system extracts, holds, and eliminates unused fluid from the body.
- Having a good balance of healthy and unhealthy bacteria in your body can help prevent digestive and other health problems.
- The digestive system can experience problems like diarrhea, nausea, gas, constipation, and heartburn.
- Kidney disease can occur over time if the kidneys gradually begin to lose their function. When kidney disease is serious, people have to have their blood cleaned by machines. This process is called kidney dialysis.
- To maintain good digestive health and urinary health, eat foods higher in fiber, drink plenty of water, exercise regularly, eat regularly, eat probiotic foods, and manage your stress.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ is the mechanical and chemical breakdown of foods.
2. _____ is moving digested food from the digestive system into the cardiovascular system.
3. _____ is getting rid of undigested food and body waste.
4. Food that you eat travels from the mouth to the _____ to the stomach.
5. The _____ secretes bile to help you digest fats.
6. The _____ intestine absorbs water before food is eliminated from the body.
7. The primary role of the _____ is to filter waste from the body into the urine.
8. Kefir, yogurt, and tempeh are foods with lots of _____ in them.

THINKING CRITICALLY

What happens to a bite of a hamburger as it travels through your digestive system? In one or two paragraphs, describe the journey that a piece of food would take through the digestive system. Include descriptions on where it will go and what it might experience along the way. Be sure to use proper vocabulary and grammar.

TAKE IT HOME

Conduct a digestive health inventory of your home. Look to see what over-the-counter medicines you have for common digestive problems and what foods you have in the house that support good digestive health. Pay attention to prebiotics and fiber (from fresh fruits and vegetables, beans, and whole grains) and probiotics (from yogurt, kefir, and fermented foods like sauerkraut and pickles) in your inventory. Make a list of what you found. Identify things that could be done better to support digestive health and share your ideas with an adult member of your household.

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LESSON 3.5

Making Healthy Nutrition Decisions

Terms to Learn

processed food
food toxic environment
sodium
saturated fat
unsaturated fat
antioxidant



The Big Picture

We are faced with nutrition and food choices every day, whether at home or in school or out with friends or family. Making healthy choices in challenging situations requires knowledge, self-awareness, and self-control. Practicing healthy eating decisions can help us to develop healthy habits.

Learning Targets

- Understand what processed foods are and explain how they contribute to a food toxic environment.
- Explain how type 2 diabetes is related to food choices.
- Identify four examples of how foods might contribute to overall health or disease.
- Identify key differences between healthy and unhealthy fats.
- Explain the benefits of eating a nutritious breakfast.
- Use the decision-making process to demonstrate how to choose a healthy breakfast.
- Compare and contrast grilling and broiling with frying and describe how each relates to health.

SEL Connection

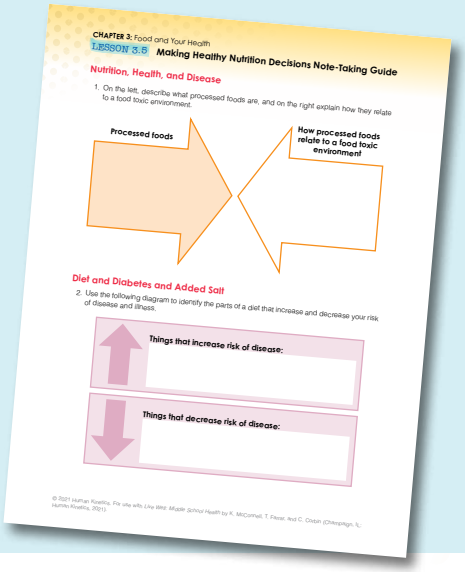
Making Healthy Decisions When Eating Out (Responsible Decision Making)

Write About It

How often do you eat prepackaged and ready-to-eat food? Why do you eat these foods?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 3: Food and Your Health
LESSON 3.5 Making Healthy Nutrition Decisions Note-Taking Guide

Nutrition, Health, and Disease

1. On the left, describe what processed foods are, and on the right explain how they relate to a food toxic environment.

Processed foods

How processed foods relate to a food toxic environment

Diet and Diabetes and Added Salt

2. Use the following diagram to identify the parts of a diet that increase and decrease your risk of disease and illness.

Things that increase risk of disease:

Things that decrease risk of disease:

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Nadia's dad always tells her, "You are what you eat," especially when Nadia asks for something sweet like a cookie or ice cream. When her dad cooks dinner, he talks about how he is making medicine for the family, not food. He always uses lots of fresh vegetables, herbs, and spices and seems to know how each food affects the body. When Nadia picks out her lunch at school she can hear her dad's voice in her head, and she thinks about how her choices might impact her health. Unfortunately, she often makes bad choices anyway because of what is available. Her friends also tease Nadia for being such a picky eater, and she hates being teased so it is easier to just go along with their choices. What could Nadia do to help her make the healthier decisions she wants to make? How could her friends be more supportive?

Nutrition, Health, and Disease

Making healthy choices every day can be hard. In the United States, we have access to a lot of cheap, convenient, and unhealthy foods. Oftentimes, healthier options like whole fruits and vegetables either aren't available or aren't fresh. Many of our foods are prepackaged and processed (figure 3.28). **Processed foods** are foods that have been changed before they are sold or eaten. Things like boxed macaroni and cheese, cereal, and canned soups are examples of processed foods. These foods can lose healthy vitamins and minerals when they are processed. They can also have unhealthy salt, sugar, or chemicals added to them.

Our society is often called a **food toxic environment**. A food toxic environment is one where there is easy access to cheap, unhealthy convenience foods. Most of these foods are processed. Living in this type of environment can make it harder to eat healthy.

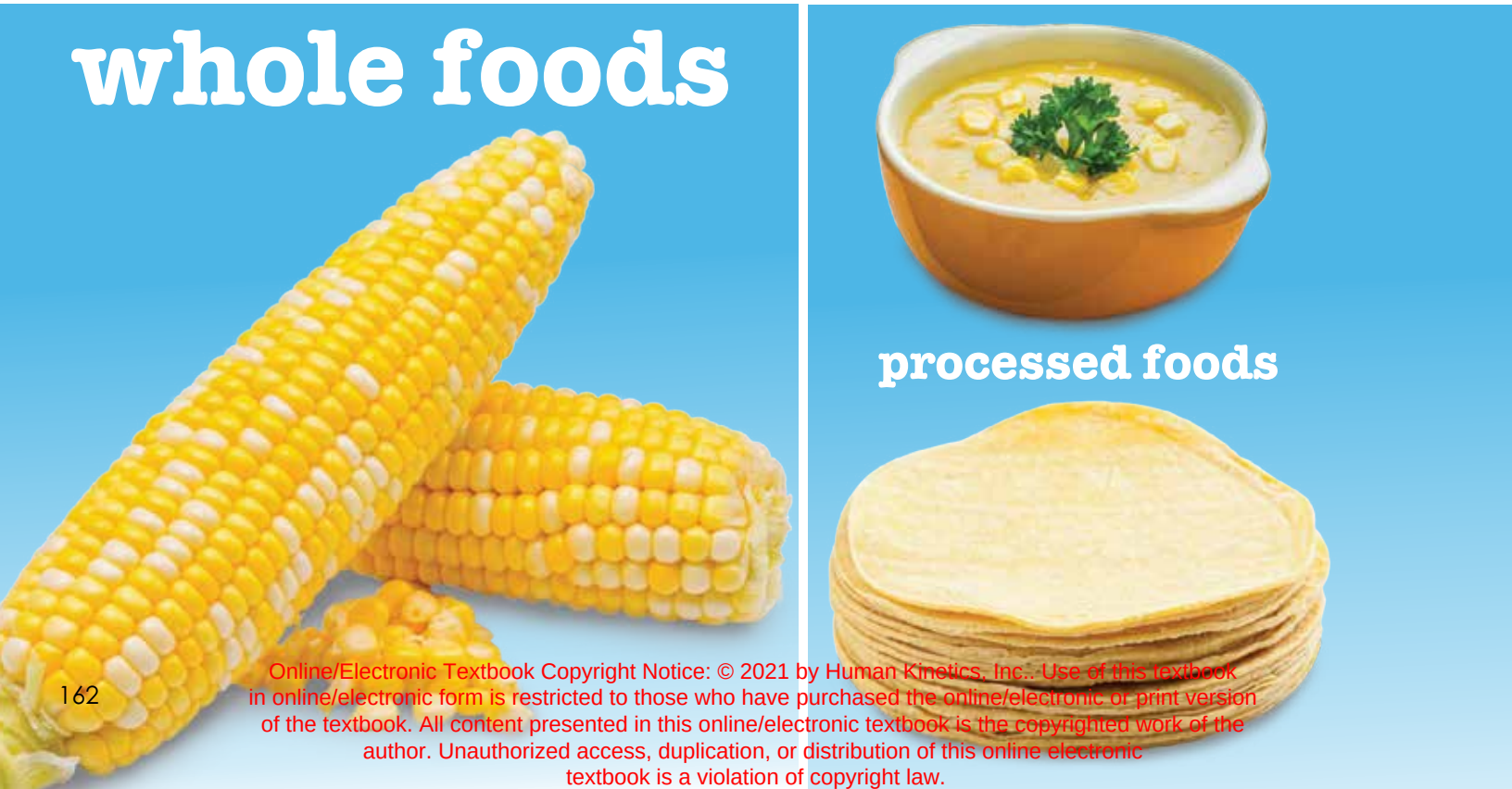


Figure 3.28 Processed foods usually have more calories, salt, and sugar than the original, whole food.

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Added Sugars

Added sugars are a big concern when it comes to health. As you already learned, added sugars give you empty calories and often take the place of healthy food choices (figure 3.29). Added sugars should be no more than 10 percent of your diet. This is harder for a lot of people to do than it sounds. For example, an average female should have no more than 160 calories of added sugars a day. That is about nine teaspoons of sugar per day. A single can of soda has about nine teaspoons of added sugars—a full day's worth. Sugars are also hidden in a lot of processed foods. That is because sugar is a preservative and helps to keep foods fresher for longer. Diets high in added sugar make it more likely that you may end up with type 2 diabetes, cancer, or heart disease.



Figure 3.29 Most soda drinks have a full day's worth of added sugars in them.

Diet and Diabetes

Nutrition and physical activity are important for someone with either type 1 or type 2 diabetes. Eating a healthy diet and being active can help keep blood sugar at a safe level. A person with diabetes needs to make sure they eat foods that keep their blood sugar stable. Foods that contain some protein and are high in fiber are better than foods with added sugar. Someone with diabetes also needs to balance what they eat and drink with the physical activity they do. What they choose to eat, how much they eat, and when they eat are all important parts of living with diabetes.

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Added Salt

Sodium is a mineral that your body needs, and it is the main ingredient found in salt. Salt is a common part of many people's diets. You can get salt in your diet by sprinkling it on your food for added flavor or by eating canned and processed foods. Sodium helps your muscles, including your heart, contract. It also helps keep your blood pressure at normal levels. Many Americans get too much sodium each day, which can be dangerous (figure 3.30). Eating too much salt in your diet could make your blood pressure go too high. When the pressure in your blood vessels is higher than normal it is called hypertension. Hypertension is a dangerous disease that can cause damage to your blood vessels and lead to other diseases.



Figure 3.30 Eating too much salt can lead to disease.

HEALTHY LIVING TIP

To help you eat less sodium, avoid salting foods until after you have tasted them. Instead of using salt to add flavor to food, try different herbs and spices like garlic, pepper, and seasoning blends that you can find in the spice section of your local grocery store.

Healthy and Unhealthy Fats

Certain types of fats in the diet are also linked to diseases (figure 3.31). **Saturated fat** is a type of fat that can lead to heart disease and heart attack. Saturated fat is most often found in animal fat and is usually a solid (not a liquid) at room temperature. A diet high in saturated fats is not recommended. Some fats, like unsaturated fats, are good for you. **Unsaturated fats** are found in plant foods and fish. The fats in avocados, nuts, and fish such as salmon are examples of good fats.

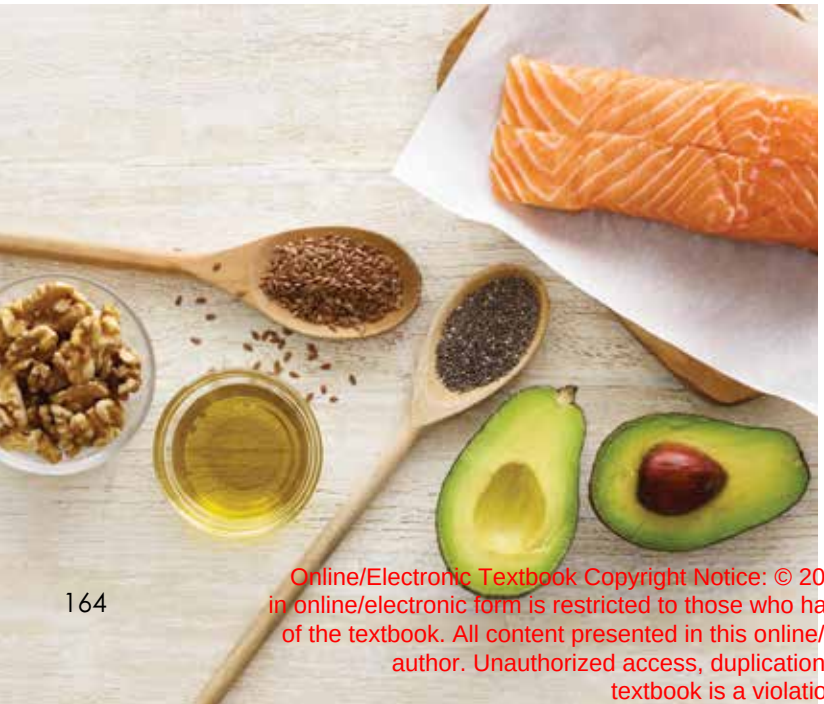




Figure 3.31 Fats from nuts, vegetables, and fish are healthy choices. Fats from baked goods and fried foods are not healthy and should be avoided.

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Antioxidants

Other foods help fight diseases. Fresh fruits and vegetables are good sources of **antioxidants**. Antioxidants work to get rid of dangerous chemicals in your body. When you eat a diet rich in antioxidants you help reduce your risk of cancers and other diseases. Since most foods high in antioxidants are also high in fiber, these foods are especially good at keeping you healthy. A few of the most important ways diet can harm or help health are presented in table 3.3.

TABLE 3.3 **Foods That Can Harm or Help Health**

Food or category	How they affect you	Examples
Harmful foods		
Foods high in added sugar	May increase your risk for type 2 diabetes, cancer, and heart disease	Soda, candy, ice cream, flavored yogurt, peanut butter (some), canned fruits (some), juice drinks
Foods high in saturated fat	May increase your risk for cardiovascular disease	Fatty cuts of beef, pork, and other meats, cream, whole milk and whole milk cheeses, butter
Foods high in sodium	Increase your risk of high blood pressure	Canned and packaged foods, chips, salted nuts and seeds, processed lunch meat
Helpful foods		
Foods high in unsaturated fats	Reduce your risk of cardiovascular disease	Avocado, olive oil, walnuts, flaxseed, salmon, tuna, dark chocolate
Foods high in antioxidants	Reduce your risk of cancers and cardiovascular disease	Colorful fresh fruits (especially berries), vegetables (especially dark leafy greens), nuts, beans, dark chocolate
Foods high in fiber	Reduce your risk of cancers and cardiovascular diseases	Whole fruits and vegetables, whole grains including whole grain breads, beans

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HEALTHY LIVING TIP

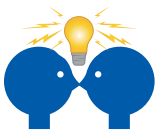
Remember, making healthy changes to your diet can be hard. Start small. If you don't usually eat breakfast, start by eating something simple like a banana or drinking a glass of milk. If you eat an unhealthy breakfast, try to add fresh fruit to your plate. You can keep making more small changes until you find yourself eating a healthy breakfast every day.

Making Healthy Breakfast Decisions

Breakfast is an important meal. If you don't eat breakfast, you may have a harder time focusing and become more tired in school. You may also feel cranky or restless. Studies have also shown that skipping breakfast may hurt your grades in school. Breakfast helps to replenish the nutrients your body has lost during sleep and prepares you for the day ahead. When you skip breakfast, you might also gain weight. One study showed that teenagers who ate breakfast every day weighed less than teens who ate breakfast only sometimes or not at all.



Making Healthy Decisions When Eating Out



Eating out can be healthy or unhealthy, depending on the decisions you make. There are lots of different places to eat food away from home. The type of place you choose to eat at and how the food is prepared makes a difference in how healthy it is. Restaurants can provide you with nutrition information about the foods on their menu. If you are not sure about what foods are healthy, ask to see the nutritional information to help you make informed decisions. When you are eating out, use the decision-making steps to help you choose wisely.

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Steps to a Healthy Decision

Step 1: Understand the problem.

Example: You are at a place that serves only hamburgers and fries and you are starving, but you don't have enough time to go anywhere else. You know that you don't feel your best when you eat meat and fries or when you drink sugary soda.

Step 2: Gather information and know your options.

Example: Study the menu carefully to see whether other options are available. Maybe there is a salad you can get instead of fries. Ask questions to find out if you can get your hamburger made a certain way. Consider leaving off cheese and mayonnaise and adding mustard, lettuce, and tomato. Find out whether they have water, iced tea, or other nutritious beverages.

Step 3: Know the consequences.

Example: If you don't eat, you will feel tired and might get a headache. If you eat a hamburger and fries, you might feel sluggish. If you add a soda, you will be getting a lot of sugar, which will raise your blood sugar levels and may cause you to feel jittery or anxious.

Step 4: Make a decision.

Example: You decide you really need to eat and that you can get the hamburger with lettuce and tomato and skip the fries. You also decide to have water instead of soda.

Step 5: Think about your choice.

Example: How do you feel about the decision you made? Would you do it differently next time? Think about your decision to help you be better prepared for the next choice you make.

Tips for Eating Out

- **Start with a glass of water.** If you are thirsty, drinking water will help you realize you aren't as hungry as you thought.
- **Pick your vegetables first.** Start by thinking about what vegetables you want. Pick the rest of your meal second. Ask for extra vegetables in place of items you don't like.
- **Finish your meal before ordering dessert.** It is okay to treat yourself to dessert sometimes. If you wait until you are completely done eating to order dessert you might find you don't need it.
- **Choose meats that are grilled or broiled.** Grilled or broiled meat is cooked with direct heat, like a barbeque grill or oven. Grilled and broiled meats don't need any extra fat to cook, and some of the fat in the meat will melt off.

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- **Avoid fried foods.** Fried foods are cooked in large amounts of hot oil. They add more calories and fat to your diet. Over time, eating fried foods can increase your risk for heart disease. French fries, potato chips, and fried chicken are examples of fried foods.
- **Avoid too much salad dressing, gravy, or sauces.** Even a meal with lots of vegetables can become unhealthy if it is covered in gravy or cheese. Salads can also have more calories than some meals if they are covered in creamy dressings.
- **Taste your food before salting it.** Many prepared foods already have a lot of salt in them.

Choosing Healthy Convenience Foods



Many kids and teens eat snacks throughout the day. This is normal, because you are growing and maturing and need calories in your body. Unfortunately, the calories you eat as snacks can add up quickly and can cause weight gain that you might not want. When choosing snacks think about choosing fresh, unprocessed foods or foods low in fat, salt, and sugar.

Healthy snack options

- Carrot or celery sticks dipped lightly in low-fat ranch dressing
- Apple slices with a small piece of cheese
- Bananas, oranges, grapes, raisins, and other easy-to-grab fruits
- Low-fat or fat-free yogurt with fresh fruit
- Whole grain crackers or toast
- A small handful of mixed nuts or seeds
- Air-popped popcorn
- Water, sugar-free beverages, low-fat milk, or 100% fruit juice

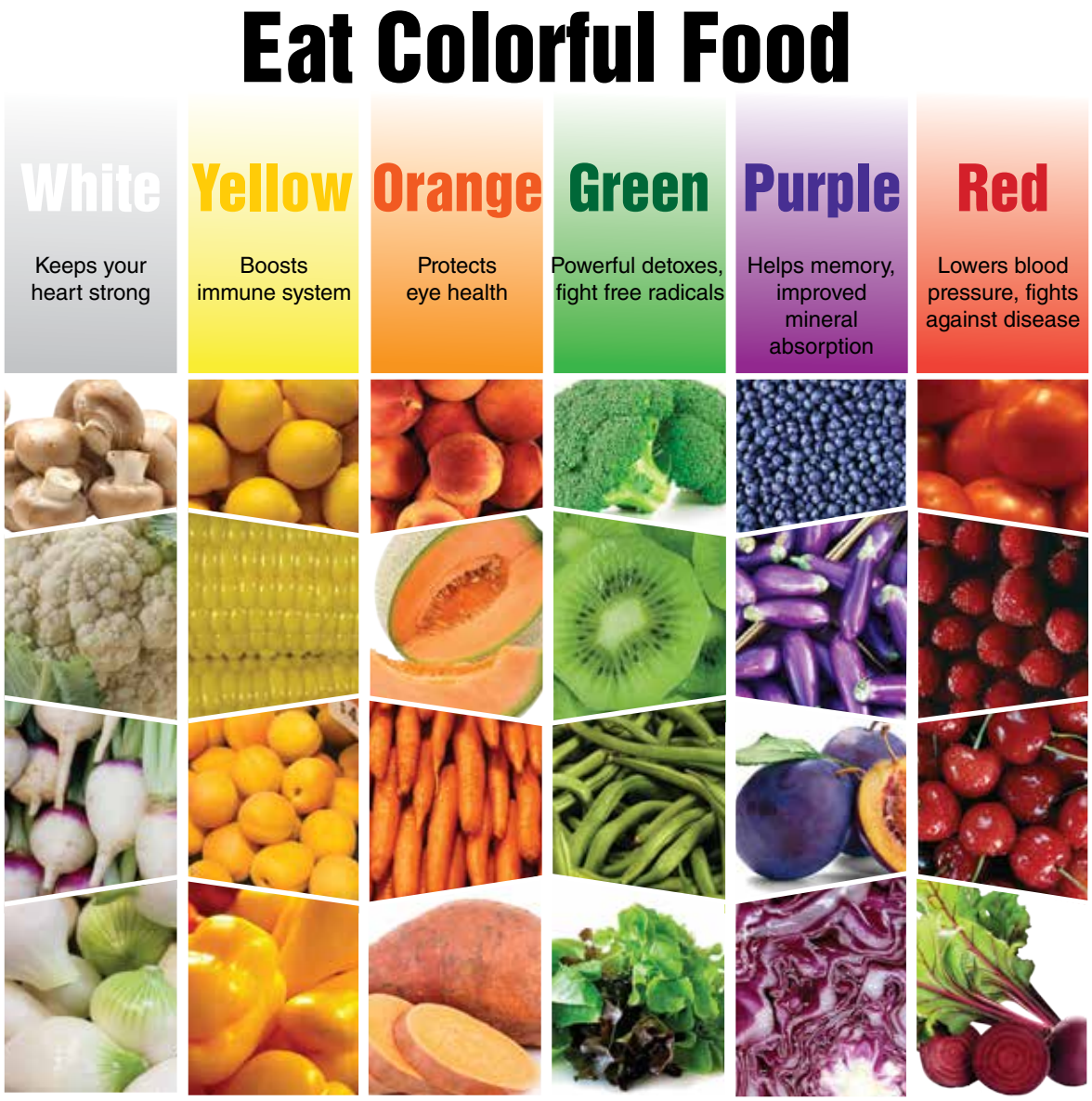
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STEM in Health

PHYTOCHEMICALS

Modern research has led to the discovery of small chemicals in foods called phytochemicals. These small compounds occur naturally in many unprocessed foods; they give foods their bright colors. Science hasn't yet proven that phytochemicals are essential for human health, but we do know that eating them helps prevent a wide range of diseases. Heart disease, diabetes, cancers, infections, eye diseases, and dementia have all been shown to benefit from eating phytochemicals. The best way to make sure you benefit from phytochemicals in your diet is to eat at least five to nine servings of colorful fruits and vegetables each day.



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Skill-Building Challenge 

Making a Healthy Food Decision

You make nutrition decisions every day. Sometime today or tomorrow use the decision-making process outlined in this chapter to help you make a healthy decision. Write down each step of your decision in the following list.

STEP 1: Understand the problem.

What is the nutrition issue you want to work on (like eating more fiber or less sugar)?

STEP 2: Gather information and know your options.

What information exists to help you make your decision (like labels or restaurant guides)?

What options (choices) do you have?

STEP 3: Know the consequences.

Identify a consequence for each option that you have.

STEP 4: Make a decision.

What decision did you make?

STEP 5: Think about your choice.

What did you learn from this decision process?

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Healthy Living Skills

This lesson focused on making healthy decisions in a variety of settings. Here are some more ways you can develop healthy living skills related to this lesson.



ANALYZING INFLUENCES

What influences whether or not you eat breakfast? Brainstorm as many influences as you can and write them down. Next, think about how you are influenced by these factors. Do you skip breakfast because of how late you wake up? Do you avoid healthier choices because someone teases you? Do you avoid breakfast because you are afraid of gaining weight? What are two things you can do that will positively influence your breakfast decisions?



ACCESSING VALID INFORMATION

You can evaluate the nutritional value of many restaurant meals before you even go out. Try searching for nutrition information by looking up the name of the restaurant followed by the words *nutrition information*. Select three restaurants you eat at regularly (or would like to eat at) and look up some of your favorite items. Write down the total calories in the food and record the total fat, sodium, and added sugar in each item. Try to find something on the menu that provides a healthier option for you. Using online nutrition information to identify healthy options before you even get to a restaurant can help you learn to make and stick with healthy choices.



HEALTHY COMMUNICATION

Practice being assertive the next time you feel someone pressuring you about your food choices. Be polite while defending your decision. Try saying, "I understand that you like eating this, but I want to make a different choice" or "It is important for me to try to eat healthy and I would appreciate your support." To help you, practice role-playing the conversation with a trusted friend or adult first and then try it in real life when the situation arises.



PRACTICING HEALTHY BEHAVIORS

One way to get a varied diet is to eat foods that come in all different colors. Many of the healthiest foods are white, green, red, orange, yellow, and purple. Keep track of how many foods you eat from each color every day for a week. After the week is over, add up the foods for each color group. Did you get a good variety of foods in your diet based on the colors you ate?



PROMOTING GOOD HEALTH

Make a log of all the snack options that exist on your school campus. Use the information in this chapter to help you create a Healthy Snack Attack campaign for your school. Design posters, brochures, and flyers that will promote the healthiest choices available on campus. Put together a snack-building kit that shows healthy snack options to bring to school. If you see someone making a healthy snack decision, be sure to let them know that they have made a great choice.

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LESSON 3.5 Review: Making Healthy Nutrition Decisions

LESSON SUMMARY

- Processed foods are foods that have been changed before they are sold or eaten.
- A food toxic environment is one where there is easy access to cheap, unhealthy convenience foods.
- A person with diabetes needs to make sure they eat foods that keep their blood sugar stable. Someone with diabetes also needs to balance what they eat and drink with the physical activity they do.
- Diseases are related to your diet in many ways. Foods high in added sugar may increase your risk for diabetes, cancer, and heart disease. Foods high in saturated fat may increase your risk for cardiovascular disease. You may get high blood pressure if you eat too much sodium.
- You can reduce your risk of cardiovascular disease if you eat foods high in unsaturated fat and your risk of cancer if you eat lots of antioxidants (found in fruits and vegetables). High-fiber foods are a good choice for their benefit against colon cancer and cardiovascular diseases.
- Eating breakfast will help you focus and will keep you from being tired in school.
- Grilling and broiling involve cooking foods over direct heat. These cooking techniques are generally healthier than frying, which involves cooking food in hot oil.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ foods are foods that have been changed before they are sold or eaten.
2. A(n) _____ environment is one where there is easy access to cheap, unhealthy convenience foods.
3. _____ is a mineral that your body needs and is the main ingredient found in salt.
4. When the pressure in your blood vessels is higher than normal it is called _____.
5. _____ fat is most often found in animal fat and is usually a solid (not a liquid) at room temperature.
6. _____ are found in fruits and vegetables and work to get rid of dangerous chemicals in your body.
7. _____ fat is good for you and is found in plant foods and fish.

THINKING CRITICALLY

Kateri is 14. She usually skips breakfast but when she does eat, she likes to have sugary cereal and an energy drink. When there is fresh fruit juice in the house, she will drink that, but most of the time there isn't any. At school she often hears her stomach growling before lunch and she has a hard time concentrating. How can you help Kateri learn to make healthier breakfast decisions? What advice would you give her? Write your response as a letter to Kateri.

TAKE IT HOME

Pick a meal that you and your family eat on a regular basis. Ask a parent or guardian for the recipe or look it up in a cookbook or online. Write down all the ingredients and then identify at least two ways to make the meal healthier. Share your modified recipe with a family member and encourage your family to try the healthier version together.

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Chapter Review

ACTION PLAN: Eating for Good Health

Use the My Action Plan Worksheet to set nutrition goals and practice good nutrition behaviors. Here is an example.

My Action Plan: Nutrition

STEP 1: Identify the health behavior you are going to work on.

I am going to work on eating more fresh fruits and vegetables.

STEP 2: Write SMART goal(s).

Write one or two short-term goals (one day to one month long).

I will eat two different fruits every day for one month.

I will try one new vegetable this week.

Write a long-term goal (one to six months or more).

I will eat five servings of fruits and vegetables every day.

STEP 3: Make a plan.

Identify two to five action steps (strategies) you could do to meet your goal.

I will eat an apple or a banana every day at lunch.

I will try every vegetable my dad serves at dinner.

I will drink orange juice at breakfast.

I will talk to my parents about making sure we have fresh fruit and vegetables to eat at home.

I will go to the salad bar in the cafeteria at least two times each week.

STEP 4: Do your plan and track your progress.

Short-term goal 1 ☒ Met ☐ Not met Date: April 12

Short-term goal 2 ☒ Met ☐ Not met Date: May 30

Long-term goal ☐ Met ☒ Not met Date: _____

If you met your goal, what helped you to be successful?

I kept track of what fruits and vegetables I ate everyday for the first month. This helped me because it reminded me of my goal and helped me stay on track.

If you did not meet your goal, what things made it harder for you to be successful?

I didn't meet my long-term goal. I didn't eat at the salad bar and sometimes I forgot about my goal.

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Test Your Knowledge

Select the best answer for each question.

1. Which of the following nutrients provides your body with energy?
   a. vitamins
   b. minerals
   c. water
   d. carbohydrates

2. Which of the following is not a good source of vitamins?
   a. popcorn
   b. dark green vegetables
   c. beans
   d. citrus fruit

3. How much water should you drink each day?
   a. 2 cups
   b. 4 cups
   c. 6 cups
   d. 8 cups

4. The relationship between the calories you eat and the calories you burn off is your
   a. energy balance
   b. energy output
   c. energy intake
   d. energy reserve

5. A diet that gives you enough calories and nutrients to stay healthy is
   a. balanced
   b. varied
   c. moderate
   d. adequate

6. What part of a food label shows you how much of the food is normally eaten?
   a. calories
   b. % DV
   c. serving size
   d. ingredients list

7. According to MyPlate, you should
   a. focus on fats
   b. make half your proteins meat
   c. make half your plate grains and vegetables
   d. choose whole fruits

8. The breakdown of food in your body is called
   a. digestion
   b. absorption
   c. elimination
   d. articulation

9. Hypertension, or high blood pressure, can be caused by eating too much
   a. sugar
   b. fat
   c. salt
   d. fiber

10. Which is most likely to happen if you skip breakfast?
    a. You will have more energy during the day.
    b. You won't feel as hungry during the day.
    c. You will be able to concentrate better at school.
    d. You might gain weight.

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PROJECT-BASED LEARNING: Healthy Meal Tweets

What to Remember

There are many things that make a healthy meal. A healthy meal should be balanced, varied, moderate, and adequate. It should also provide plenty of fiber and include foods that are prepared in healthy ways. A healthy meal provides carbohydrates, fats, and proteins in appropriate proportions and includes a healthy drink.

What to Do

As a team, use Twitter to share photos and information for 10 healthy meals. Each meal should clearly demonstrate an important part of good nutrition. Write a tweet (maximum of 280 characters) for each photo. Make sure your tweet explains what is healthy about the meal you photograph. If your team doesn't have access to Twitter, make a document that shows photos of good meals with a tweet typed under each message. Your teacher may ask you to provide meals from different settings like home, school, and restaurants or from different mealtimes like breakfast, lunch, and dinner. Remember to include beverages with each meal.

Who It Is For

Students in your class.

Why It Is Important

To help your peers see healthy food options that may be accessible to them.

How to Do It

- Use the information in this chapter to identify the 10 different things you want to highlight in your tweets. Remember, each tweet needs to show a healthy meal and should highlight a specific part of good nutrition.
- Decide who on the team will be responsible for each tweet. Work as a team to make a script for each tweet.
- Make sure you have the Twitter handle for each team member (if you have them) and for your teacher (if the teacher provides this). As you tweet your meals and comments, make sure to send them to your team and your teacher. Ask your teacher whether other students in the class should receive your tweets.
- If you don't have access to Twitter, work together to create a document that shows the pictures and messages you developed.

CROSS-CURRICULAR CONNECTIONS: Math

Part of eating a healthy diet is knowing how many calories of each nutrient to eat each day. Answer the following math questions to help you practice mastering this concept.

1. If a young female athlete wants to eat 2,600 calories a day and wants 65 percent of her diet to be from carbohydrates, how many calories of carbohydrates would she need to eat each day?

2. If a bag of potato chips has 425 calories and the label says the bag is 30 percent fat, how many fat calories are in the bag? If there were two and a half servings in the bag and you ate only one serving, how many calories would you be eating? How many calories from fat?

3. If you need 2,200 calories a day and a hamburger at a restaurant is 625 calories, what percentage of your daily caloric need would the hamburger provide?

4. If you had half a plate of chicken pad thai (1480 calories per plate) and two spring rolls (85 calories each) for dinner, how many calories would your dinner be? If you need 2,100 calories a day for energy balance, what percentage of your daily intake would this be?

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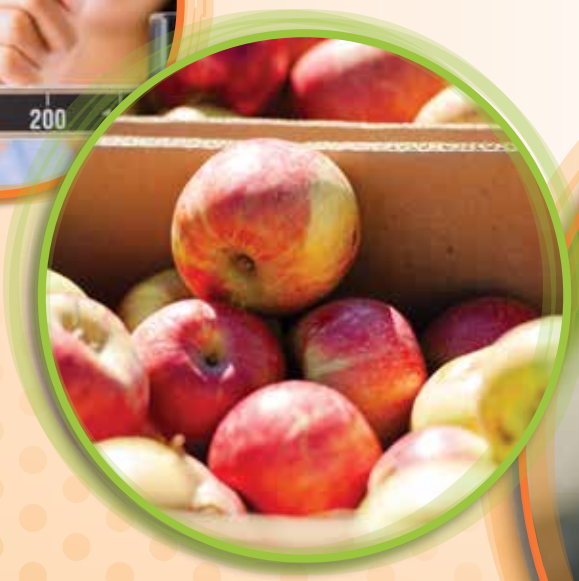
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4

Managing Good Nutrition

LESSON 4.1 Eating Well as You Grow
LESSON 4.2 Food Access and Safety
LESSON 4.3 Maintaining a Healthy Weight
LESSON 4.4 Your Body Image
LESSON 4.5 Your Nutrition Plan







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Understanding My Health

What Influences My Eating Behaviors?

Answer each question in the following chart by circling the response that is most accurate for you. When you are done, add up your points. The closer you are to 24 points, the healthier your diet is.

	Always	Sometimes	Never
I eat iron-rich foods like meat, shellfish, and dark green leafy vegetables daily.	3	2	1
I eat calcium-rich foods like milk, yogurt, cheese, and dark leafy vegetables daily.	3	2	1
I am able to eat food that is kept clean and cold and has been safely prepared.	3	2	1
I have access to enough food each day.	3	2	1
I haven't tried to lose or gain weight unless my doctor asked me to.	3	2	1
I like my body and am proud of what it can do.	3	2	1
I believe I am at a healthy weight.	3	2	1
I am willing to ask others to support me in eating healthy.	3	2	1

My score for What Influences My Eating Behaviors? = _____ (total number of points)

There are many challenges to good nutrition. Teenagers experience rapid growth and development that require special attention. They often struggle with issues of weight gain, weight loss, and body image. Some teens lack access to healthy, affordable, and safe food. All of these challenges are real, and all can be faced with proper goal setting and planning.



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LESSON 4.1

Eating Well as You Grow

Terms to Learn

longevity
iron
calcium
anemia



The Big Picture

What you eat now will influence how you grow and develop. While good overall nutrition is critical, some nutrients are particularly important for teens. Calcium affects how well your bones develop, which can influence your bone health for the rest of your life. Iron also plays an important role in your energy and your overall health as a teen.

Learning Targets

- Explain how iron influences teen health.
- Identify three good sources of iron.
- Explain why calcium is important during the teen years.
- Identify three good sources of calcium.
- Use communication skills to make healthy nutrition decisions.

SEL Connection

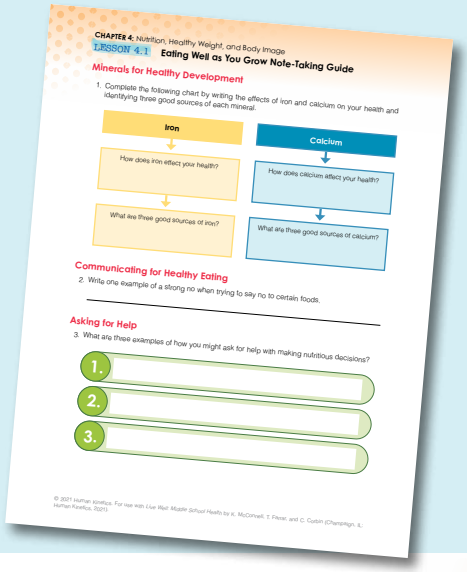
Communicating for Healthy Eating (Relationship Skills)

Write About It

How do you think your eating habits have changed since you were a young child? Do you ever think about how nutrition might affect the way you grow and develop?

Note-Taking Guide

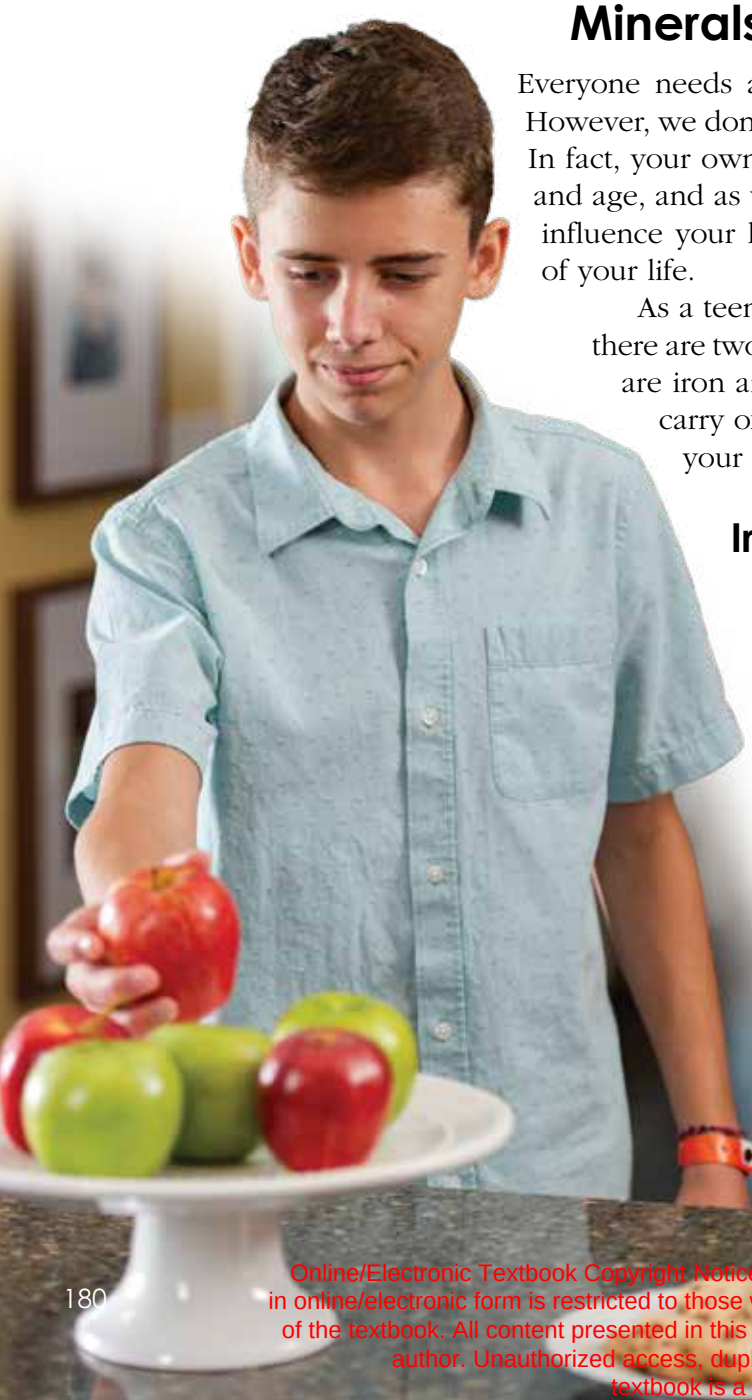
Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 4: Nutrition, Healthy Weight, and Body Image
LESSON 4.1 Eating Well as You Grow Note-Taking Guide
Minerals for Healthy Development
1. Complete the following chart by writing the effects of iron and calcium on your health and identifying three good sources of each mineral.
Iron
How does iron effect your health?
What are three good sources of iron?
Calcium
How does calcium affect your health?
What are three good sources of calcium?
Communicating for Healthy Eating
2. Write one example of a strong no when trying to say no to certain foods.
Asking for Help
3. What are three examples of how you might ask for help with making nutritious decisions?
1.
2.
3.

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Jack is a picky eater. He doesn't like many vegetables except potatoes and only eats a few fruits regularly. His mom is vegetarian and the rest of the family doesn't eat much meat either. Even though Jack is allowed to eat meat, he doesn't really like to because it makes him feel a little sick. Sometimes it is hard for him to get enough food that he likes. Most days he ends up picking at the family dinner and snacking a lot on junk food before and after dinner. At school his favorite things to eat are bean and cheese burritos and French fries from the cafeteria. Jack's mom worries about what he eats but she doesn't want to force him to eat anything he doesn't like, figuring he will eventually like more foods. Jack is a little thin, but he hasn't been sick this year so he doesn't worry about his diet all that much. Do you think Jack should focus more on eating a healthy diet? Why?



Minerals for Healthy Development

Everyone needs a variety of vitamins and minerals to stay healthy. However, we don't all need the same amounts of all of these nutrients. In fact, your own needs for some nutrients will change as you grow and age, and as you face different life events. What you eat now can influence your longevity. Your **longevity** is the length or duration of your life.

As a teenager your body is growing rapidly. During this time there are two minerals that are very important to your body. These are iron and calcium. **Iron** is a mineral that helps your blood carry oxygen in your body. **Calcium** is a mineral that helps your bones grow strong and your muscles contract.

Iron and Teen Health

Eating a diet that is high in iron will help your blood carry oxygen to your cells, which will help your body grow and develop. Figure 4.1 shows foods high in iron. Adequate iron will also give you more energy throughout the day. Without iron, your body can't make enough red blood cells. If your

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Figure 4.1 Sources of iron in foods.

diet does not have enough iron, you can develop a condition called anemia. **Anemia** is the name of the disease caused by low red blood cells. Figure 4.2 shows symptoms of anemia.

Teen boys should get 11 milligrams of iron a day and teen girls should get 15 milligrams. Girls need more than boys, especially during puberty because blood is lost during the monthly period. Young athletes who participate in a lot of exercise tend to lose more iron too. Teens who eat a vegetarian or vegan diet might also need added iron.

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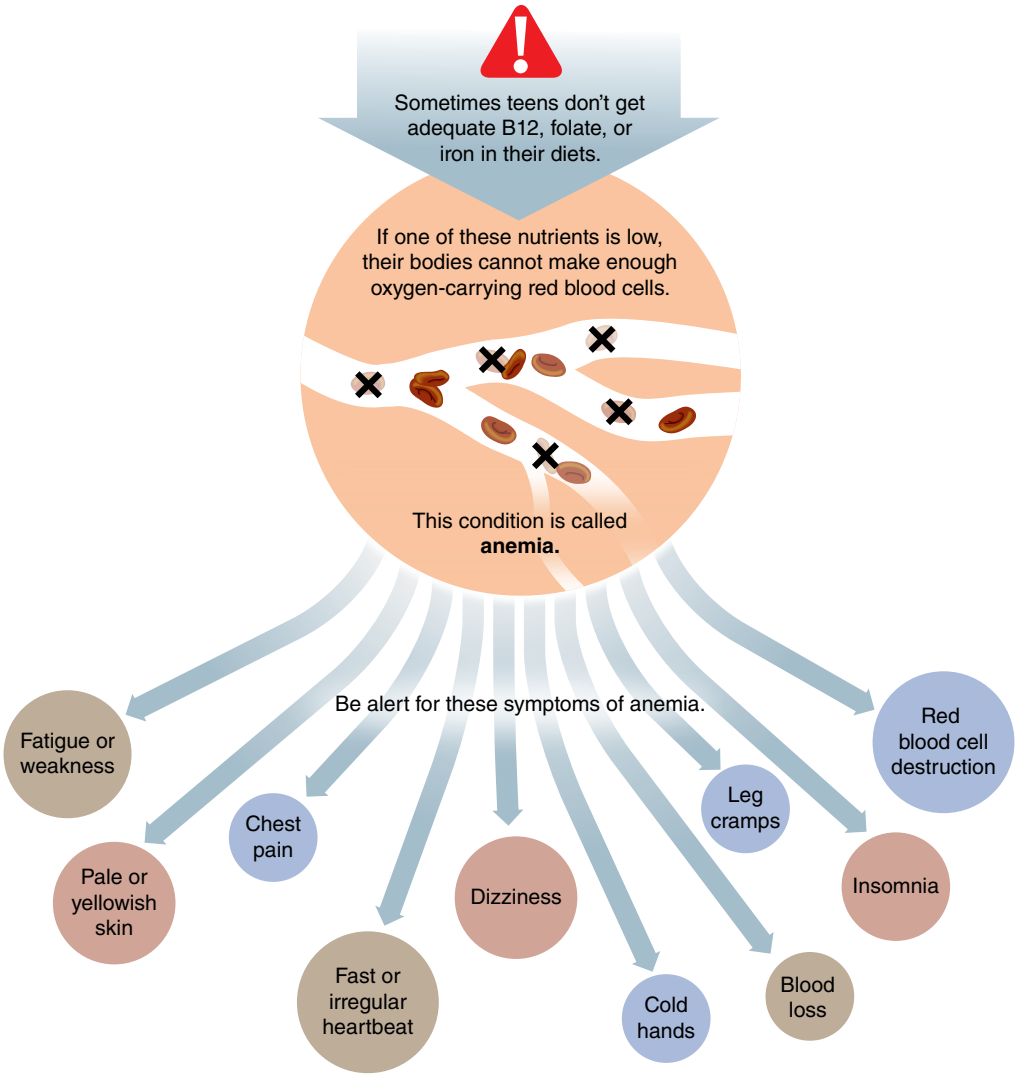


Figure 4.2 Symptoms of anemia.

Calcium and Teen Health

Your bones grow quickly during adolescence. If you don't get enough calcium during this time you can't build strong bones. Calcium is a mineral that helps your bones grow and your muscles function. Teens need 1,300 milligrams of calcium each day. See figure 4.3 for examples of foods high in calcium.

Men and women begin to slowly lose bone mass after age 30. This means that you have to pay attention to building strong bones before then. Many teens do not get the recommended amount of calcium in their diet. Teens and young adults who smoke or who drink caffeinated beverages like soda or coffee may get even less calcium. This is because these things reduce how much calcium your body can absorb.

HEALTHY LIVING TIP

Try eating dried apricots dipped in dark chocolate for an iron-rich treat.

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Calcium



Dairy products

Low-fat milk, cheese, cottage cheese and yogurt

Tip: bring yogurt in your lunch or have cheese with an apple for a snack



Veggies

Broccoli and dark green leafy vegetables like kale and collard greens

Tip: cut these vegetables into small pieces and add them to salads and soups or try a green smoothie that has one or more of these



Foods with added calcium

Many foods have added calcium in them. Look for it in orange juice, milk, breads, and cereals.

Tip: eat a cereal with calcium and milk for breakfast



Soy foods

To get calcium try "fortified" tofu, soy milk, and soy yogurt

Tip: try snacking on edamame (whole soybeans)



Beans

You can get decent amounts of calcium from baked beans, navy beans, white beans, and others.

Tip: eat chili or tacos made with beans instead of meat



Almond milk

Tip: use almond milk as a drink during the day instead of soda or energy drinks

Figure 4.3 Foods high in calcium.

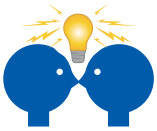
Teens, especially girls, who don't get enough calcium when bones are growing are at risk of developing the bone disease osteoporosis. Osteoporosis means that you have weak bones. Osteoporosis increases the risk of fracturing or breaking your bones. Calcium also acts like a messenger to help muscles contract. If you don't get enough calcium in your diet, your body steals calcium from your bones to help your heart and other muscles work. This contributes to your bones becoming even weaker.

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On the bright side, doing physical activity increases your bone strength. If you combine physical activities like walking and jogging with a diet high in calcium, you will develop stronger bones now. If your bones are strong and dense now, they will stay stronger throughout your life.

Communicating for Healthy Eating



Sometimes it is hard or uncomfortable to ask for what you want when it comes to nutrition. It is important to learn to communicate your wants and needs so that you can make healthy choices. Sometimes you need to say no to someone who wants you to make an unhealthy eating choice. Other times you may need to ask for assistance in making a smart decision.

Saying No to Unhealthy Food Choices

It is common for people to offer food or to want you to eat something you may not want to eat. Oftentimes we don't want to say no because we are worried that we might hurt the other person's feelings. Learning how to say no in a nonhurtful way is an important skill for eating well.

The Power of No

Use the word no. There is no substitute. Everyone understands the meaning of the word no.

Strong no: "No, I do not want to eat that."

Weak no: "I don't know. I might eat one after I finish mine."

Give a strong nonverbal no message. Use your body to help you say no.

For example:

- **Wave it off.** Use a wave of your hand to help you say no.
- **Stand up straight.** Slouching makes you look unsure. Standing tall makes you look confident.
- **Be serious.** If you are laughing or giggling or making a funny face when you say no, people won't think you are serious.
- **Use a strong voice to say no.** If you worry about sounding mean, say "No, thank you." Often a "Thank you" or "Thanks for offering" helps the no be heard.
- **Repeat the no message as often as needed.** If the person keeps asking, keep saying no. If you say "No, thank you," the person might say "Are you sure?" Respond "Yes, I am sure, thank you."





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Asking for Help

If you feel confused by the food options you have, don't be afraid to ask for help. You can also ask for help in making a healthier choice by asking for the food to be made a certain way. Here are some examples of how you might ask for help with nutrition decisions.

- Use your research skills to look up nutrition information online before eating out. This can help you know what healthy choices the restaurant offers and can make decisions easier once you arrive.
- Ask for more information at a restaurant by saying, "Can you give me the nutrition information about the food on the menu?"
- Ask for a food that is sold out at a food stand or food counter by saying, "Do you know whether you have any more of these?"
- Get another opinion when choosing food at a fast-food restaurant by asking, "Can you help me choose between these foods? I want to make a healthy choice."
- Ask for a substitution on a menu, like "Can I get this sandwich on whole wheat bread instead of white bread?"

Negotiating for Healthy Food Choices

Sometimes you need to negotiate with others. You and your friends might all want different things for lunch, and you have to decide what you will do. There may be tension or conflict between two or more people as you decide. Negotiation is a lot like decision making, except it involves working through a conflict with another person or other people.

Steps for Negotiating Healthy Food Choices

1. **Identify the conflict.** Examples: You and your friends want to go get lunch. Emily wants pizza, Joaquin wants tacos, and Sasha wants a sandwich. No one seems willing to give up what they want.
2. **Brainstorm your options.** Examples: You could go to more than one place if there is time and the places are close enough together. You could play rock, paper, scissors to decide where to go. You could agree to let each person take a turn choosing where you will eat lunch and decide who gets to choose today.
3. **Evaluate solutions.** Examples: There isn't enough time to go to all three places. It doesn't make sense to decide where to go by playing rock, paper, scissors because the same person would win each time you go out. You go to lunch every week, so it makes sense to take turns choosing.
4. **Choose a solution.** Examples: Since it makes the most sense and seems the fairest, you decide to take turns.
5. **Do it.** Examples: You decide to let Sasha pick this time, Joaquin next time, and Emily the time after that.
6. **Reflect on how it went.** Examples: Once we got to lunch, there were lots of options to choose from, so I was happy and it worked out fine. It makes sense to be thoughtful and take turns.

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Skill-Building Challenge

Healthy Communication

Read each scenario and choose a communication strategy to use in the situation. Apply the strategy to the scenario and record what you think might happen as a result.

Scenario A: It is Sammy's birthday. Her friend Eduardo made her a cupcake for her birthday and brought it to lunch for her to eat. Sammy is trying to cut back on sweets and added sugar and doesn't want to eat the cupcake.

What communication strategy or strategies might work for this situation?

What is a potential outcome of using the strategy?

Scenario B: Marcus is trying to get more nutrients in his diet, but he doesn't know what to pick for a snack. The snack bar has a lot of options, but some are foods he doesn't recognize.

What communication strategy or strategies might work for this situation?

What is a potential outcome of using the strategy?

Healthy Living Skills

This lesson focused on healthy communication. Here are some more ways you can develop healthy living skills related to this lesson.

PRACTICING HEALTHY BEHAVIORS

Eat a diet high in calcium and iron. Identify three foods you like to eat that contain calcium, and identify three with iron. Make a daily checklist that lists all six foods and keep track of how many of the foods you can eat each day for a week. Reflect on your progress and adjust your list if needed.

PROMOTING GOOD HEALTH

Analyze the foods available in your school cafeteria for one week. Each day, make a list of available foods that are high in iron and high in calcium. Use your results to make a poster that encourages other students to choose these foods when they are eating in the cafeteria. Be sure to explain why these choices are important. Follow the Advocacy Skill Cues to make sure your effort is successful.

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LESSON 4.1 Review: Eating Well as You Grow

SUMMARY

- Iron is important for growth and development. If you don't get enough iron, you could develop anemia.
- Iron is found in shellfish, meat, and dark leafy greens like spinach.
- Your bones grow rapidly during your teenage years. Getting adequate calcium will help you grow strong bones now, which will also mean you will have stronger bones later in life.
- Calcium is found in dairy, dark green vegetables, and beans.
- It is important to learn to communicate your nutrition needs. Saying no, asking for help, and negotiating are important skills to practice.

REVIEWING CONCEPTS AND VOCABULARY

1. How long a person lives is their _____.
2. Meat, shellfish, and dark chocolate are examples of foods high in _____.
3. Headaches, dizziness, and fatigue are symptoms of _____.
4. Dairy products are an excellent source of _____.
5. Men and women begin to slowly lose bone mass after the age of _____.
6. The first step in negotiating for healthy food choices is to _____ the conflict.

THINKING CRITICALLY

Read through the opening paragraph of this lesson again. What parts of Jack's diet might be contributing to his calcium and iron intake? What recommendations would you make to Jack to improve his intake of these minerals?

TAKE IT HOME

Make a list of snacks and lunch items you like that are high in calcium and iron. Share your list with your parent or guardian. Set a SMART goal together to help increase one or both of these minerals in your diet.

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LESSON 4.2

Food Access and Safety

Terms to Learn

food insecurity
malnutrition
food desert
foodborne illness
food chain
food recall
food additive
food preservative
pesticide
organic food
genetically modified food



The Big Picture

Not everyone has access to the same amount of food or to food that is healthy and safe to eat. Understanding issues like food insecurity and foodborne illnesses can help you advocate for accessible, healthy, and safe foods for yourself and your community.

Learning Targets

- Explain what food insecurity is.
- Describe the food chain, and identify ways that foods become contaminated.
- Explain the four steps to food safety.
- Practice advocating for food access and food safety.

SEL Connection

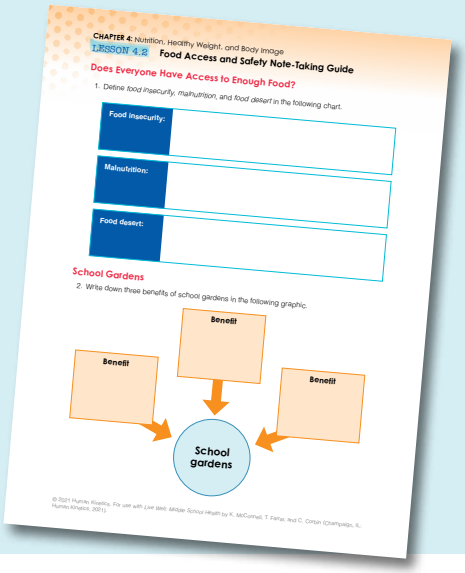
Skill-Building Challenge: Advocating for Food Access (Social Awareness)

Write About It

What do you know about where your food comes from and what happens to it before it shows up on your plate? Think about a meal you ate recently and try to trace the journey of that food from its origin to your plate. You can write a paragraph, use a bulleted list, or make a drawing.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 4: Nutrition, Healthy Weight, and Body Image
LESSON 4.2 Food Access and Safety Note-Taking Guide
Does Everyone Have Access to Enough Food?
1. Define *food insecurity*, *malnutrition*, and *food desert* in the following chart.
Food insecurity:
Malnutrition:
Food desert:
School Gardens
2. Write down three benefits of school gardens in the following graphic.
Benefit
Benefit
Benefit
School gardens

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Nala and her family live in the suburb of a big city. Her parents came to the United States from Ghana and have struggled to find steady work. They usually have enough money to buy some food each day, but they can only afford the cheap foods like the hot dogs and frozen burritos that are for sale in the corner stores in their neighborhood. Even if they had more money to spend, there aren't any real grocery stores that are easy to get to. Every few weeks, Nala and her mother spend an hour taking four different buses to get to a discount grocery store in a different neighborhood, but they still can't afford most of the fresh foods for sale there. They buy a couple of bananas and a few apples and some frozen meals if they are on sale. When she goes to school, Nala gets to eat breakfast and lunch. Most of her friends don't know that her family is often hungry and without access to affordable, healthy foods. What are the different things influencing Nala's health?

Does Everyone Have Access to Enough Food?

If you shop at a big grocery store or drive down a street crowded with fast-food restaurants, you might think that food is abundant and available to all people. The truth is, not everyone has regular access to affordable, healthy foods that are properly handled, stored, and cooked.

It is estimated that about one in every eight people in the United States is food insecure. **Food insecurity** refers to not having enough food to support an active, healthy life. Some people may be food insecure because they don't have enough money to buy the food they need. Others may not be able to get to food supplies because they don't have access to transportation, or they are unable to move independently and must rely on friends, neighbors, or social services to bring them food. When someone is food insecure, they are more likely to suffer from malnutrition as well. **Malnutrition** refers to having inadequate (not enough) or unbalanced nutrition.

Food Deserts

A **food desert** is a geographic area that lacks access to affordable fruits, vegetables, grains, and other healthy food options. Food deserts are most common in rural, minority, or low-income areas. Food deserts can also exist in big cities where there is a lack of grocery stores and farmer's markets. People living in a food desert are more likely to suffer from food insecurity and malnutrition.

Neighborhoods with no full-service grocery stores but with convenience stores that sell unhealthy foods are more likely to be considered food deserts.



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School Gardens

Some schools have gardens that help grow healthy, nutritious foods for students. Sometimes school gardens are traditional gardens, and other times fruits and vegetables are grown in a nutrient-rich solution without any soil. School gardens can help teach students about nutrition, agriculture, food safety, and cooking. School gardens are also very important for providing healthy, nutritious foods in areas where food insecurity and food deserts exist.

Food Safety

Even when you do have access to food, it isn't always safe to eat. Food can carry pathogens that cause foodborne illnesses. **Foodborne illness** is a term used to include any symptom or disorder people get from eating or drinking contaminated food.

How Foods Get Contaminated

Food goes through several steps before it gets to your plate. These steps are called the **food chain** (figure 4.4). The food chain includes the production, processing, distribution, and preparation of food. Foods can become contaminated with pathogens at any point along this process. If people become ill from food that was contaminated during production, processing, and distribution, there will be a **food recall**. A food recall means that food from a particular supplier will be pulled from store shelves and restaurants in order to keep more people from becoming sick. It is important not to eat any food that has been recalled.

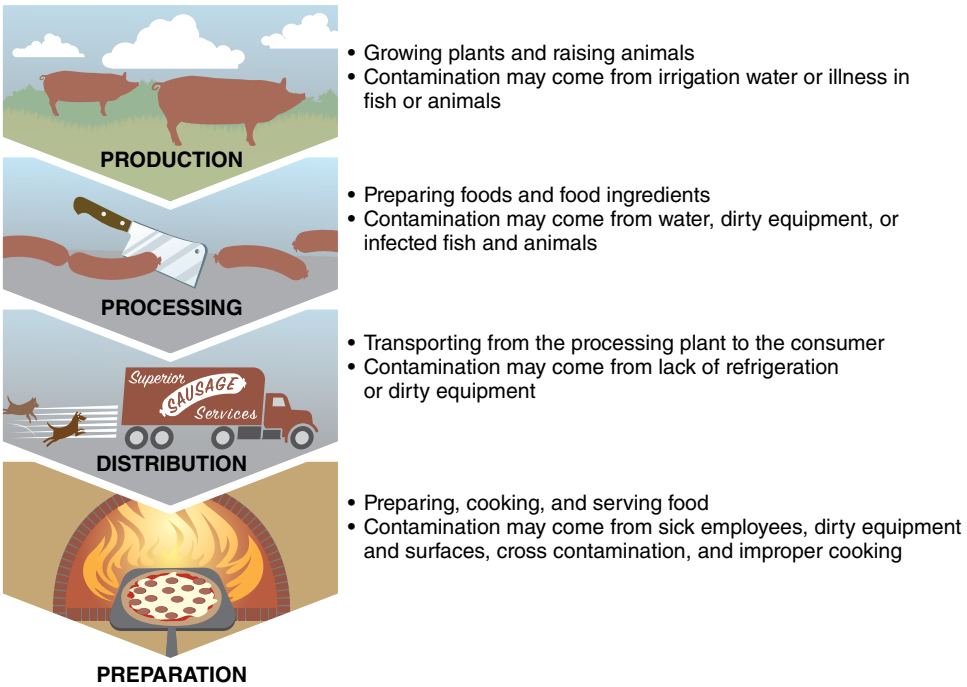


Figure 4.4 Food can become contaminated anywhere along the food chain.

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Common Foodborne Illnesses and Symptoms

Viruses and bacteria are the most common pathogens that cause foodborne illness (table 4.1). Other sources of contamination include parasites and fungi. Some foodborne illnesses make you sick pretty quickly after you eat while others can take weeks to show symptoms. In general, foodborne illnesses cause nausea, stomach cramps, vomiting, and diarrhea that will last from one to three days. The most serious foodborne illnesses, like salmonella, can be deadly.

Foods most commonly infected include

- chicken, beef, pork, and turkey,
- fruits and vegetables,
- raw milk,
- eggs, and
- seafood and raw shellfish.

TABLE 4.1 **Common Foodborne Illnesses**

Pathogen	Symptoms	Source
Norovirus (the most common foodborne illness)	Diarrhea, vomiting, nausea, stomach pain	A contagious virus that can live on surfaces and foods
Salmonella	Diarrhea, stomach pain, chills, fever, vomiting, dehydration Requires medical care	Raw eggs, contaminated irrigation water, animal feces
E. coli	Diarrhea, stomach cramps, nausea; can cause kidney damage	Contaminated water, raw milk, cow manure
Listeria	Fever, muscle aches, diarrhea, headache, confusion Requires medical care	Animal feces, manure, raw milk
C. perfringens	Stomach cramps, diarrhea	Naturally occurring in the environment; killed with proper cooking
Campylobacter	Fever, headache, muscle pain	Contaminated water, animal feces, raw milk
Mold and fungus	Diarrhea	Moldy foods
C. botulinum	Weakness in muscles, including those used for breathing and swallowing Requires immediate medical care	Home-canned, preserved, or fermented foods as well as honey and corn syrup

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Safe Food Handling and Preparation

HEALTHY LIVING TIP

Avoid eating at buffet restaurants that don't put fresh food out often. Trust your instinct if foods look old or are not kept at the proper temperature.

How you handle and prepare your foods will affect how likely they are to become contaminated. This means that you need to pay attention to the foods you select and what happens to them once you leave the grocery store. It is important not to eat food that is moldy or has a foul odor. You should also check the best-by dates on food packages. Expired food is more likely to be contaminated and might be dangerous or unpleasant to eat. Once you have purchased food, the most important thing you can do when handling and preparing your food is to follow the four steps to food safety: clean, separate, cook, and chill (figure 4.5).

Food Additives and Preservatives

Following the steps to food safety helps us keep our food safe. Another way we try to keep food safe is by using food additives and preservatives. **Food**

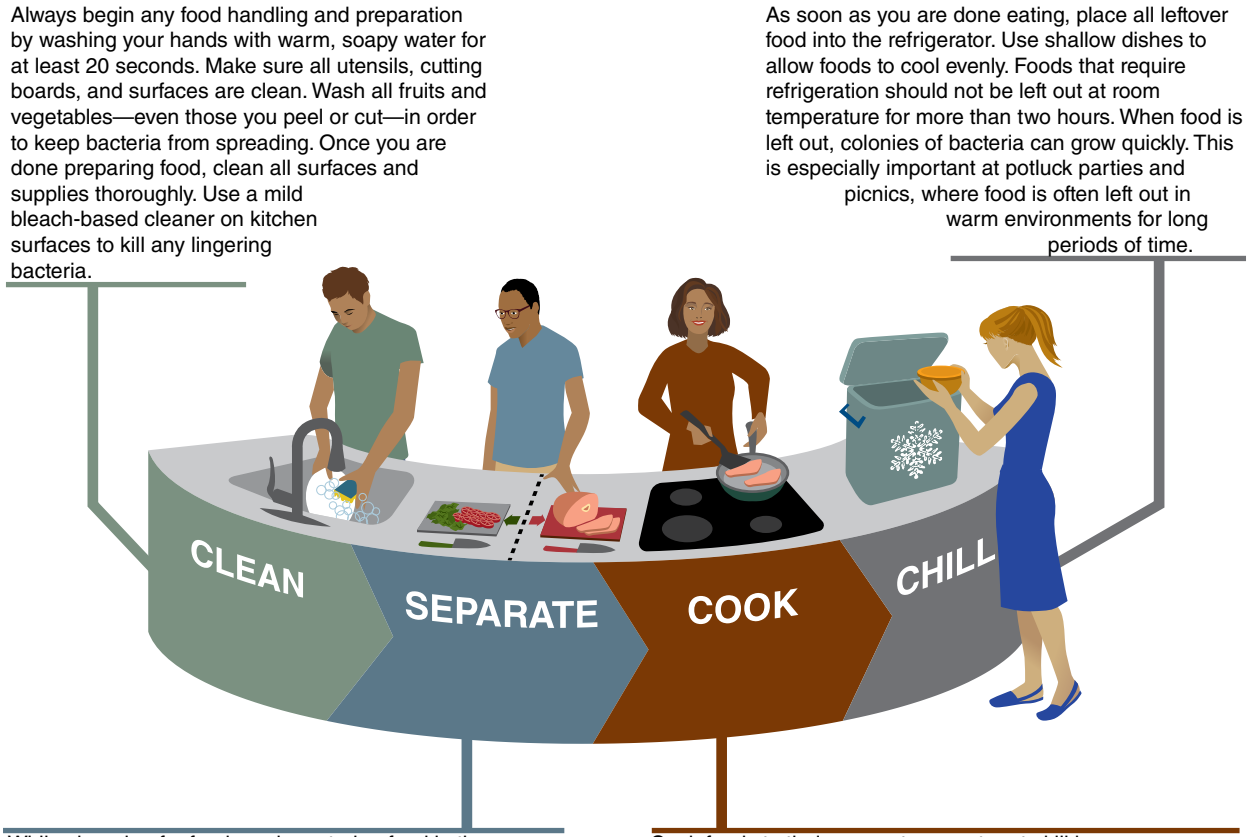


Figure 4.5 Four steps to food safety.

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additives are substances added to food to improve freshness, add nutrition, or improve taste, texture, or appearance.

When an additive is specifically designed to help a food last longer without spoiling, it is called a **food preservative**. While these substances might prevent food from spoiling too quickly, some may also bring their own risks. Antioxidant vitamins (like vitamin E) can act like a preservative in foods while also increasing the nutritional value of the food. Other preservatives include chemicals like nitrates, nitrites, and sulfites, which may be dangerous to your health. Food manufacturers today are offering more foods processed without dangerous additives. Check the ingredients list on foods you eat to make sure there are no dangerous additives listed.

Pesticides

Pesticides are chemicals used in the food production process in order to prevent damage to a crop from insects, weeds, and infections. Most pesticides are considered toxic on some level.

Some people choose to eat organic foods in order to avoid pesticides. **Organic foods** are foods that are grown or produced on an organic-certified farm. Organic foods are grown without chemical pesticides and contain no synthetic ingredients, bioengineering, or radiation. Organic foods have not been proven to be more nutritious than traditionally farmed foods, but they may be lower in dangerous chemicals. Some foods are more likely to absorb chemicals than others. The USDA maintains a list of which fruits and vegetables absorb the most chemicals and are best bought organic, called the *dirty dozen*, and which absorb the least, called the *clean 15* (figure 4.6).

The dirty dozen

1. strawberries
2. spinach
3. kale
4. nectarines
5. apples
6. grapes
7. peaches
8. cherries
9. pears
10. tomatoes
11. celery
12. potatoes

The clean 15

1. avocados
2. sweet corn
3. pineapples
4. frozen sweet peas
5. onions
6. papayas
7. eggplants
8. asparagus
9. kiwis
10. cabbages
11. cauliflower
12. cantaloupes
13. broccoli
14. mushrooms
15. honeydew melons

Figure 4.6 Produce that absorbs the most pesticides (the dirty dozen) and produce that has the fewest pesticides (the clean 15).

STEM in Health

GENETICALLY MODIFIED FOODS

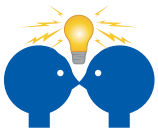
The term *genetic engineering* refers to the use of biotechnology to modify a plant or animal. The goal of genetically engineering food is to create plants with better flavor that grow better, have greater resistance to insect damage and plant diseases, or are able to last longer without spoiling or needing preservatives. In this process, scientists make targeted changes to a plant's genetic makeup to give the plant a new desirable trait. Most typically, genes from another plant or animal are added to the item being modified. Most of the soybeans and corn grown in the United States are genetically modified. Tomatoes, rice, and potatoes are also commonly modified. While **genetically modified foods** are generally considered safe to eat, controversy exists about their economic and environmental impacts.

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Skill-Building Challenge

Advocating for Food Access



Part of the challenge people face in eating healthy on a regular basis has to do with their access to affordable, safe, and healthy foods and water. No matter where you live, you can advocate for improved access to one or more of the items in the following list. For this project, select one of the items from the list to help you practice your advocacy skills. Try to pick an item that affects you, your school, or your community.

- ☐ Access to enough healthy food options
- ☐ Access to enough safe drinking water
- ☐ Access to a school garden
- ☐ Access to safe food preparation
- ☐ Access to organic produce

Use the steps to community advocacy to prepare a speech that you could give. Use the Advocacy Skill Cues and the Steps to Community Advocacy to help you. Write your speech down and decide to whom you should deliver your speech. For example, if you are advocating for access to a school garden, you should direct your speech to your school principal. If you are advocating for more organic foods in your local grocery store, you should direct it to the store owner.

Healthy Living Skills

This lesson focused on advocacy. Here is one more way you can develop healthy living skills related to this lesson.



ACCESSING INFORMATION

Research food deserts, food insecurity, or bioengineered food using the Internet. Make a list of three websites that provide useful information on your topic. Use the Accessing Valid and Reliable Websites Skill Cues to help you identify valid and reliable sources of information. Share three things about your topic that you learned from your research.

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LESSON 4.2 Review: Food Access and Safety

SUMMARY

- *Food insecurity* refers to not having enough food to support an active, healthy life.
- The food chain includes the production, processing, distribution, and preparation of food. Foods can become contaminated with pathogens at any point along this process. Contaminated water supplies, dirty equipment, and lack of proper refrigeration are common causes.
- Food safety involves keeping hands, surfaces, and cooking utensils clean. Raw meats and fish should always be stored and transported separately from other foods. Foods should also be cooked to the proper internal temperature and leftover foods should be refrigerated promptly after eating.

REVIEWING CONCEPTS AND VOCABULARY

1. Food _____ refers to not having enough food to support an active, healthy life.
2. _____ is a term used to include any symptom or disorder that happens from eating or drinking contaminated food.
3. A food _____ is a geographic area that lacks access to affordable fruits, vegetables, grains, and other healthy food options.
4. Food _____ is/are used to improve freshness, add nutrition, or improve the taste, texture, or appearance of food.
5. _____ foods are grown without normal pesticides and contain no synthetic ingredients, bioengineering, or radiation.

THINKING CRITICALLY

You and your family are planning a big party for your mom's birthday. You want to have the party outdoors because her birthday is in the summer. Plan a nutritious meal for your party and explain what steps you would take to keep the foods safe to eat. In your response, think about the four steps to food safety.

TAKE IT HOME

Make a poster that shows the four steps to food safety. Include specific information about each step and personalize the poster for your family (use examples of foods you eat). Ask your parent or guardian to let you put the poster on the refrigerator or in the kitchen as a reminder of how to prevent foodborne illness.

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LESSON 4.3

Maintaining a Healthy Weight

Terms to Learn

body mass index (BMI)
overweight
obese
body composition
fat distribution
healthy weight
anabolic steroids
weight cycling



The Big Picture

Weight is a complex concept that involves our genetics, our environment, and our behaviors. Our weight can be related to our health, but weight by itself cannot predict your overall health status. Sometimes we make good and bad decisions about food, exercise, and other health habits if we focus too much on our weight. It is important to explore weight and to understand how it affects our choices.

Learning Targets

- Identify influences on body weight.
- Explain what a healthy weight is.
- Explain healthy ways to lose and gain weight.
- Explain the risks of fad diets and supplements, including anabolic steroids.
- Access valid and reliable information about weight loss supplements.

SEL Connection

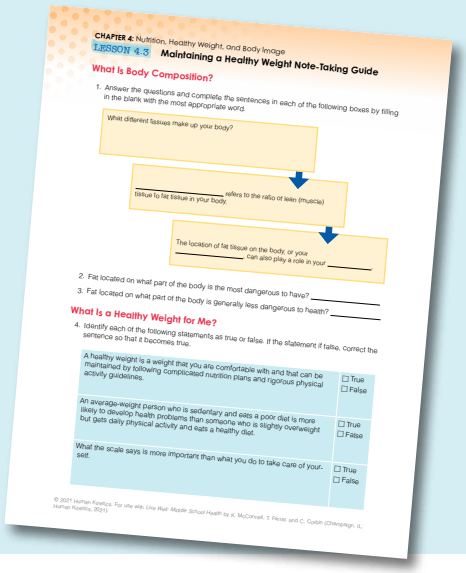
What Is a Healthy Weight for Me? (Self-Awareness)

Write About It

What does it mean to be overweight? Can a person be overweight and still be healthy?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 4: Nutrition, Healthy Weight, and Body Image
LESSON 4.3 Maintaining a Healthy Weight Note-Taking Guide
What Is Body Composition?
1. Answer the questions and complete the sentences in each of the following boxes by filling in the blank with the most appropriate word.
What different fasties make up your body?
_____ refers to the ratio of lean (muscle) tissue to fat tissue in your body.
The location of fat tissue on the body, or your _____, can also play a role in your _____.
2. Fat located on what part of the body is the most dangerous to have? _____
3. Fat located on what part of the body is generally less dangerous to health? _____
What Is a Healthy Weight for Me?
4. Identify each of the following statements as true or false. If the statement if false, correct the sentence so that it becomes true.
A healthy weight is a weight that you are comfortable with and that can be maintained by following complicated nutrition plans and rigorous physical activity guidelines. ☐ True ☐ False
An average-weight person who is sedentary and eats a poor diet is more likely to develop health problems than someone who is slightly overweight but gets daily physical activity and eats a healthy diet. ☐ True ☐ False
What the scale says is more important than what you do to take care of yourself. ☐ True ☐ False
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Christian has been overweight most of his life. In elementary school, he was teased and bullied on the playground almost every day. His parents are both overweight and the family doesn't always eat the healthiest foods. Christian tries to make healthier choices at school, and he knows he isn't a bad person. The worst part is when people stare at him or assume he is lazy or stupid. He just wishes people would get to know him before they judge him. He is a good student and musician and he seems to be able to make other people laugh. He would exercise more if he had a friend to work out with who would support him. How could Christian's friends provide him with more support? What things might make it harder for Christian to maintain a healthy weight?

Why Is Weight Important?

Obesity is common in American society today. Forty percent of all adults and almost 19 percent of all youth aged 2 to 19 are considered to be overweight. Obesity is known to be linked to an increased risk of a variety of diseases including type 2 diabetes, coronary heart disease, and some cancers. It is also important to know that weight is only part of the story. For example, we know that people who are physically active are generally healthier than people who aren't, regardless of what either person weighs. We also know that weight can be influenced by genetics, the environment, and behaviors. This makes the topic of weight and health complex.

Understanding Weight and Body Mass Index

Your body weight refers to how many pounds you weigh. You can determine your body weight by stepping on a scale. Your **body mass index (BMI)** is a standard way of explaining weight as it relates to height. BMI is a little better than weight at predicting the health effects of being overweight. To determine your BMI, you need to know your weight in pounds and your height in inches. Most research and most doctors consider a person with a BMI of 25 to 29.9 to be **overweight** and a person with a BMI of 30 or more to be **obese**. A BMI chart is included in the online resources.



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What Is Body Composition?

Your body is made up of different tissues: muscles, bones, organs, and fat. When you weigh yourself or calculate your BMI, you aren't getting any information about the composition of your body. **Body composition** refers to the ratio of lean (muscle) tissue to fat tissue in your body. A person with more lean tissue and less fat tissue is generally at lower risk for most diseases.

The location of fat tissue on the body, or your **fat distribution**, can also play a role in your health (figure 4.7). Abdominal fat, or fat located in and around the waist, is the most dangerous fat to have. Fat found around the hips and thighs is generally less dangerous to health. These are important factors to consider. For example, a strong, athletic female with a lot of muscle will weigh more than another person her size who has more body fat. If most of her body fat is around her hips and thighs, she may also be at lower risk for disease than a male of a similar size who has a fatter waist. In this example, physical activity levels, body composition, and body fat distribution tell us more about potential health risk than weight or BMI can.

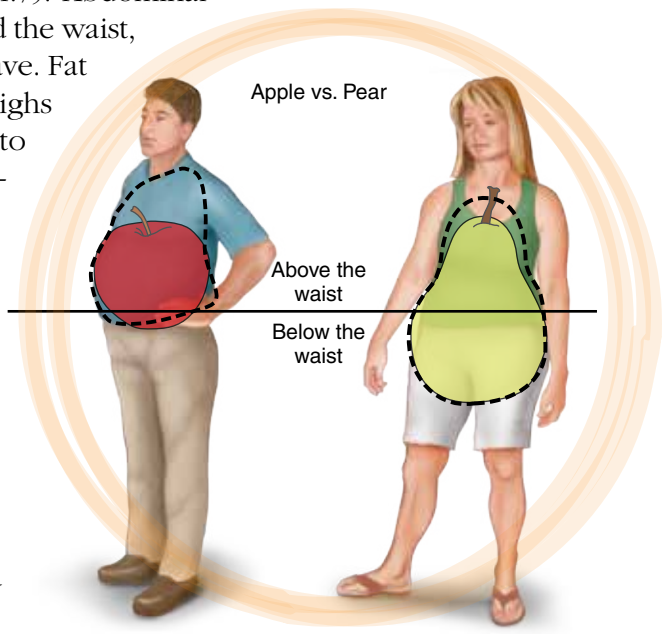


Figure 4.7 Fat in the upper body is called an apple-shaped distribution, and fat in the lower body is called a pear-shaped distribution.

How Do We Measure Body Composition?

There are several different ways to estimate body composition and fat distribution (table 4.2). The most common method uses calipers to pinch the fat at different points on the body. If you have ever stepped on a scale that claims to tell you what your body fat is, then you are also familiar with something called bioelectrical impedance or BIA. It uses electrical currents to determine how much water is the body. Water is found in muscle and not in fat. If you have more water in your tissues, you have more muscle.



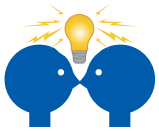
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TABLE 4.2 **Methods for Measuring Body Composition and Fat Distribution**

Technique	Description
Skinfold calipers	Fat just below the skin is pinched and measured.
Bioelectrical impedance	A small current is sent through the body and the amount of water and lean tissue is estimated from the speed of the current. Handheld devices, body composition scales, and traditional electrode versions exist.
Underwater weighing	A person is weighed while under water. The volume of the body and the underwater weight of the body are used to estimate the amount of fat tissue on the body.
Waist-to-hip ratio	The waist is measured at the narrowest point and the hips are measured at the widest point. The waist measure is divided by the hip measure. A number under 0.80 for women and 0.95 for men is considered healthy.

What Is a Healthy Weight for Me?



Sometimes we hear mixed messages about weight and health. The reality is that we are all unique. Human beings come in all sorts of shapes and sizes and we are all genetically different. The terms *underweight* and *overweight* are used as general descriptions that can help us think about things that might be influencing our health. Being underweight or overweight does not automatically mean you have a disease or have done something wrong. Your weight does not define who you are as a person and it doesn't define your health.

What we do know is that each of us can work to be as healthy as possible. Finding the weight that is healthiest for you is important. A **healthy weight** is a weight that you are comfortable with and that can be maintained by following basic nutrition and physical activity guidelines. You and a friend could eat the exact same diet and do the exact same physical activity and still be two very different sizes and weights. It is important not to confuse weight with behaviors or to assume that someone behaves a certain way because of their weight. For example, an average-weight person who is sedentary and eats a poor diet is more likely to develop health problems than someone who is slightly overweight but gets daily physical activity and eats a healthy diet. What you do to take care of yourself is ultimately more important than what the scale says.

Losing and Gaining Weight

There are safe ways and unsafe ways to gain or lose weight. Most of the safest ways also take the longest to work, which can lead people to turn to unhealthy choices instead. As a teenager you should consult with your parents and your physician before making any decisions about losing or gaining weight. Since your teenage years are a critical time for your body's growth and maturation, you want to make sure you don't do anything that might cause long-term health challenges.

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Healthy Weight Gain

When a naturally thin person wants to gain weight, they are typically trying to gain more muscle mass. This is a common interest among males, especially adolescent males. When you are trying to gain weight, it is important to focus on eating more nutrient-dense food. Eating foods high in sugar or fat may add weight more quickly, but the added weight is more likely to be body fat. Eating high amounts of protein is also not effective. The human body does not turn excess protein into muscle very easily. Eating a well-balanced, nutrient-dense diet higher in total calories and doing more resistance training is the most effective way to gain healthy lean body tissue. Even when diet and exercise are combined properly, some individuals are simply not able to become big and muscular.

Supplements designed to help with weight gain are generally not effective and can include dangerous ingredients. **Anabolic steroids** are a class of hormones that can stimulate muscle growth. Using any product containing steroids is very dangerous. Steroids can cause permanent damage to the cardiovascular system, liver, and kidneys. They can also cause severe acne, hair loss, and mood swings.

HEALTHY LIVING TIP

If you are trying to gain or lose weight by eating healthy and doing more physical activity, try using an app like MyFitnessPal to track both your food intake and your energy expenditure.

Healthy Weight Loss

There is no easy way to lose weight. In fact, a healthy rate of weight loss is between one and two pounds per week. This means that a person should decrease calories or increase physical activity by about 500 to 1000 calories per day. Eating the right amount of nutrient-dense foods and increasing physical activity is the healthiest way to lose body fat and weight. It is also a good idea to have friends and family support your efforts and to keep a positive attitude.



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Dangerous Dieting Habits

People often turn to fad diets and diet pills to try to lose weight (table 4.3). Oftentimes these products claim to give quick and dramatic results. People who lose weight quickly on these diets and products often gain the weight back quickly as well. The process of repeatedly losing and regaining weight is called **weight cycling**. Weight cycling has been shown to slow down metabolism and increase body fat over time and can increase a person's risk for diseases.

TABLE 4.3 **Common Fad Diets and Products**

Diet or product	Key features	Risks
Zone	A 40/30/30 ratio of carbohydrate/protein/fat Encourages five smaller meals per day and limits total calories	Limits some healthy foods without good rationale and reduces fiber intake
Paleo or keto	High consumption of meats, nuts, nonstarchy vegetables, fruits No dairy, grains, or beans No processed foods	Heart disease, kidney disease, vitamin D and calcium deficiencies
Gluten free	Excludes breads, pastas, and other products containing gluten (like wheat) Medically needed for people with celiac disease A fad diet for others	Difficult to follow Processed foods and lack of naturally occurring fibers can cause multiple vitamin deficiencies
Supplements	Claim to reduce appetite, reduce absorption of nutrients, or increase fat burning Many contain high amounts of caffeine or other stimulants like caffeine; examples include orlistat, green coffee bean extract, green tea extract, Hydroxycut, glucomannan, and Meratrim	Increased heart rate, irritability, diarrhea, insomnia, kidney damage, liver damage, and possible heart attack

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Skill Building Challenge WWW

Accessing Weight Loss Information

There is no shortage of weight loss supplements on the market. Use the Internet to research a weight loss supplement. You can begin by choosing something from table 4.3, or you may find another option. Once you choose which supplement to review, find at least three websites that provide information on the product. Analyze the information for validity and reliability and fill in the information in the following list. Remember to use your Accessing Valid and Reliable Websites Skill Cues to help you.

Name of supplement: _____

How does it help with weight loss? _____

Is the information logical and does it make sense (validity)? Yes or No

Is the information consistent across sites (reliable)? Yes or No

Is it a safe product? What are the risks of using it? _____

Healthy Living Skills

This lesson focused on accessing valid and reliable information. Here are some more ways you can develop healthy living skills related to this lesson.

ANALYZING INFLUENCES

How does the environment influence a person's likelihood of being overweight? Make a list of things in your school, neighborhood, and community and explain how each might influence obesity rates.

HEALTHY COMMUNICATION

If you knew a friend was taking an unsafe supplement or was following a fad diet to try to lose weight, what would you say to them to get them to make a different choice? Share your thoughts with a classmate or write out a script of a realistic conversation.

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LESSON 4.3 Review: Maintaining a Healthy Weight

SUMMARY

- Body weight is influenced by genetics, the environment, and behaviors like diet and physical activity.
- A healthy weight is a weight that you are comfortable with and that can be maintained by following basic nutrition and physical activity guidelines.
- Healthy weight gain requires eating a highly nutrient-dense diet and engaging in resistance training exercises.
- Healthy weight loss occurs at a rate of one to two pounds per week and is best achieved by a reduction of total calories and an increase in physical activity.
- People often turn to dangerous fad diets or diet pills to try to lose weight. These diets can work in the short term but often don't work for the long term.

REVIEWING CONCEPTS AND VOCABULARY

1. BMI stands for _____.
2. A weight you can maintain by eating a well-balanced diet and doing regular physical activity is called your _____ weight.
3. If a person has a BMI over 30, they are considered _____.
4. The ratio of fat to lean tissue in the body is called body _____.
5. The location of fat on the body is called fat _____.
6. _____ are a class of hormones that can stimulate muscle growth.
7. When a person repeatedly gains and loses weight it is called _____.

THINKING CRITICALLY

Read the following descriptions and decide which of the three you think is the healthiest person. Support your choice with facts.

Adam: 68 inches tall and 160 pounds. Waist-to-hip ratio of 1.10. Eats an okay diet but never works out.

Mariah: 62 inches tall and 120 pounds. Waist-to-hip ratio of 0.92. Loves to read and play video games while snacking on chips and cookies.

Brittney: 64 inches tall and 160 pounds. Waist-to-hip ratio of 0.76. Loves to jog and run 5k races. Eats a well-balanced diet.

TAKE IT HOME

Provide emotional support to a friend or family member who struggles with their body weight. Remind them that behaviors are more important than the numbers on a scale and encourage them to make healthy choices.

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LESSON 4.4

Your Body Image

Terms to Learn

body image
negative body image
positive body image
weight prejudice
social comparison
body shaming
disordered eating
eating disorder



The Big Picture

How you feel about your body can influence the choices you make throughout the day. It is important to understand what influences your body image, how a negative body image can affect your health, and how to improve your body image.

Learning Targets

- Explain what body image is.
- Explain why having a positive body image is important.
- Explain what an eating disorder is and give an example.
- Describe how the media influence body image.
- Identify five ways to improve your body image.

SEL Connection

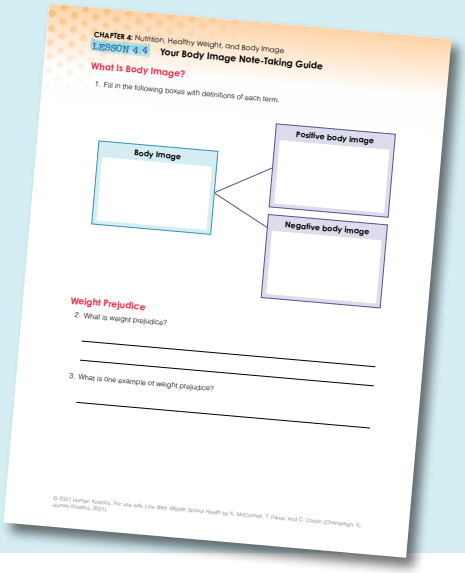
Case Study: Peyton's Struggle (Relationship Skills)

Write About It

How often do you compare yourself to images you see in the media? How do you feel when you compare yourself to others?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 4: Nutrition, Healthy Weight, and Body Image
LESSON 4.4 Your Body Image Note-Taking Guide
What Is Body Image?
1. Fill in the following boxes with definitions of each term.
Body Image
Positive body image
Negative body image
Weight Prejudice
2. What is weight prejudice?
3. What is one example of weight prejudice?

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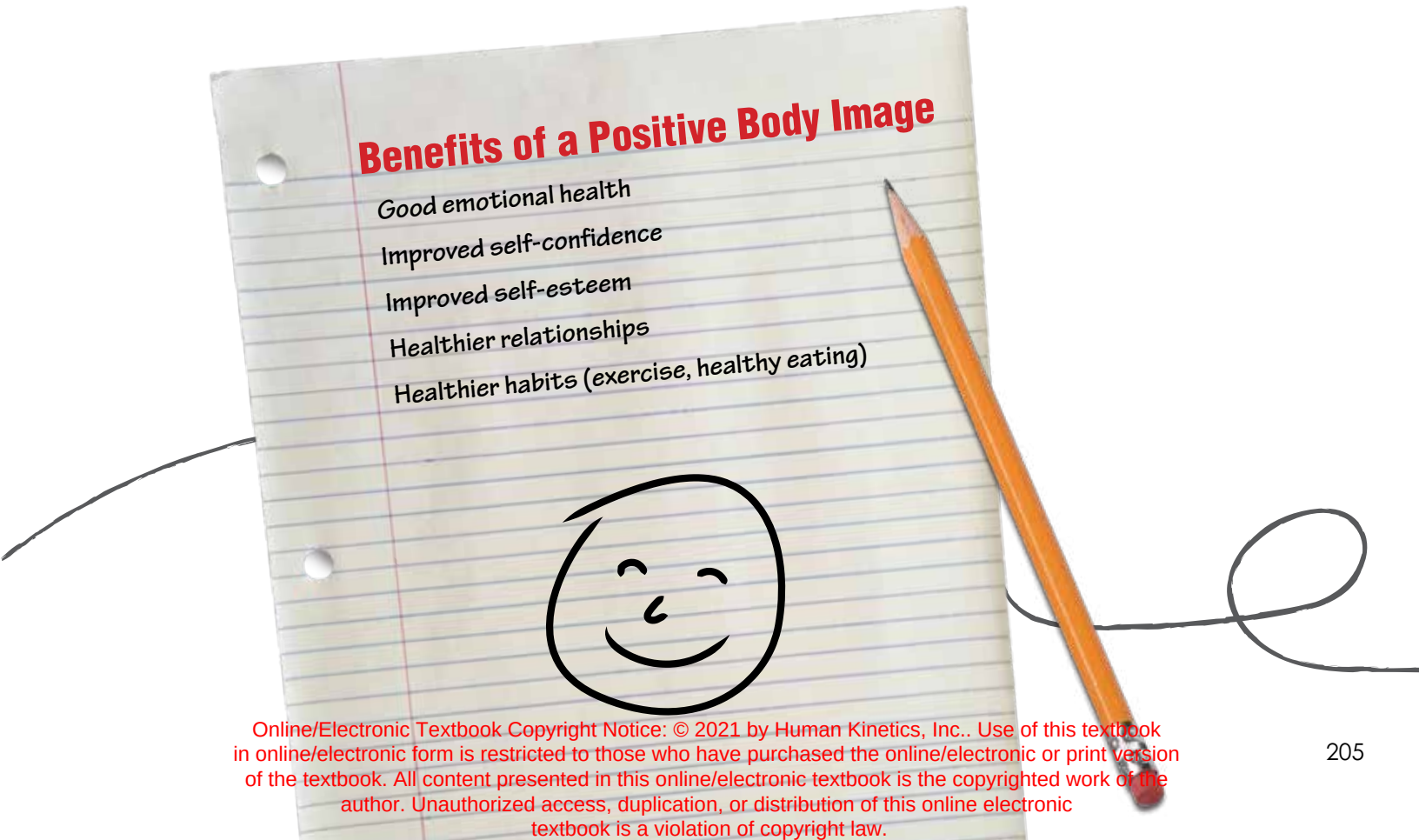
Jackson just started his first year of middle school. He has always been a thin kid. His older brother Ashton had a growth spurt last year and Jackson wishes he looked more like him. When Jackson got on the bus for the first day of school the other kids laughed at him. He heard one of them say "look at the new boy—he's smaller than my baby sister." Every day at school Jackson tries to stand up as tall as he can, and he wears two shirts just to look a little bigger. None of the girls seem to like him either. They all have crushes on Mike, who is at least a foot taller than he is. Jackson is trying to eat as much as he can, but it just isn't helping him grow. He's even thinking about buying some protein drinks with his allowance to see if that helps him bulk up. What things influence Jackson's nutrition behaviors?

What Is Body Image?

It is very common for people to struggle with body image. Your **body image** includes your thoughts, feelings, and behaviors related to your body size, shape, and appearance. Body image is not the image you project to others or how you actually look; it is how you feel about yourself and the way you look. It is possible for a model or a person who most others would say is physically beautiful to suffer from negative body image. **Negative body image** exists when someone has a distorted view of their appearance, or they think and feel negatively about how they look. In contrast, a person with a **positive body image** has a realistic sense of how they look and are less likely to believe their character, value, or worth is tied to their appearance.

HEALTHY LIVING TIP

Put Be Kind notes on the mirrors in your bathroom and your bedroom to remind yourself to say positive things about how you look whenever you look in the mirror.

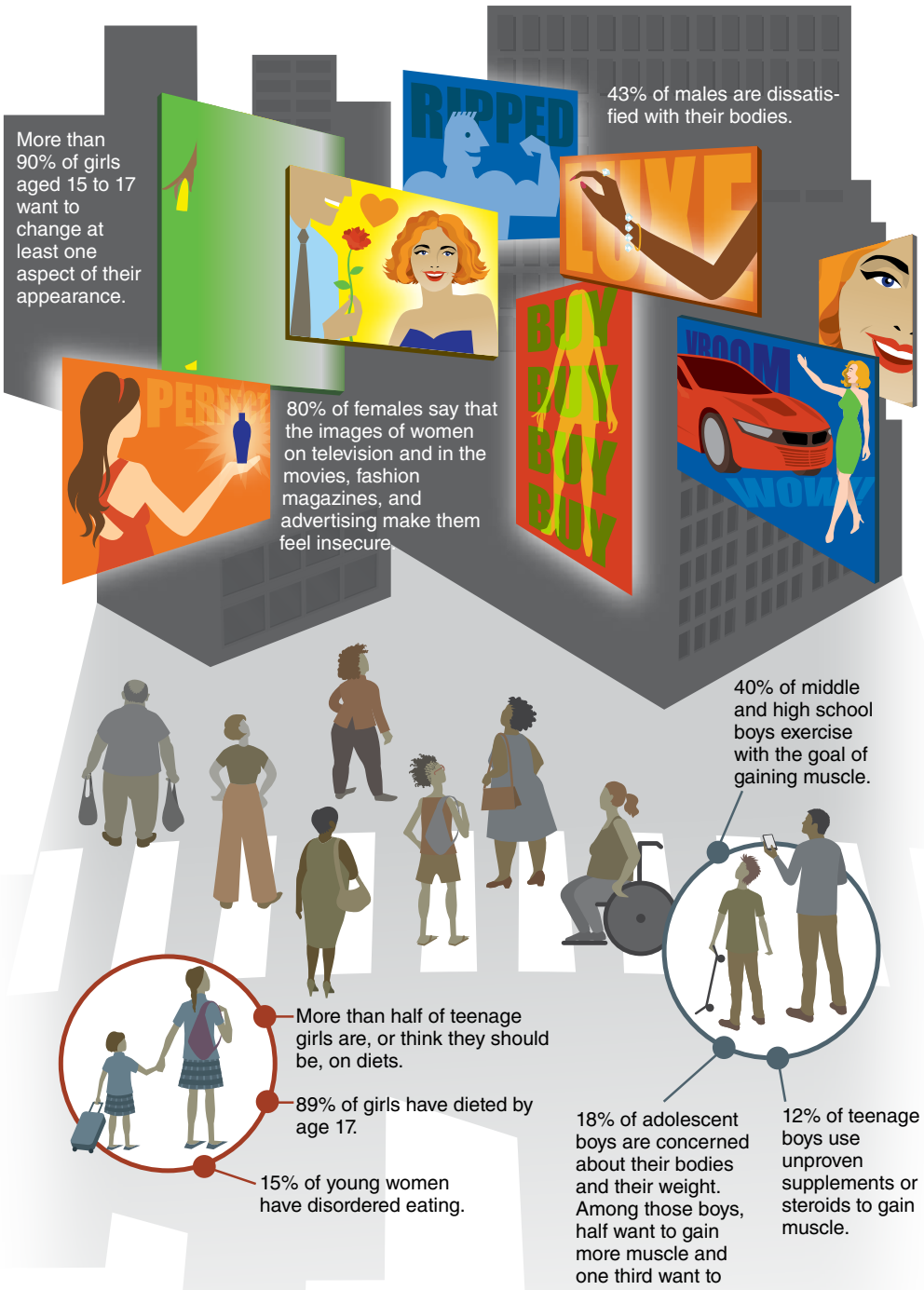


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Negative Body Image and Health

People may think that a negative body image doesn't really cause any other issues. The truth is that negative body image is associated with a lot of other unhealthy behaviors. When a person does not like his or her appearance, they are more likely to have low self-esteem and to engage in unhealthy dieting practices, take supplements, smoke or vape, drink alcohol, and develop eating disorders. People make the mistake of thinking that these behaviors will help them feel better about themselves, but they don't. A negative body image is also related to higher rates of depression and suicide in teenagers.



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Weight Prejudice

One reason why people become focused on weight and body image is fear of how others will treat them if they are viewed as overweight or obese. **Weight prejudice** is the presence of negative beliefs, attitudes, and behaviors toward individuals who appear to be overweight or obese. Believing that all fat people are lazy or stupid is an example of weight prejudice.

Negative physical, social, and psychological consequences have been associated with weight prejudice just as with other forms of prejudice. Even though we see more diverse images in the media than we used to, weight prejudice against individuals has become more common in the United States over the past 10 years. Remember that we are all different and that weight is complex. Everyone should be seen for their character and not judged on their appearance—including on their weight.

Media Influences on Body Image

We all see media images every day that portray ideal figures. Models and celebrities are used to sell all sorts of products. Their beauty is equated with wealth, success, and power in most forms of entertainment including video games and social media. These ideal images are not realistic. The ideal female in most media images is relatively thin, tall, and large-chested. She often has very narrow hips, large eyes and lips, and long hair. The ideal male is typically shown as extremely fit with cut abdominal muscles, broad shoulders, a tan, and a full head of hair.

It is common for people to compare themselves to these media images and to feel bad when they do. We call this behavior **social comparison**. The truth is that 95 percent of people lack the genetic traits to look like these models and celebrities. When we compare ourselves to these images, we become vulnerable to the messages the media are selling us. Beauty products, weight loss products, fitness services, and all sorts of other products promote an ideal image as a way to get us to want to buy what they are selling (figure 4.8).

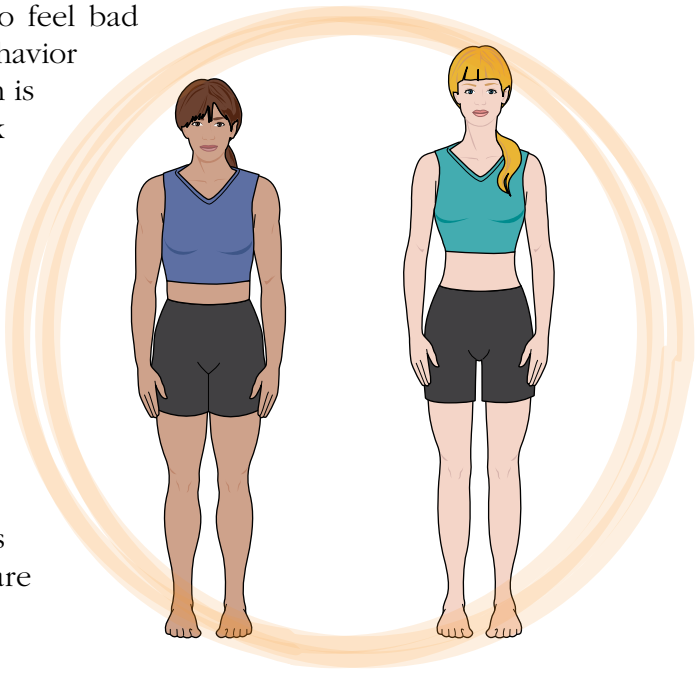


Figure 4.8 Typical versus ideal body types.

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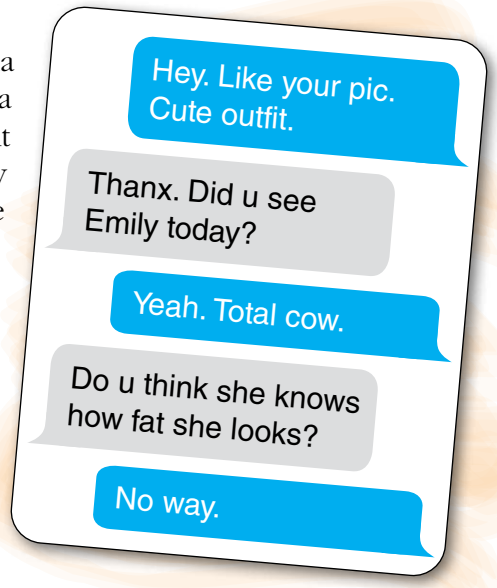


Figure 4.9 One hundred percent of fashion images are digitally altered in some way.

Altering Images

Not only are the images we see in the media and on social media unrealistic, but they are also typically altered digitally to remove imperfections. The shape of a person's face or features or their body size and shape can be changed. Imperfections on the skin can be erased and hair can be made to look fuller and shinier. In fact, 100 percent of fashion images are digitally altered in some way (figure 4.9), and 70 percent of women aged 18 to 35 admit to altering their own images on social media before posting them. This means that even the people in the photos usually don't look like their image.

Social Media



Altered images aren't the only way media can influence body image. When you post a picture on social media and others comment on how you look it can affect your body image. Teenagers are particularly vulnerable to connecting likability on social media with body image. When a posted photo gets a lot of likes and positive comments, body image can temporarily go up. Teens admit to only posting photos that represent their best selves or those that are "thinspirational" (inspiring or celebrating thinness) so that they can get more likes.

Body shaming happens when we make cruel comments about someone's body. Body shaming is a type of bullying behavior that is common on social media. It is a very mean and hurtful thing to do. If someone is body shaming you on a regular basis, consider avoiding that person on social media. You should also think about whether you make comments to others that could be considered body shaming. If you do, make a commitment to stop and to celebrate other people instead.

Remember FACE When Using Social Media

Use the FACE acronym to limit how social media influences your body image.

- **F** **Filter** out sites that make you feel bad when you see them.
- **A** **Avoid** being social media friends with people who use social media to be mean or to cut others down.
- **C** **Be Careful of Comparisons**; remember, you are unique and don't need to compare yourself to others on social media.
- **E** **Evaluate** the images you see, and recognize that most images are altered.

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Other Influences on Body Image

Parents can be either a negative or a positive influence on body image.

The media are a powerful influence on body image, but they are not the only one. Parents influence you if they pressure you to look a certain way or to lose weight. This is especially common among mothers and their daughters. On the other hand, a parent who has a positive body image can help you to have the same. How your parents talk about and treat their own bodies will influence how you feel about yourself.

Friends, teammates, coaches, and teachers can also influence how you feel about your body. For example, if you are teased by friends, your body image will be negatively influenced. If you play a sport, your teammates can also pressure you to take supplements or go on fad diets. These types of pressures make us feel inadequate or like we aren't good enough as we are. If a coach or teacher makes a comment to you about how you should lose weight, you are also likely to experience a negative body image. All of these groups and individuals can also influence you in a positive way if they support you and focus on complimenting your achievements.

HEALTHY LIVING TIP

Challenge yourself to post authentic photos that show you as you really are and like your friends' photos that do the same.

Disordered Eating and Eating Disorders

One of the major challenges associated with negative body image is disordered eating. **Disordered eating** includes a range of irregular eating behaviors like skipping meals, stress eating, periodic fasting or occasional bingeing, or eating only certain foods or avoiding certain categories of foods completely. People believe they can change their weight or appearance by engaging in these unhealthy eating habits.

Disordered eating often leads to eating disorders. **Eating disorders** are serious, diagnosable mental illnesses. Eating disorders can develop at any time in a person's life but develop most commonly among teenagers. Depression and anxiety are common among those with eating disorders.

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There are different types of eating disorders (figure 4.10). In all eating disorders people use food as a way to be in control of themselves and their lives. People of all sexes, genders, races, ethnicities, shapes, and sizes can have an eating disorder. All forms of eating disorders are very dangerous and can be fatal. It is critical for anyone with symptoms of an eating disorder to seek professional help. Eating disorders are complicated to treat and require a team of experts.

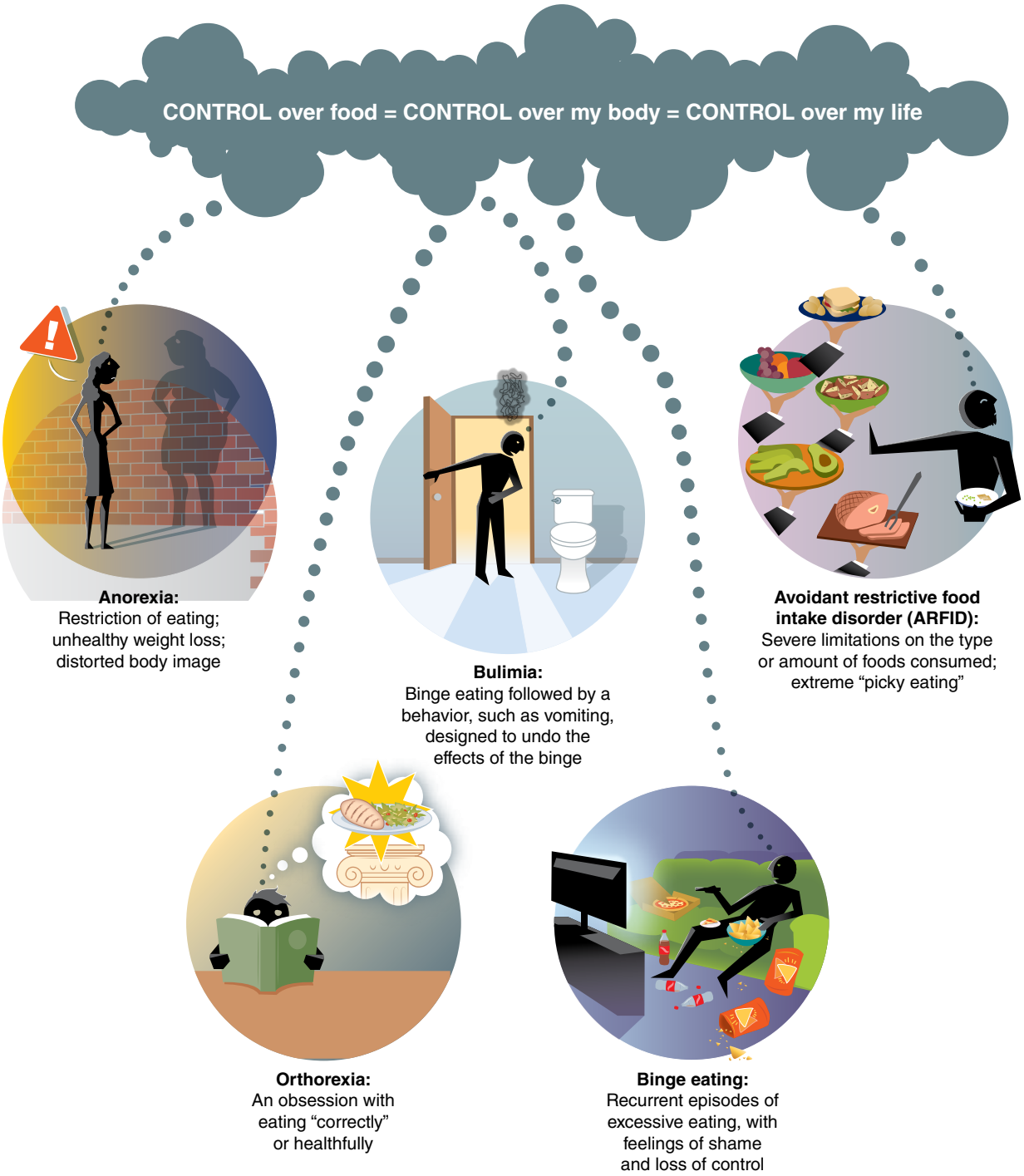


Figure 4.10 Common eating disorders.

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Improving Your Body Image

There are things we can all do to improve our own body image. It is important to remember that it can be hard to feel good about yourself all the time. The key is to always work to appreciate your own good qualities and to celebrate the qualities and achievements of others that aren't related to how they look.

Tips for Improving Your Body Image

- Accept your body. Be less of a critic and more of a friend to yourself.
- Don't body shame yourself or others. Saying mean or negative things about how you or other people look is hurtful and can be harmful.
- Focus on the things you like about yourself. Give yourself permission to feel good about who you are.
- Focus on what your body can do, not just on how it looks.
- Be mindful in your body; pay attention to how it feels, moves, and plays.
- Take care of your body. Eat healthy foods and get plenty of physical activity and sleep.

CASE STUDY



Peyton's Struggle



Your friend Peyton has always been a popular girl at school. She wears cool clothes and you love her long, dark hair. It is hard not to be jealous of her. She is a good student and she is involved in a lot of activities at school and outside of school. Her parents are both successful doctors and her oldest brother just got accepted into a good college. Lately you've noticed that Peyton is putting a lot of pressure on herself and that she is always critical of how she looks. She is starting to grow and go through puberty. She calls herself fat and ugly multiple times every day and makes a lot of comments about how much she hates herself in her clothes or how her favorite clothes don't fit. It is hard for you to understand, because you think she is really pretty. At lunch she comments on all of the food options and seems to obsess over every choice she makes. Yesterday she seemed especially sad and withdrawn; she didn't even want to talk or hang out.

Think About It

1. How could you show support for Peyton? What could you say to her that would express caring and affection?
2. Are you concerned about Peyton? Why or why not? Do you think you should talk to an adult about your concerns?

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Skill-Building Challenge WWW

Analyzing Influences on Body Image

Think about all the things in your life that affect how you feel about your body. List each influence as positive or negative. Once you are done, look over your list and identify at least one negative influence you could change and explain what you could do. For example, if a particular social media site makes you feel bad about yourself, you could stop following that site. If a sibling is always commenting on your appearance, you could ask them to comment on the good things you do instead.

Positive influences

Negative influences

Healthy Living Skills

This lesson focused on analyzing influences. Here are some more ways you can develop healthy living skills related to this lesson.

HEALTHY COMMUNICATION

Write a song, poem, or rap that explains what body image is and how it affects a person's health and well-being. Include factual information and make your creation easy for others to remember.

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LESSON 4.4 Review: Your Body Image

SUMMARY

- Your body image includes your thoughts, feelings, and behaviors related to your body size, shape, and appearance. Body image is not the image you project to others or how you actually look—it is how you feel about yourself and the way you look.
- Positive body image is linked to good emotional health, improved self-confidence and self-esteem, healthier relationships, and healthier habits like exercising regularly.
- Media images represent a narrow view of beauty that 95 percent of people are genetically unable to meet.
- Body image can be improved. Accept yourself, don't body shame yourself or others, focus on things you like about yourself, focus on the things your body can do and not just how it looks, pay attention to how your body feels, and take care of your body.
- Eating disorders are serious, diagnosable mental illnesses that can develop in males and females at any age and require professional help to overcome.

REVIEWING CONCEPTS AND VOCABULARY

1. Your body image includes your thoughts, _____, and behaviors related to your body size, shape, and appearance.
2. A person with a _____ body image has a realistic sense of how they look and are less likely to believe their character, value, or worth is tied to their appearance.
3. _____ is a form of bullying on social media where people say mean things about how others look.
4. _____ comparison happens when people compare themselves to media images and feel bad when they do.
5. _____ eating refers to a range of irregular eating behaviors like skipping meals, eating only certain foods, or avoiding certain categories of foods completely.

THINKING CRITICALLY

Write a story about a teen who has a negative body image. Make the story as realistic as possible and include information about the influences on the teenager's body image and how their negative body image affects different parts of their life.

TAKE IT HOME

Make your room a safe body image space. Take down images and posters that make you feel bad about yourself. Post positive messages to yourself on mirrors, doors, nightstands, and in drawers. Focus on things you like about yourself and things you can do well. Whenever you are in your safe space, don't allow yourself to say anything negative about your appearance, and avoid body shaming anyone else.

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LESSON 4.5

Your Nutrition Plan

Terms to Learn

food log



The Big Picture

Thoughtful planning can help you make healthy food choices even when circumstances are challenging. Taking responsibility for your eating behaviors is important.

Learning Targets

- Describe how to keep a food log.
- Describe two ways to analyze your diet.
- Practice setting SMART nutrition goals.
- Follow your nutrition plan and reflect on your progress.
- Describe how to ask for support in meeting your nutrition goals.

SEL Connection

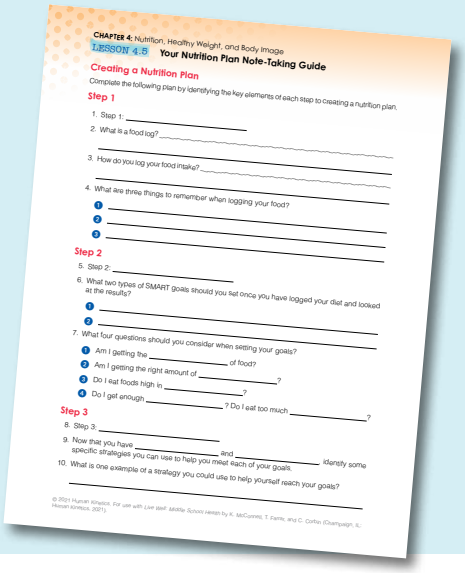
Creating a Nutrition Plan (Self-Management)

Write About It

Have you ever kept track of how much you eat in a day or how well you eat in a day? How might keeping track of your food intake help you eat a better diet?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 4: Nutrition, Healthy Weight, and Body Image
LESSON 4.5 Your Nutrition Plan Note-Taking Guide

Creating a Nutrition Plan

Complete the following plan by identifying the key elements of each step to creating a nutrition plan.

Step 1

1. Step 1: _____
2. What is a food log? _____
3. How do you log your food intake? _____
4. What are three things to remember when logging your food?
   1. _____
   2. _____
   3. _____

Step 2

5. Step 2: _____
6. What two types of SMART goals should you set once you have logged your diet and looked at the results?
   1. _____
   2. _____
7. What four questions should you consider when setting your goals?
   1. Am I getting the _____ of food?
   2. Am I getting the right amount of _____?
   3. Do I eat foods high in _____?
   4. Do I get enough _____? Do I eat too much _____?

Step 3

8. Step 3: _____
9. Now that you have _____ and _____, identify some specific strategies you can use to help you meet each of your goals.
10. What is one example of a strategy you could use to help yourself reach your goals?

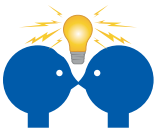
© 2021 Human Kinetics. For use with Live Well: Middle School Health by K. McConnell, T. Farris, and C. Corbin (Champaign, IL: Human Kinetics, 2021).

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Sarah learned all about good nutrition in her health class. She knows that her diet needs to give her adequate calories and provide a balance of healthy carbohydrates, fats, and proteins. Her teacher taught her to watch out for eating too much sodium and to pick whole foods that are high in fiber. She also learned that when it comes to your health what you eat is more important than how you look. Sarah wants to make some changes to her diet but she's not exactly sure what to do or what changes to make first. How might Sarah go about making healthy changes to her diet? How will she know what changes are the most important for her to make?

Creating a Nutrition Plan



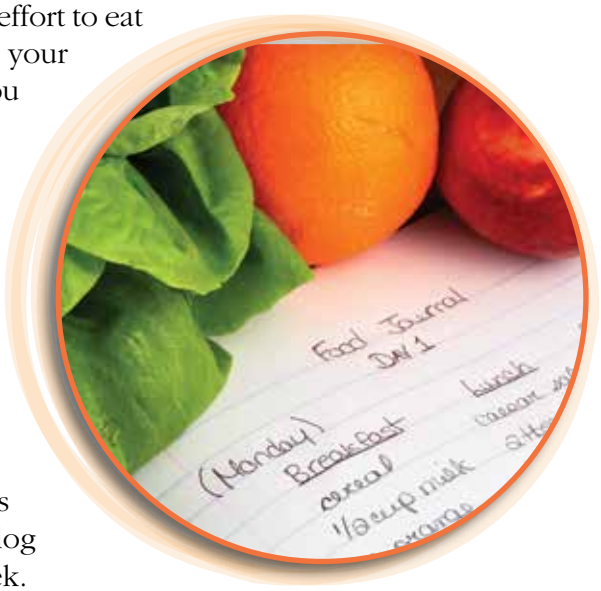
It is not realistic to think that you will keep track of what you eat every day for the rest of your life. It is also not realistic to think that you will eat a perfect diet every day of your life. When it comes to planning for good nutrition, you should focus on identifying the weaknesses in your diet and develop goals and strategies to help you improve them. Over the long term, the goals will become habits and your long-term dietary health will improve. Follow the steps in this lesson to help you set SMART nutrition goals and eat a healthier diet.



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Step 1: Log Your Food Intake and Analyze Your Diet



When you want to make a serious effort to eat healthy it is important to evaluate your diet first. By writing down what you eat and keeping track of your diet you can learn about your habits and preferences. Sometimes you don't realize you aren't eating enough of a nutrient, or that you are eating too much, until you really pay attention. A **food log** is a list of all the foods you ate and the amount of each food you ate over a set period of time. The most common food logs record three days, but you can log food for one day or for a full week.

To log your food intake, write down or use an app to enter everything you eat and drink for one day (one 24-hour period). You can recall everything you ate and drank in the last 24 hours, or you can keep track of what you eat for the next 24 hours. Be sure to keep track of the amount you eat for each food. There are different ways to record and analyze your food log. Choose a method from table 4.4 that works best for you or that your teacher instructs you to use. Two options are MyPlate Plan and MyFitnessPal.

TABLE 4.4 **Methods for Keeping a Food Log**

Keep a log of food groups and servings	Record foods and amounts on an app
• Using a blank sheet of paper, list the foods you ate for breakfast, lunch, dinner, and snacks. • Write down the food group of each food, and the equivalent serving you ate of each food. • Use ChooseMyPlate.gov to generate your own MyPlate Plan that shows how many servings of each food you should have each day and compare your results to your list.	• Enter the foods you ate into an app. Consider MyFitnessPal or MyPlate Calorie Counter. • Be sure to use an app that counts calories and can give you basic nutrition information. • Analyze your diet for total calories, fats, protein, and carbohydrates. If possible, also look at iron, calcium, sodium, and fiber.

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Career Connection

DIETITIAN

Dietitians provide expert advice on putting together a comprehensive nutrition plan. A dietitian is someone who has gone to college to study nutrition and health. Dietitians must also pass national exams in order to practice. A dietitian is qualified to plan meals for individuals or groups of people in different settings. Dietitians work in hospitals, medical centers, wellness clinics, and private practice. Dietitians determine the unique dietary need of each client or patient they work with. To learn more about becoming a dietitian, visit the website of the Academy of Nutrition and Dietetics.

No matter how you log your food, there are a few things to remember:

- Write down or enter everything you eat, even a handful of chips or a bite-size piece of candy.
- Include all drinks; many drinks contain calories.
- Don't forget condiments and sauces. The mayonnaise on a sandwich or the ketchup you had with fries count in your daily intake.
- Be honest. Your analysis will only be accurate if you keep track of everything you eat.
- Honor confidentiality; don't ask others to show you their food log and don't comment on anyone else's eating habits.
- There are different ways to go about analyzing your diet. Consider each option and do what works best for you.

Step 2: Identify Your Goals

Once you have logged your diet and looked at the results, identify short- and long-term goals that you want to meet. Remember to use SMART goals. When setting nutrition goals, it is especially important that your goals are realistic. Think carefully about what you can and can't do and remember that small improvements in your diet will add up over time. Write down your goals so that you don't forget them.

To help you set your goals, look at your food log and consider these questions:

1. Am I getting the right amount of food? If not, set a goal to increase or decrease your daily calories by a specific amount.
2. Am I getting the right amount of each food group? If not, identify specific foods you should eat more or less of.
3. Do I eat foods high in iron and calcium? If not, identify specific foods you should eat more or less of.
4. Do I get enough fiber? Do I eat too much sodium? Are there other problems with my diet? If you see a specific problem, identify specific foods you should eat more or less of.

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Step 3: Develop Your Plan

Now that you have analyzed your diet and set SMART goals, identify some specific strategies you can use to help you meet each of your goals. Remember, you have to take responsibility for reaching your own goals. Use a chart like the one in figure 4.11 to help you make your plan. An example is provided to help you.

SMART goal	Strategy
I will eat more fiber by eating at least three servings of fruits and vegetables every day.	I will eat at least one fruit with my breakfast. I will take carrots, celery, or radishes in my lunch whenever I can. I will always eat vegetables with my dinner.

Figure 4.11 Create your own chart to identify specific strategies to meet each of your goals.

Step 4: Log Your Progress

Once you know your goals and your strategies, make a behavior checklist for yourself so that you can keep track of your progress. Your checklist should include your goals and the specific strategies you want to use. You also want to keep track of your daily progress. An example is provided in figure 4.12.

Goal: I will eat more fiber by eating at least three servings of fruits and vegetables every day.	Mon	Tues	Wed	Thu	Fri	Sat	Sun
I will eat at least one fruit with my breakfast.	✓	✓	✓		✓		
I will take carrots, celery, or radishes in my lunch whenever I can.		✓	✓	✓	✓		
I will always eat vegetables with my dinner.	✓	✓	✓	✓	✓	✓	✓

Figure 4.12 Create a checklist to track your daily progress.

Step 5: Reflect on Your Progress

After you have worked on meeting your goals for a couple of weeks, you will want to reflect on how well you are doing. If you aren't having much success in meeting your short-term goals, or your strategies don't seem to be working, you may need to adjust one or both. Remember, a SMART goal is a realistic goal. Sometimes we think a change will be easier to make than it actually is. If something isn't working, adjust your goal or your strategies to be more realistic.

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Skill-Building Challenge

Asking for Support

If you want to stick with nutrition goals, chances are you will struggle to stick to your plan. Tempting foods are all around us and it can be easy to make unhealthy food choices. Social support will help you stick to your plan. It is important to share your goal with people you trust who are most likely to be around you at mealtimes or in other situations where food is likely to be present.

When you are asking for support from others it is a good idea to take the following steps:

Explain what you are trying to do and why it is important to you.

I am trying not to eat any candy or dessert at lunchtime.

Identify the situations when you might need the most support.

It is hard when we eat in the cafeteria and all those desserts are just sitting there.

Explain the type of support you need.

It would help me if you could encourage me not to pick up a dessert. It would also help if you didn't eat dessert in front of me, or if you didn't talk about how good it is.

Write your own script that will help you ask for the support you need in order to stick to your nutrition plan.

Healthy Living Skills

This lesson focused on asking for support. Here are some more ways you can develop healthy living skills related to this lesson.

HEALTHY COMMUNICATION

Write a paragraph that explains what MyPlate or MyFitnessPal is (pick one) and describes how it can be used to help you eat a healthy diet. Provide specific examples and use proper grammar when you write. Share your paragraph with a friend, parent, or guardian and answer any questions they have.

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LESSON 4.5 Review: Your Nutrition Plan

SUMMARY

- To keep a food log, write down everything you eat and drink, and the amounts you eat and drink, for a period of one to three days.
- To analyze your diet, compare what you eat to what you should eat based on MyPlate guidelines or enter your food log into a diet analysis app.
- Remember to use SMART goals when it comes to nutrition. It is especially important that your goals are realistic.
- When you've set nutrition goals, be sure to identify strategies that will help you reach your goals, and use a checklist to monitor your progress.
- Sticking to a nutrition plan can be hard. Always ask for the support of others. Explain what your goal is, when you need the most support, and what kind of support you need.

REVIEWING CONCEPTS AND VOCABULARY

1. A(n) _____ is a record of everything you eat and drink.
2. When logging your food intake, remember to include the serving _____ of everything you ate.
3. When making SMART nutrition goals, it is especially important that your goals are _____.
4. It is important to ask for _____ to help you achieve your nutrition goals and to stick to your plan.
5. Step 5 in creating a nutrition plan is to _____ on your progress.
6. A(n) _____ is someone who has gone to college to study nutrition and health.

THINKING CRITICALLY

Create a restaurant menu with meals that would align with your nutrition goals. Come up with two lunch items and two dinner items for your menu. Give each item a name and describe the ingredients of each meal.

TAKE IT HOME

Share your nutrition plan with a member of your family. Share with that person what they can do to help support you in reaching your goals.

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Chapter Review

ACTION PLAN: Improving My Body Image

Use the My Action Plan Worksheet to improve your body image or body weight. Here is an example.

My Action Plan: Improving My Body Image

STEP 1: Identify the health behavior you are going to work on.

I am going to be more positive about the way I look.

STEP 2: Write SMART goal(s).

Write one or two short-term goals (one day to one month long).

I will avoid making negative comments about myself when I am getting dressed in the morning.

I will write down one thing each day that I appreciate about what my body can do.

Write a long-term goal (one to six months or more).

I will be proud of my body and the things it can do.

STEP 3: Make a plan.

Identify two to five strategies (action steps) you could do to meet your goal.

I will not say anything negative to myself about my body when I am getting dressed.

I will ask my friends to call me out if I make a negative comment about my body.

I will pay extra attention to my achievements in sports and PE class and write those things down.

STEP 4: Do your plan and track your progress.

Short-term goal 1 ☒ Met ☐ Not met Date: September 7

Short-term goal 2 ☒ Met ☐ Not met Date: September 14

Long-term goal ☐ Met ☒ Not met Date: _____

If you met your goal, what helped you to be successful?

Keeping a list of the cool things my body can do helped me appreciate it differently.

If you did not meet your goal, what things made it harder for you to be successful?

I am not yet proud of my body, but I am no longer mean to myself. Society makes it hard—everyone expects you to criticize yourself, and other people are always judging everyone else's looks.

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Test Your Knowledge

Select the best answer for each question.

1. Which food is not a good source of iron?
   a. beef
   b. shellfish
   c. oranges
   d. dark chocolate

2. The mineral that helps your bones grow and your muscles function is called
   a. iron
   b. calcium
   c. folate
   d. vitamin C

3. A geographic area that lacks access to affordable fruits, vegetables, grains, and other healthy food options is called a
   a. school garden
   b. food desert
   c. malnutrition zone
   d. development zone

4. The four steps to food safety are
   a. separate, clean, cook, chill
   b. transport, cook, chill, dispose
   c. production, processing, distribution, preparation
   d. separate, clean, cook, dispose

5. Body image is
   a. the thoughts, feelings, and behaviors you have about your body and appearance
   b. how you look to others
   c. your BMI
   d. all of the above

6. Positive body image is related to
   a. lower self-esteem
   b. lower self-confidence
   c. BMI
   d. higher self-confidence

7. Which of the following is an eating disorder?
   a. hypertension
   b. diabetes
   c. depression
   d. bulimia nervosa

8. Which BMI is associated with being overweight?
   a. under 20
   b. 20 to 24.9
   c. 25 to 29.9
   d. over 30

9. When we are talking about where fat is located on your body, it is called your
   a. BMI
   b. body composition
   c. fat distribution
   d. weight

10. When you record what you eat for one to three days it is called a
    a. food log
    b. fitness log
    c. nutrition diary
    d. nutrition checklist

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PROJECT-BASED LEARNING: Beautiful Body Week

What to Remember

Health is more than your appearance. It is important to teach all people to love who they are and to take the best care of themselves that they can. When we focus only on how we look, we often feel like we are never good enough. We can also make unhealthy choices just to try to look a certain way.

Who It Is For

This is an advocacy campaign for the students in your school. The goal is to raise the awareness of these issues and to empower people to make healthier choices.

Why It Is Important

To provide positive messages about beauty and health that promote the acceptance of people of all shapes and sizes and that encourage healthy nutrition choices for all people.

How to Do it

Develop a beautiful body week campaign using posters, flyers, postcards, or other materials.

What to Do

Develop a campaign that will last one week. Each day you will focus on a specific part of body image and healthy nutrition. Select the topics from the following list or create your own topics with your teacher's approval.

- ☐ positive body image
- ☐ weight prejudice
- ☐ healthy weight
- ☐ unrealistic media images
- ☐ social media and body shaming
- ☐ healthy ways to lose and gain weight
- ☐ other: _____

For your campaign you want to focus on providing factual information that is encouraging and supportive. For each day make sure you include

1. important facts and figures,
2. important definitions and an explanation of the issue,
3. examples, images, and stories that will help people understand the issue, and
4. specific action items that people can follow.

Your campaign needs to work at your school. Make a list of the resources you have available to you and come up with a plan on what you will do. Consider making posters, flyers, postcards, or other materials to put up at school or to hand out. If your school has access to technology, consider building a daily video or slide show that you can share online.

CROSS-CURRICULAR CONNECTIONS: Visual Arts

Create a children's book about a person who is overweight. Make sure the story talks about their experiences with body image, weight prejudice, and weight loss. Include images you create. Write the story in the first person, which means from their point of view. The story could be a positive and inspirational story, or it could be a story that reflects challenges. Be sure to use empathy in your story, and include as many images and illustrations as you can to help convey your message.

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5

Staying Active and Healthy

LESSON 5.1 Physical Activity
LESSON 5.2 Health-Related and Skill-Related Fitness Components
LESSON 5.3 Preparing for Physical Activity
LESSON 5.4 Fitness Planning



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Understanding My Health

How Physically Active Am I?

Being physically active is an important habit for overall good health and wellness. Answer each question in the following chart by selecting the response that is most accurate for you. When you are done, add up your points. The closer you are to 15 points, the healthier your physical activity habits are.

	Always	Sometimes	Never
1. Are you physically active for at least 60 minutes every day? (The 60 minutes can be broken up throughout the day.) Being physically active may include playing sports or games, exercising, riding a bike, walking, or lifting weights.	3	2	1
2. Are you able to do all the things you need to do in a day without feeling exhausted?	3	2	1
3. Do you participate in a physical activity that you could see yourself doing when you are 60 years old or older?	3	2	1
4. When you are being physically active do you participate at a level that makes it a little hard to breathe? (For example, you have difficulty talking to someone at the same time as you are being physically active.)	3	2	1
5. Do you participate in physical activities that work muscular strength, muscular endurance, and flexibility?	3	2	1

My score for How Physically Active Am I? = _____ (total number of points)



Physical activity is a general term that covers all types of activities such as playing sports, dancing, walking, and biking. Just about anything you do that involves the large muscles of the body is classified as physical activity. The U.S. Department of Health and Human Services recommends that teens do 60 minutes or more of moderate-to-vigorous physical activity daily. A great guide to making sure you are getting the types of physical activity you need is to participate in health-related fitness activities on a regular basis with skill-related fitness components added in for specific sports and function.

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LESSON 5.1

Physical Activity

Terms to Learn

physical activity
exercise
physical fitness
aerobic
health-related fitness
skill-related fitness



The Big Picture

Physical activity is a broad term that covers most types of activities you do in your day. There are many benefits to being physically active, including improving sleep, reducing anxiety, and improving academic achievement. Your physical activity should focus on the health-related fitness components of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.

Learning Targets

- Explain physical activity, exercise, and physical fitness.
- Summarize the benefits of physical activity.
- Identify three activities you could do at home when taking an activity break.
- Design a schedule you could use daily to get your 60 minutes of exercise completed.
- Describe the difference between health-related fitness and skill-related fitness.

SEL Connection

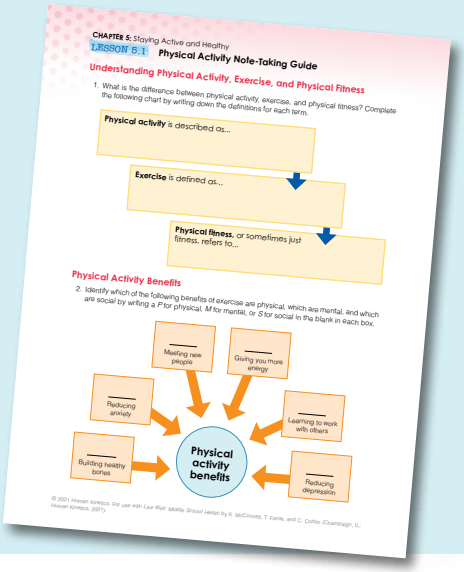
Healthy Living Skills: Analyzing Influences (Self-Awareness)

Write About It

Think about the amount of physical activity you get in a typical week. List the activities you do in a week, and how often you do them. Do you think you do enough physical activity each week? Please explain why you think you do enough or why you think you don't do enough physical activity.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 5: Staying Active and Healthy
LESSON 5.1 Physical Activity Note-Taking Guide

Understanding Physical Activity, Exercise, and Physical Fitness

1. What is the difference between physical activity, exercise, and physical fitness? Complete the following chart by writing down the definitions for each term.

Physical activity is described as...

Exercise is defined as...

Physical fitness, or sometimes just fitness, refers to...

Physical Activity Benefits

2. Identify which of the following benefits of exercise are physical, which are mental, and which are social by writing a P for physical, M for mental, or S for social in the blank in each box.

Meeting new people
Giving you more energy
Reducing anxiety
Learning to work with others
Building healthy bones
Physical activity benefits
Reducing depression

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Seth enjoys being physically active. He plays basketball and soccer on his school teams and is in good shape. In both sports he runs a lot, so his cardiorespiratory endurance (heart and lungs) is good but he isn't very strong or flexible. Can you list two activities he could do to get stronger arms and legs? Since he does a lot of running, can you list two stretches he could do for his legs to help him be more flexible?

Understanding Physical Activity, Exercise, and Physical Fitness

Physical activity is described as movement using the large muscles of the body. It is a general term that includes sports, dance, and a whole variety of activities such as walking, swimming, biking, or climbing stairs. Just about anything you can do that involves the large muscles of the body and gets you moving is a physical activity. You may be physically active for a specific purpose or just for fun. If you decide to be physically active for a specific purpose that is used to maintain or increase your physical fitness, you are doing exercise. **Exercise** is defined as planned, structured, and repetitive physical activity for the purpose of improving or maintaining one or more components of fitness. There is a reason why you are jogging and lifting weights for 60 minutes three times a week. The reason may be to get healthier, to get in shape for something you want to try out for or do, or just because it makes you feel better at the end of the day. You may also hear the term **physical fitness**, or sometimes just fitness, which refers to your body systems being able to work together efficiently to allow you to be healthy and be able to perform all the daily activities you need to. Being physically fit means you are able to handle all the things you need to do in a day without getting easily tired. See figure 5.1 for the differences among physical activity, exercise, and physical fitness.



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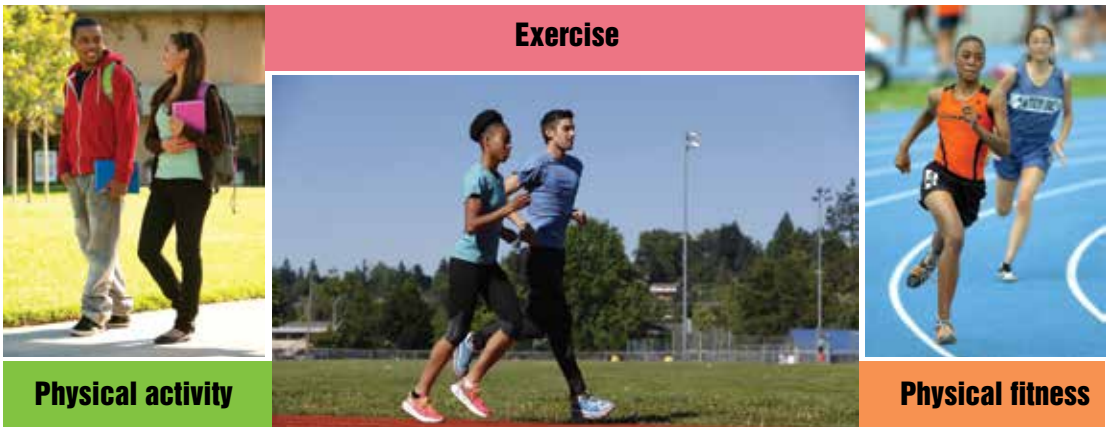


Figure 5.1 The differences among physical activity, exercise, and physical fitness.

Physical Activity Benefits

Participating in physical activity on a regular basis produces multiple physical, mental, and social health benefits. Physical health benefits include building healthy bones and muscles, decreasing the likelihood of obesity, giving you more energy, and improving sleep. Mental health benefits include promoting positive mental health by helping to reduce anxiety and depression. Physical activity can also help improve grades in school, increase concentration, and improve thinking and remembering. Social benefits include meeting new people, developing new friendships, and learning to work with others.

Physical Activity and Disease Prevention



While you probably don't think too much about chronic disease, you should know that physical activity can help reduce your risk of getting type 2 diabetes, heart disease, many types of cancer, high blood pressure, and dementia. If you begin to be physically active consistently as a teen, you are much more likely to be physically active throughout your life. Currently, only half of the adults in the United States get the physical activity they need to help reduce and prevent chronic diseases. About one in two adults have at least one chronic disease. Staying physically active will help keep you healthy and may prevent many chronic diseases.

Physical Activity Guidelines for Teens

The U.S. Department of Health and Human Services recommends that all teens do 60 minutes or more of moderate-to-vigorous physical activity daily. A moderate physical activity is an exercise equal in intensity to brisk walking. It can also include some activities of daily living such as walking to school,

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doing yardwork, and doing housework. Vigorous physical activity is described as an activity you can do for a long time without stopping. It increases your heart rate and makes you breathe faster. These activities are more intense than moderate physical activities and are continuous such as jogging and aerobic dance. The 60 minutes of activity each day can be a combination of moderate and vigorous and should be divided among aerobic exercises (steps 1, 2, and 3 on the Physical Activity Pyramid), muscle-fitness exercises (step 4 on the Physical Activity Pyramid), and flexibility exercises (step 5 on the Physical Activity Pyramid), with the most time going to aerobic activities (figure 5.2). **Aerobic** means *with oxygen* and occurs over longer periods of time; aerobic activities make your heart beat faster and make you breathe harder than normal. Aerobic activities are also known as cardiorespiratory endurance activities.

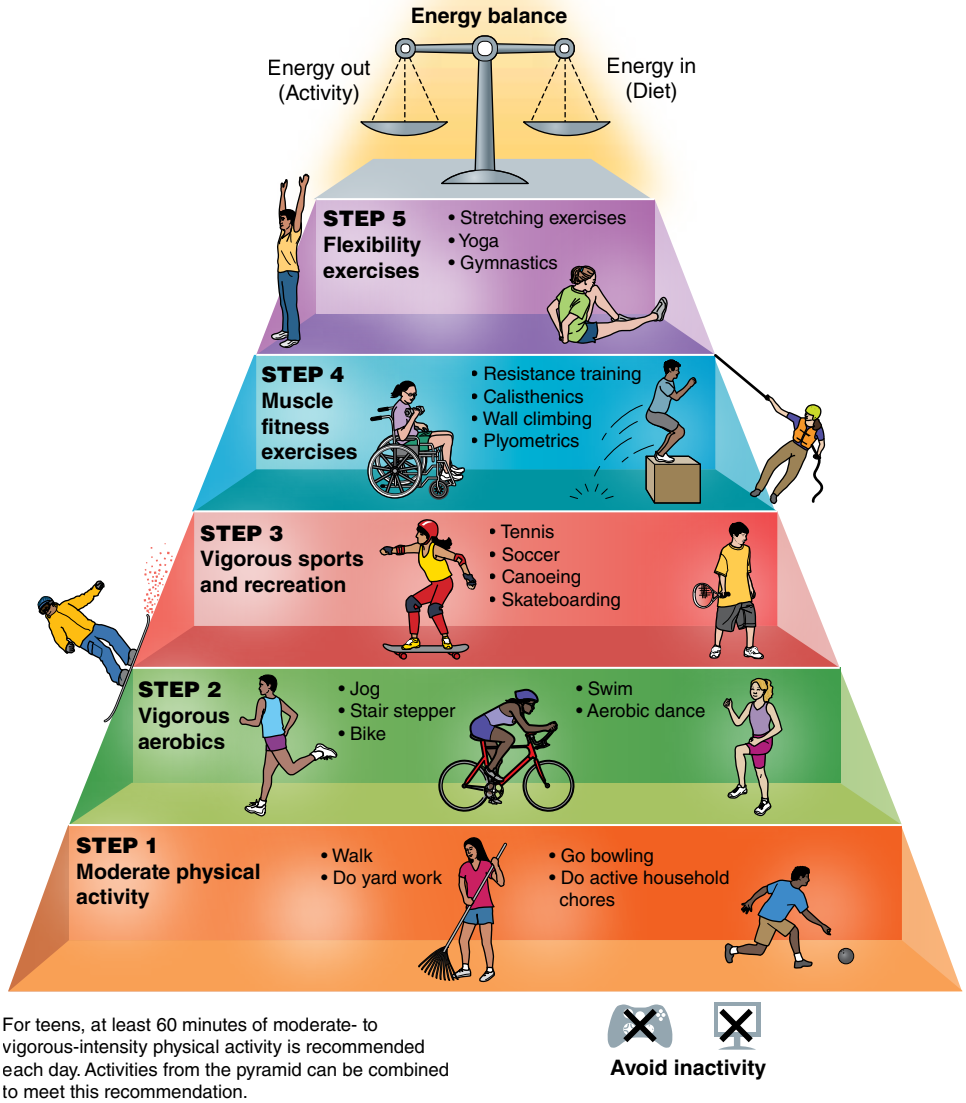


Figure 5.2 The Physical Activity Pyramid shows you how to include different types of physical activity in your life.

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If 60 minutes of activity seems like a lot to do at once, consider dividing your 60 minutes into smaller amounts of time. You could divide your 60 minutes into four 15-minute physical activity breaks, three 20-minute breaks, or even six 10-minute breaks. Doing six 10-minute physical activity breaks might seem much less overwhelming than doing an hour of activity. Make your activity breaks energizing or relaxing, whichever you need at that moment. Plan physical activities you enjoy doing so you look forward to taking your break. The most important thing is that you are getting up and being active during your day. You can get in a complete workout wherever you are with nothing more than your imagination to create a workout. You could also decide to make this a family activity and play in your backyard, at your school, or in a nearby park. When watching TV, you could be physically active with your family during commercials. Have contests to see who can do the longest wall sit or the longest plank, for example. You don't need to spend hours at a gym or have special equipment to be physically active. You just need to take the opportunities you have throughout your day and be active. Participating in physical activity and exercise should give you more energy and make you feel better. Find activities you enjoy, because being physically active should not be something you *have* to do, it should be something you *want* to do. Think about how you could incorporate physical activity into your daily routine.



Health-Related and Skill-Related Fitness Components

When preparing to be physically active you should focus on the **health-related fitness** components as they refer to fitness activities you need to do regularly to keep healthy. The components of health-related fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition. There are also **skill-related fitness** components that help you perform well in sports and other activities that require specific skills. The components of skill-related fitness are speed, agility, balance, power, coordination, and reaction time. Both health-related and skill-related fitness components are important to your overall daily living activities and sports. We will discuss both types of fitness components in more detail in the next lesson.

HEALTHY LIVING TIP

Create a list of activities you can do so that on your activity break you can pick three or four activities, do them, and get back to work if you need to.

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Skill-Building Challenge WWW

Promoting Good Health

Being physically active throughout the school day is not only good for health, it can also help you learn better and do better in school. Work with a partner to advocate for brain breaks during the school day for all students. Create a letter for your school administrators, using the questions below to guide you. Review the Advocacy Skill Cues to help you think about how to best advocate for this change. If your school already participates in regular brain breaks, advocate for another school that doesn't already do this.

1. What do you want to see changed in your school?
2. What information will you use to help get your message across? (Use facts to support your message.)
3. Who is your audience? (Think about the information you gathered and whether it is appropriate for that audience.)
4. What is your message? (Keep it simple and clear.)
5. If you had the chance to share your letters, did your message work? (Did you get the outcome you wanted?)

Healthy Living Skills

This lesson focused on advocacy. Here are some more ways you can develop healthy living skills related to this lesson.

MAKING HEALTHY DECISIONS

You have decided you need to be more physically active than you are. You have thought about working out before, but you know you need someone to work out with you to help hold you accountable. Your friend Gabriella wants to get ready for volleyball, so you ask her to work out with you. Gabriella wants a workout to help her get into shape, you want a workout to help increase your overall health, and you both know working out together will help keep you on track. Use the decision-making steps to help you decide what type of workout you want to do.

ANALYZING INFLUENCES



Many people use smart watches to help them track their physical activity and to keep them motivated to stay active. You are looking for a new smart watch and want one that can track your heart rate, steps, activity, and calories burned; can play music; and has a stopwatch. Use the Internet to research three different smart watch options. Make a chart that shows the features each watch has, as well as the cost of each watch. Compare the choices and rank the watches based on which one you would be most likely to want (pick your first choice, second choice, and third choice). Consider the most realistic option for you and try not to be influenced by what is a popular or trendy choice. Use the Analyzing Influences Skill Cues to help you work through the process of choosing a new watch.

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LESSON 5.1 Review: Physical Activity

LESSON SUMMARY

- Physical activity is anything that involves the large muscles of the body and gets you moving. Exercise is also about getting you moving, but it is planned, structured, and repetitive. Physical fitness is also about being active, but it is centered on your body systems working together so you can handle all the things that happen in a day without getting easily tired.
- Regular physical activity can improve physical, mental, and social health.
- Activities you can do at home could include jogging, dancing, planks, wall sits, and stretches.
- To get your 60 minutes of exercise you could divide up your 60 minutes into four 15-minute physical activity breaks, three 20-minute breaks, or even six 10-minute breaks.
- Health-related fitness components refer to fitness activities you need to do regularly to keep healthy. Skill-related fitness components are ones that help you perform well in sports and other activities that require specific skills.

REVIEWING CONCEPTS AND VOCABULARY

1. A movement using the large muscles of the body is known as _____.
2. _____ is the planned, structured, and repetitive movement for improving or maintaining components of fitness.
3. Your body systems being able to work together efficiently so you are healthy and able to perform all the daily activities you need to is known as _____.
4. _____ means *with oxygen* and occurs over longer periods of time. These types of activities make your heart beat faster and make you breathe harder than normal.
5. _____ fitness activities should be done regularly to keep you healthy.
6. _____ fitness activities help you perform well in sports and other activities that require specific skills.

THINKING CRITICALLY

Talk to an adult, a family member if possible, and ask them about any chronic diseases they may have or someone else in your family may have. Based on the information in this lesson you learned that being physically active can help prevent many chronic diseases. Based on the chronic disease(s) the adult you spoke to may have or know about, does it influence you to be more physically active daily? Why or why not?

TAKE IT HOME

Take note of how inactive you and your family are each evening for three nights or during a weekend. Talk to your family about being active more and see if there might be some activities you would be willing to do together. If you can't get your whole family to participate, find out who will, and get active!

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LESSON 5.2

Health-Related and Skill-Related Fitness Components

Terms to Learn

cardiorespiratory endurance
circulatory system
respiratory system
rating of perceived exertion (RPE) scale
target heart rate
maximum heart rate
muscular strength
muscular endurance
muscular system
skeletal muscles
cardiac muscle
smooth muscle
nervous system
skeletal system
tendons
ligaments
cartilage
joints
flexibility
dynamic stretching
static stretching
body composition



The Big Picture

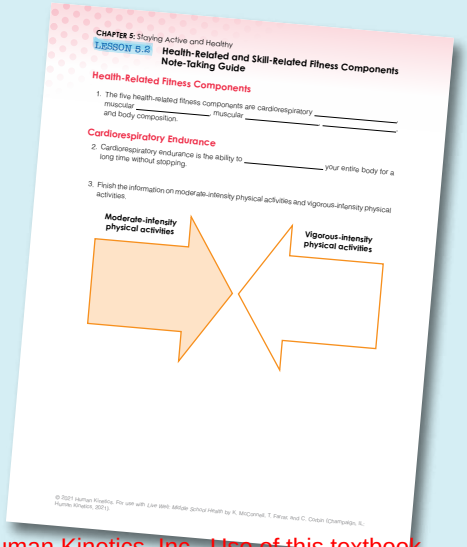
Health-related and skill-related fitness components are important aspects of physical fitness that positively contribute to your overall health and wellness. Health-related fitness components include cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition. Skill-related fitness components include coordination, agility, balance, speed, power, and reaction time. Both sets of components are related to multiple systems at work throughout your body such as the circulatory and respiratory systems, muscular system, and nervous system when you are physically active.

Learning Targets

- Define the five health-related fitness components.
- Explain two ways to determine your cardiorespiratory endurance intensity.
- Summarize the benefits of regular muscular strength and muscular endurance exercise.
- Describe what influences your range of motion.
- Define the six skill-related fitness components.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 5: Staying Active and Healthy
LESSON 5.2 Health-Related and Skill-Related Fitness Components Note-Taking Guide

Health-Related Fitness Components

1. The five health-related fitness components are cardiorespiratory _____, muscular _____, muscular _____, and body composition.

Cardiorespiratory Endurance

2. Cardiorespiratory endurance is the ability to _____ your entire body for a long time without stopping.

3. Finish the information on moderate-intensity physical activities and vigorous-intensity physical activities.

Moderate-intensity physical activities

Vigorous-intensity physical activities

SEL Connection

Skill-Building Challenge: Using *I* Messages and Active Listening (Responsible Decision Making)

Write About It

How could you be more physically active at school, especially if you don't have physical education at this time? Try to list at least three things you could do throughout your day.

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Meghan's grandma Ruth, who is 65, wants to work on getting in better shape and she asked Meghan to help her. Grandma Ruth can't jog anymore because she has bad knees and it just hurts too much. Other than her bad knees she seems to be healthy. Meghan learned about a lot of different activities in her physical education class at school, but she doesn't know exactly what to tell her grandma. She knows that walking would be good, and she thought about showing her some crunches and squats. What could Meghan do so that she feels more confident in helping her grandma? What resources might Meghan use to improve her knowledge of physical activities that are appropriate for her grandma?



Health-Related Fitness Components

The health-related fitness components refer to parts of your fitness you need to exercise regularly to keep healthy. The components of health-related fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.

Cardiorespiratory Endurance

Cardiorespiratory endurance is the ability to exercise your entire body for a long time without stopping. Two systems that work with cardiorespiratory endurance activities are the circulatory system, which controls the flow of blood in your body, and the respiratory system, which controls the flow of oxygen in your body. Some examples of cardiorespiratory endurance exercises are brisk walking, biking at a slow to moderate pace, dancing, and playing doubles in tennis. These types of exercises are aerobic and are the foundation for being physically active because everyone should be able to do at least some type of moderate physical activity.

Moderate physical activities increase your heart rate and benefit your heart by improving cardiorespiratory endurance fitness. When physical activity is done at a moderate intensity, your heart will beat faster, you will breathe harder than normal, and you will be able to carry on a conversation. Vigorous-intensity activities require a higher amount of effort than moderate-intensity exercises. Vigorous-intensity activities will increase your heart rate, make you breathe harder than a moderate-intensity activity, and will make it difficult to talk while exercising. These activities are also continuous and include activities such as hiking uphill, running, swimming laps, playing singles in tennis, and jumping rope. Benefits of regular aerobic exercise include better sleep, improved mood, improved self-esteem, reduced risk of type 2 diabetes, maintaining or decreasing weight and body fat percentage, and staying in control of your emotions.

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Circulatory System

The **circulatory system** controls the flow of blood in your body and consists of your heart, blood vessels, and blood (figure 5.3). Your heart pumps blood to cells throughout your body through the four valves in your heart. These four valves open and close in perfect rhythm, pumping oxygen-rich blood through your arteries. The heart contracts, on average, 70 times per minute and pumps five quarts of blood each minute. The benefit of being physically active for your heart is that it becomes a stronger muscle, can pump more blood with fewer beats, and works more efficiently overall.

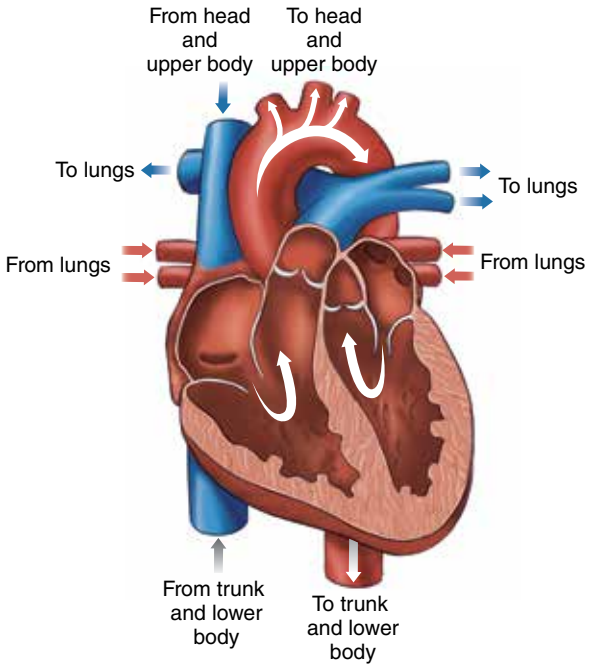


Figure 5.3 The circulatory system controls the flow of blood in your body and consists of your heart, blood vessels, and blood.

Respiratory System

The **respiratory system** controls the flow of oxygen in your body and is made up of your mouth, nose, trachea, diaphragm, and lungs (figure 5.4). The main functions of the respiratory system are to supply your blood with oxygen and to get rid of carbon dioxide. Carbon dioxide is the waste gas that is produced when carbon is combined with oxygen.

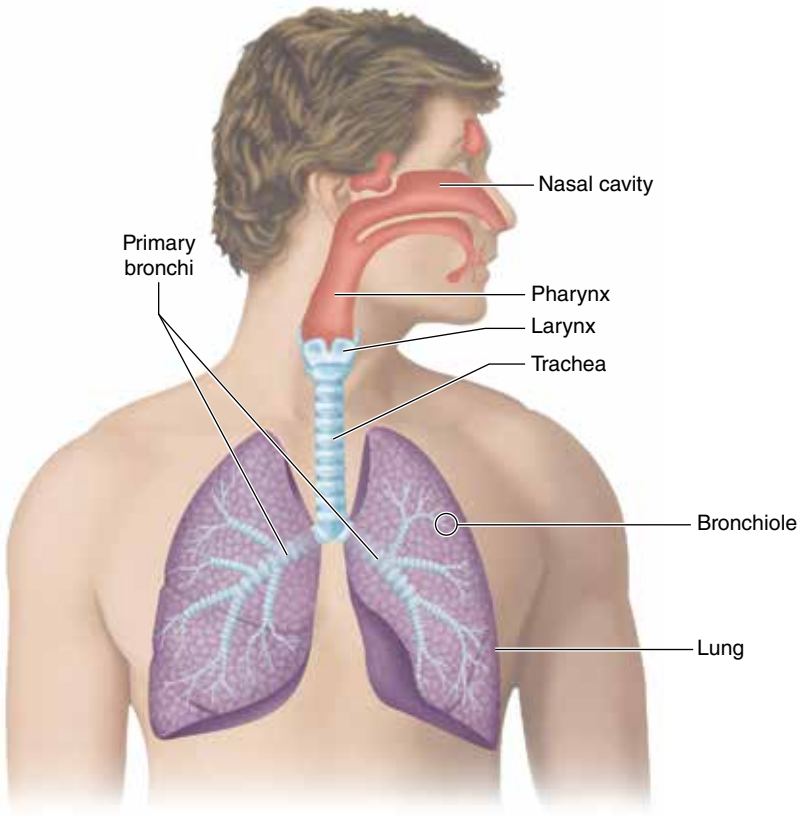


Figure 5.4 The respiratory system controls the flow of oxygen in your body and is made up of your mouth, nose, trachea, diaphragm, and lungs.

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Determining Your Cardiorespiratory Endurance Intensity

To gain the most benefit from being physically active, you should make sure you are working at the proper intensity. An easy way to determine if you are working at a moderate- or vigorous-intensity level is to use the **rating of perceived exertion (RPE) scale** (figure 5.5). The RPE scale has numbers and pictures that relate to how easy or difficult you feel the aerobic activity you are doing is for you. For a moderate-intensity activity level you would be at level 4 to 5 and for a vigorous-intensity activity you would be at level 6 to 7. Your perceived exertion level might be very different from that of someone else who is doing the exact same workout, based on each individual fitness level.

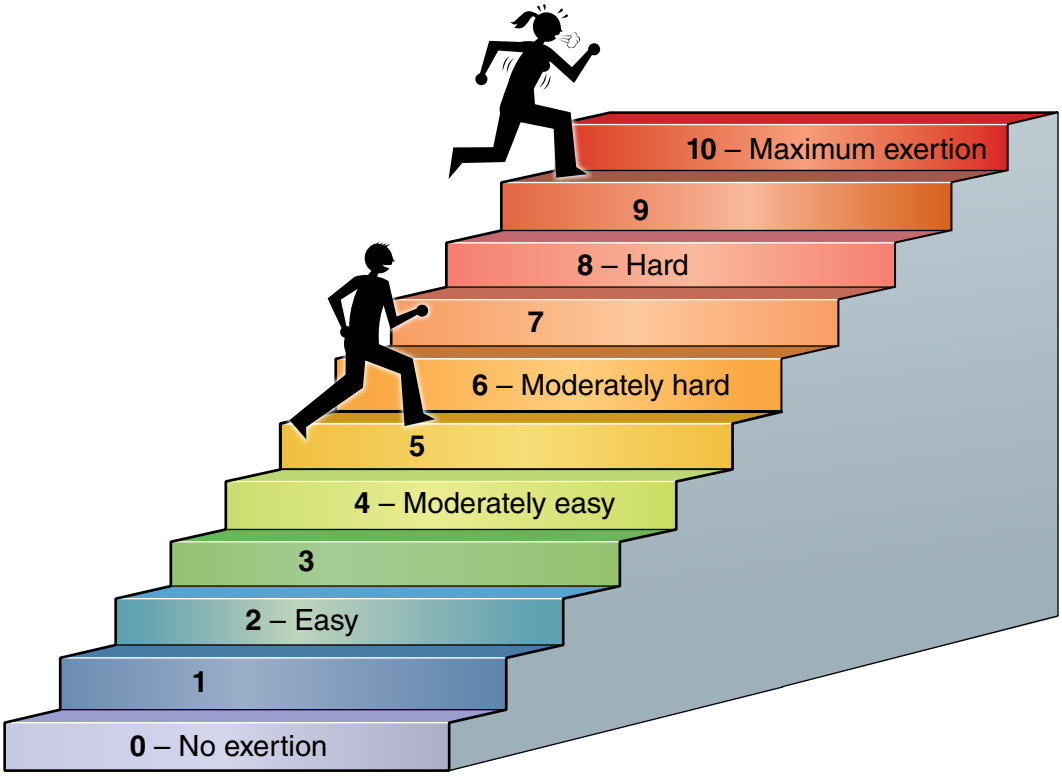


Figure 5.5 You can use the rating of perceived exertion (RPE) scale to determine the intensity level of your activity.

A second way to determine if you are working at a moderate or vigorous intensity level is to make sure you are working in your target heart rate zone. Your **target heart rate** is a range of two numbers that you want to ideally stay in when exercising to get the most benefit from your workout. To exercise at a moderate intensity level, your target heart rate should be at 60 to 75 percent of your maximum heart rate. To exercise at a vigorous intensity level, your target heart rate should be at 75 to 90 percent of your maximum heart rate. Your **maximum heart rate** is the highest your heart rate should be when exercising. To determine your maximum heart rate and your moderate intensity target heart rate, complete the following steps:

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1. 220 – your age = maximum heart rate in beats per minute.
2. Multiply your maximum heart rate by the low percentage (60%) and the high percentage (75%) for moderate intensity. Example:
   a. 220 – 12 = 208
   b. 208 × .60 = 125
   c. 208 × .75 = 156
   d. Target heart rate zone = 125-156
3. Multiply your maximum heart rate by the low percentage (75%) and the high percentage (90%) for vigorous intensity. Example:
   a. 220 – 12 = 208
   b. 208 × .75 = 156
   c. 208 × .90 = 187
   d. Target heart rate zone = 156-187

Muscular Strength and Muscular Endurance

Muscular strength and muscular endurance exercises are the activities that make your muscles work such as lifting weights, using resistance bands (which come in different strengths so you can find a resistance that is right for you), and using your own body weight when doing exercises like push-ups and sit-ups (figure 5.6). Regardless of the type of muscular exercise you are going to do, it is important to lift a weight that is appropriate for you and not try to lift more than you safely can so you do not hurt yourself. **Muscular strength** is the amount of force a muscle can produce. **Muscular endurance** is the ability of the muscles to perform continuously without tiring. Benefits of regular muscular strength and muscular endurance exercise include keeping bones strong, increasing energy levels, helping maintain correct posture, increasing lean body mass, reducing the risk of injury, and helping perform everyday tasks such as climbing stairs much more easily.



Figure 5.6 Push-ups are a type of exercise that can improve your muscular strength and endurance.

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Muscular System

The **muscular system** is responsible for all movement and consists of more than 650 muscles. There are three types of muscle tissue: skeletal, cardiac, and smooth (figure 5.7). **Skeletal muscles** are attached to your bones and enable you to move your body (figure 5.8). Skeletal muscles are voluntary muscles, which means you control them. **Cardiac muscle** is found only in the walls of the heart. Cardiac muscles contract automatically and regularly so your heart can pump blood throughout your body. **Smooth muscle** is found in the walls of hollow organs such as your esophagus and stomach. Smooth muscles are involuntary, so they contract automatically in response to a command from your nervous system.

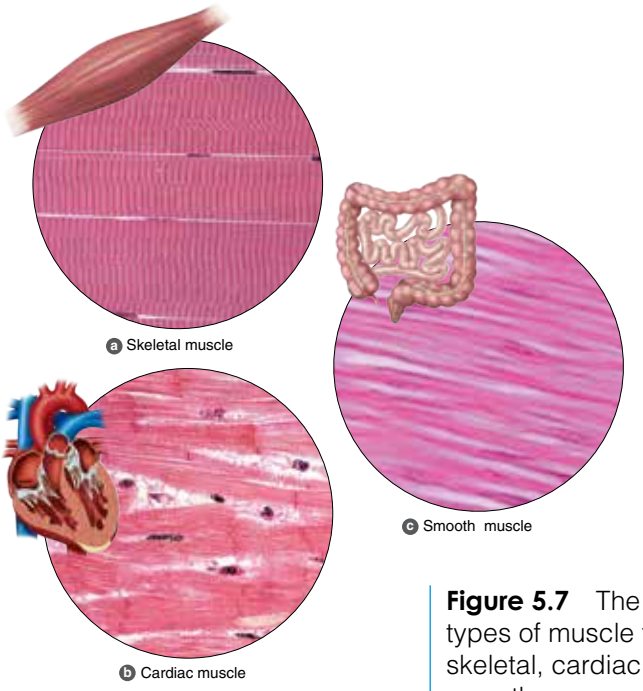


Figure 5.7 The three types of muscle tissue: skeletal, cardiac, and smooth.

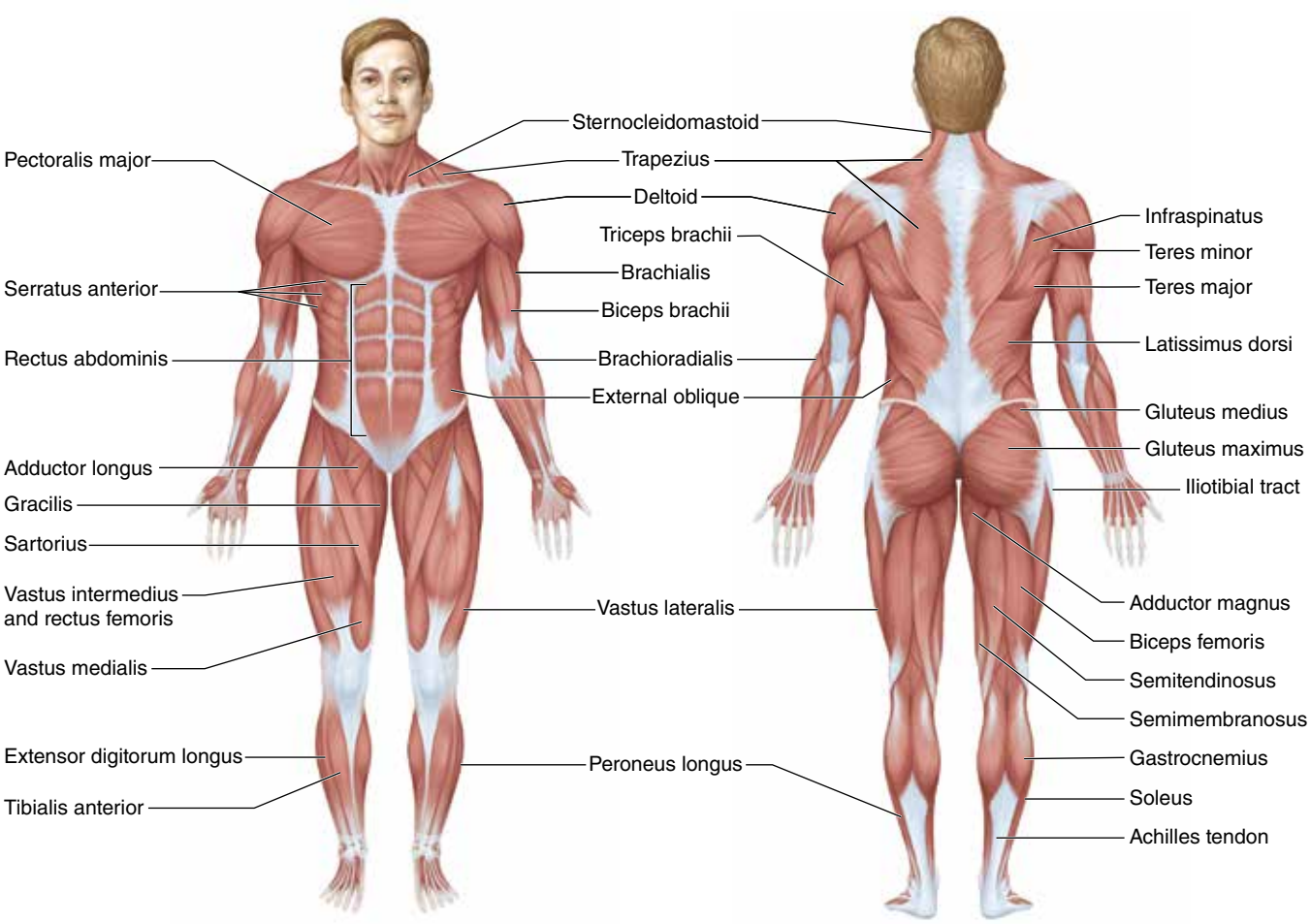


Figure 5.8 The major muscles of the body.

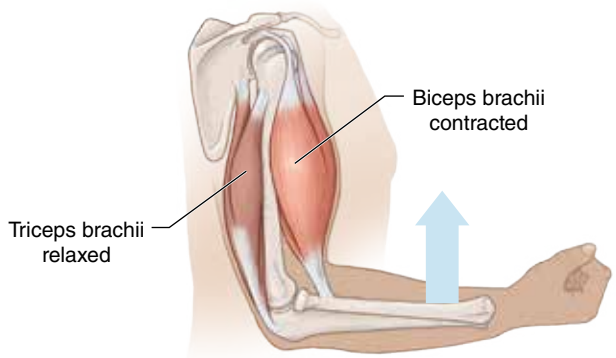
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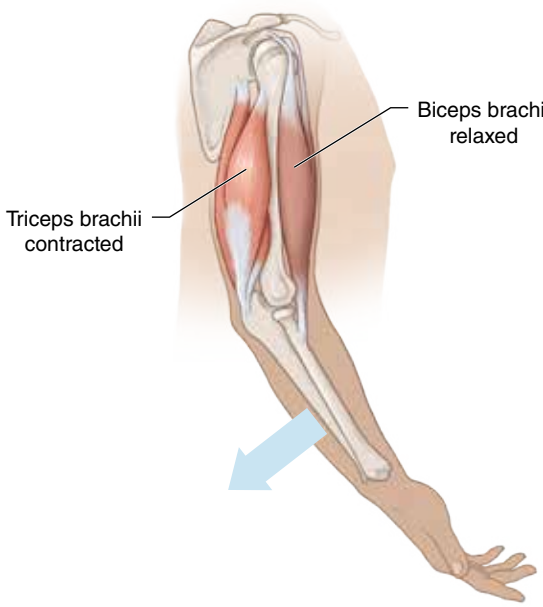
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Muscle Pairs

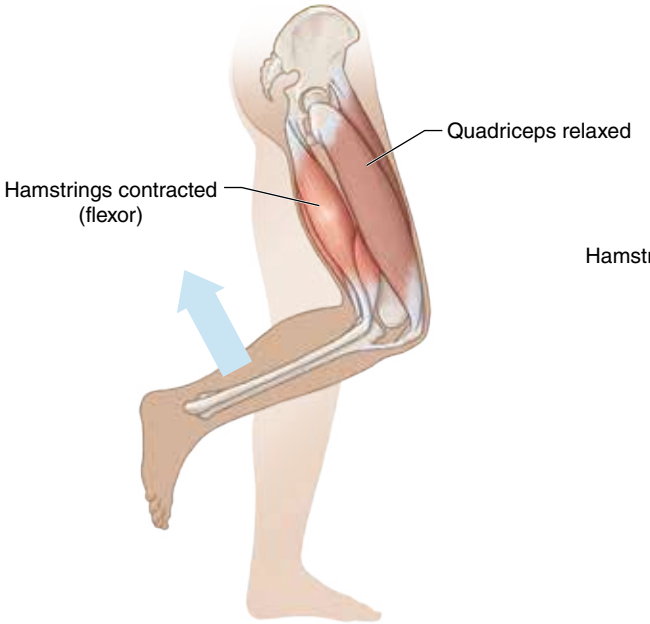
Most skeletal muscles work in pairs to move certain body parts. This means that when one muscle in the pair contracts (shortens), the opposite muscle extends (lengthens). This produces movement at the joint.

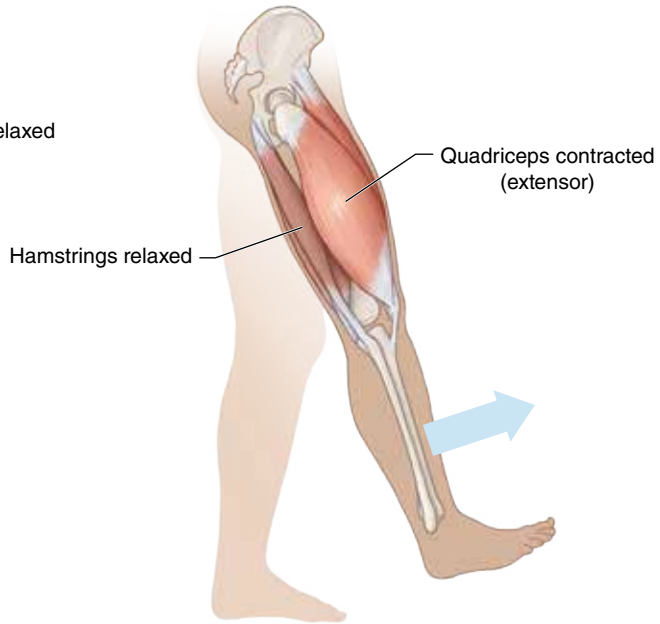
Biceps and triceps:





Hamstrings and quadriceps:





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Nervous System

The **nervous system** provides all the electrical signals that control your movements. You can run, jump, throw, stretch, and move in general because of your nervous system. The nervous system is organized into two parts: the central nervous system (CNS) and the peripheral nervous system (PNS), as seen in figure 5.9. The central nervous system is made up of your brain and spinal cord. The peripheral nervous system is made up of a network of nerves that connect your brain and spinal cord to the rest of your body. Your brain receives and processes all the information you take in and sends messages to the other parts of the body. The spinal cord relays information to and from the brain and all parts of the body, which allows you to move.

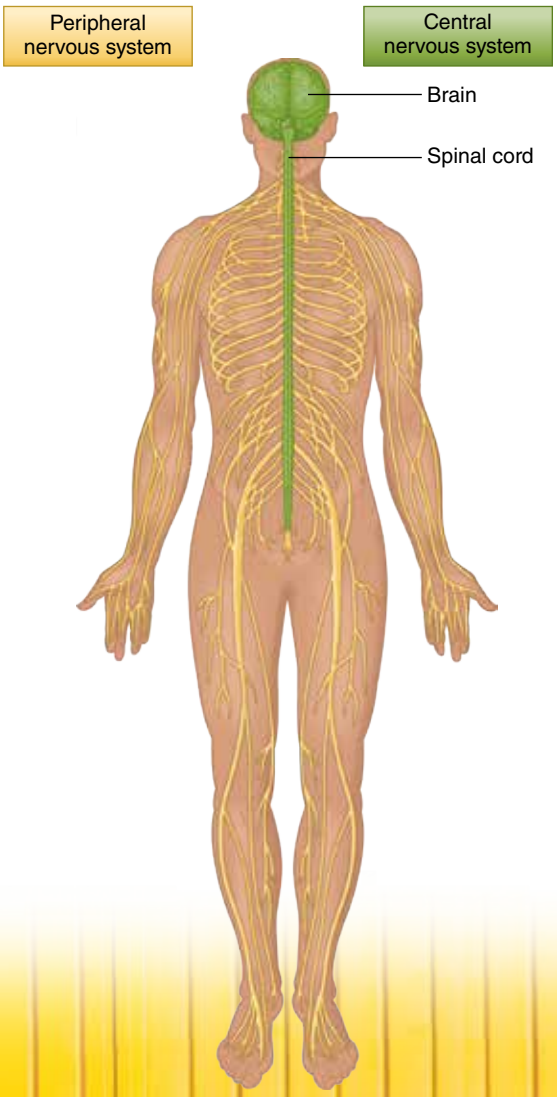


Figure 5.9 The nervous system.



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Skeletal System

The **skeletal system** is made up of your bones and the tendons, ligaments, and cartilage that connect the bones together. The skeletal system gives your body support, protects other parts of your body like your internal organs, your brain, and your heart and lungs from injury, and allows movement (figure 5.10). You are born with about 300 bones, which fuse together as you grow, resulting in 206 bones in your skeletal system by the time you are around nine years old. **Tendons** are tough bands of tissue that connect bones to muscles and can shorten or lengthen just like muscles. **Ligaments** are strong bands of tissue that connect bones together. **Cartilage** is a connective tissue that cushions joints and helps them move smoothly and easily. The skeletal system can move thanks to the **joints**, which is where two or more bones meet. There are four main types of joints based on the type of movement they allow: hinge joints, gliding joints, pivot joints, and ball-and-socket joints (table 5.1).

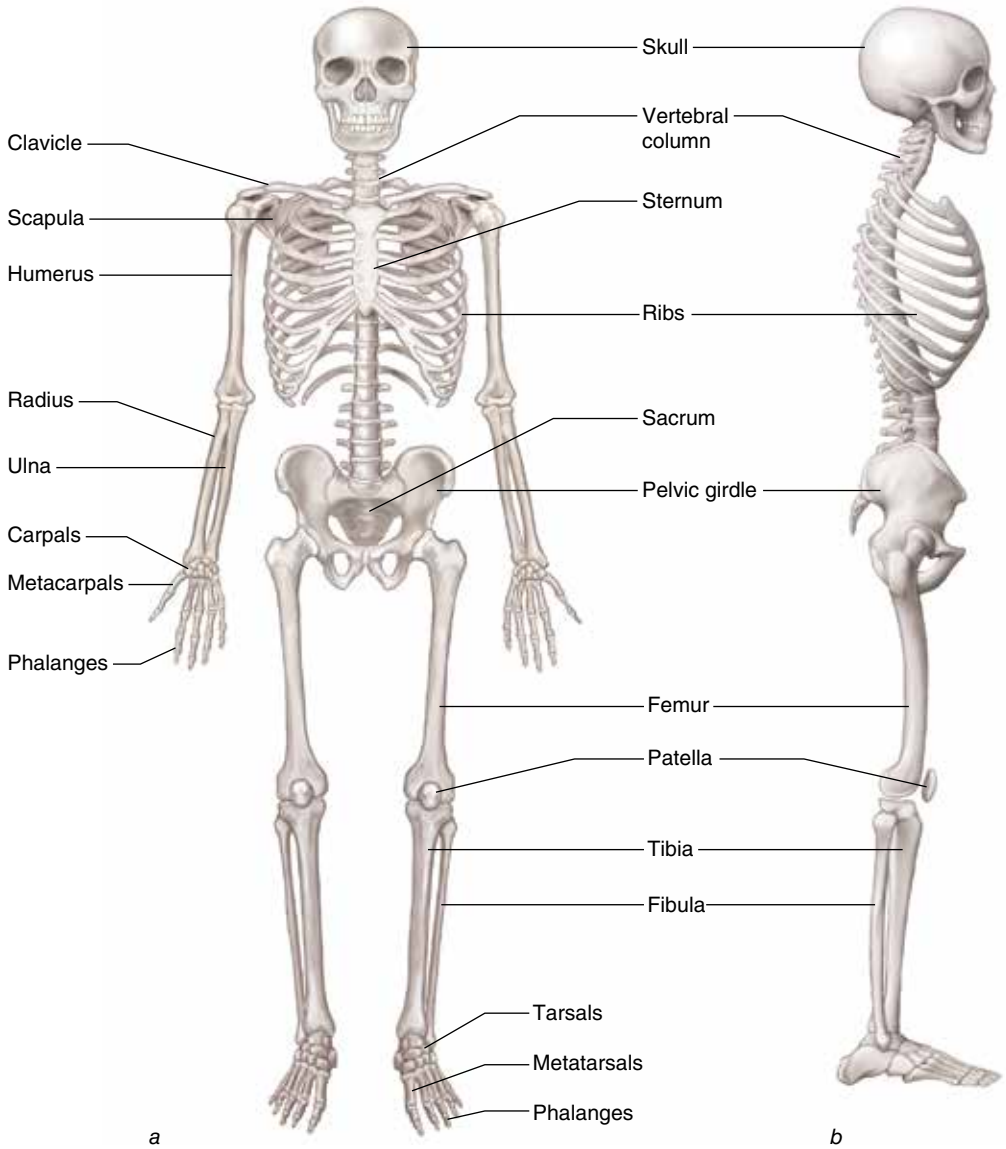
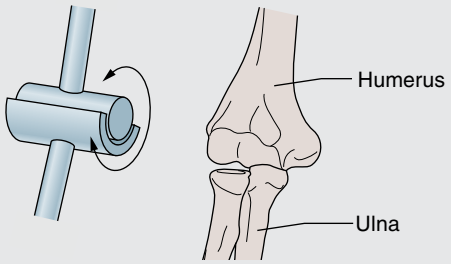
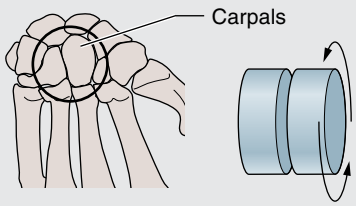
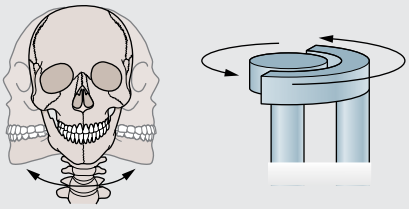
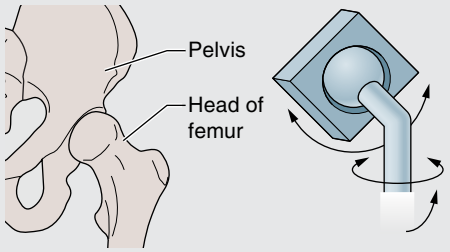


Figure 5.10 The major bones of the skeletal system.

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TABLE 5.1 **Types of Joints**

Joint name and location	Joint function	Joint
Hinge joints: elbows and knees	To move in one direction only	
Gliding joints: wrists and ankles	To allow bones to slide over each other	
Pivot joint: between neck and head	To allow movement from side to side, up and down; allows for limited rotation	
Ball-and-socket joints: hips and shoulders	To move in all directions, allowing rotation	

Flexibility and Range of Motion

Flexibility is the ability to use your joints fully through a wide range of motion. Your range of motion is influenced by the mobility of the muscles and tendons that surround the joint. Injury, inactivity, or a lack of stretching can affect the loss of normal joint flexibility.

Flexibility exercises are made up of exercises such as stretching and yoga. Flexibility is important for better performance in sports and activities, improving posture, and reducing the risk of injury (figure 5.11). Stretching should be done daily to help maintain and increase flexibility. Benefits of regular flexibility exercise include better performance, an increase in physical and mental relaxation, greater freedom of movement, improved posture, and reduced risk of injury.



Figure 5.11 Flexibility can improve your performance in sports and other activities.

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HEALTHY LIVING TIP

Develop a stretching routine that includes all of the major muscle groups in your body. When you are feeling stressed, take a few minutes and, after a short warm-up, stretch the major muscle groups to relax.

Flexibility Types

To develop flexibility, you should participate in both dynamic and static stretching. **Dynamic stretching** is being able to perform dynamic movements of the muscles through the full range of motion in the joints. Butt kicks, high knees, and lunges are example of dynamic stretching. **Static stretching** is being able to maintain an extended stretching position. Hamstring stretches and quad stretches are examples of static stretching. Before you begin dynamic or static stretching it is important you warm your muscles up to increase blood flow throughout your body, to increase the muscles' range of motion, and to prevent straining any muscles. Examples of other flexibility training activities besides stretching include yoga, Pilates, and tai chi.

Body Composition

Body composition refers to the ratio of lean (muscle) tissue to fat tissue in your body (figure 5.12). Different types of tissue that make up your body include fat, muscle, bone, and organs. Two people can weigh the same amount yet look very different due to their body composition. A teen who regularly exercises may have more lean tissue, resulting in a lower body composition compared to the teen who doesn't regularly exercise and may have more fat tissue, resulting in a higher body composition. While all the other health-related fitness components have specific exercises and different ways to train, body composition is affected by your cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility.



Figure 5.12 Body composition can be estimated by using skinfold calipers.

Skill-Related Fitness

Skill-related fitness components help you perform well in sports and other activities that require specific skills. The components of skill-related fitness are speed, agility, balance, power, coordination, and reaction time (figure 5.13). Both health-related and skill-related fitness components are important to your overall daily living activities and sports. Some of the skill-related fitness components you use in other parts of your life have nothing to do with sports—for example, driving a car, which uses coordination and reaction time; walking up and down stairs, which uses balance and coordination; and moving quickly to get out of the way of something, which uses agility and possibly speed. Just as you may not be great at all of the health-related fitness components, you may find some of the skill-related fitness components to be more challenging than others.

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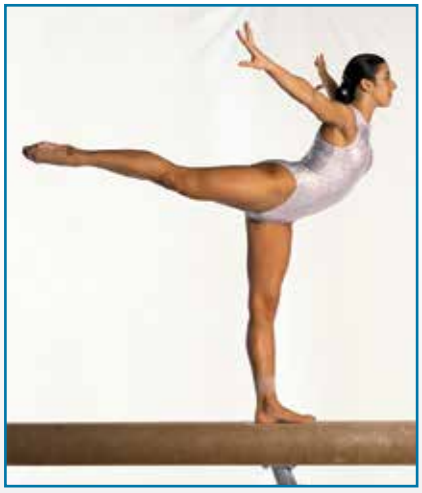
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Six Components of Skill-Related Fitness



Speed

Speed is the ability to perform a movement or cover a distance in a short period of time. Leg speed is used to run fast and arm speed is used to throw fast.



Balance

Balance is the ability to keep an upright posture while standing still or moving. You need balance to skateboard, ice-skate, ride a surfboard, and do other activities that require many quick movements so you stay balanced as you change direction quickly.



Coordination

Coordination is the ability to use your senses together with your body parts or to use two or more body parts together. You need coordination to catch a baseball or to kick a soccer ball. Using your hands and eyes together in catching is called hand-eye coordination. Using your feet and eyes together in passing a soccer ball is called foot-eye coordination.



Agility

Agility is the ability to change the position of your body quickly and to control your body's movements. You need agility to play tennis and badminton so you can change direction to contact the implement. You also use agility in football and soccer to avoid people.



Power

Power is the ability to use strength quickly. Power involves both strength and speed. You need power for jumping.



Reaction Time

Reaction time is the amount of time it takes you to move once you realize you need to move. You need good reaction time when leaving the blocks in a 50-meter race or when leaving the blocks in a swimming race.

Figure 5.13 The six components of skill-related fitness.

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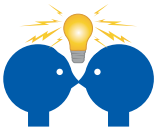
Career Connection

PERSONAL TRAINER

A personal trainer is someone who usually works with one person at a time and helps them to achieve their personal fitness goals. Personal trainers usually design an exercise program for the client. They demonstrate exercises, spot as needed, help with technique, and monitor the client's progress. There aren't any specific requirements for becoming a personal trainer, but certified personal trainers tend to make more money than those who are not certified, and they tend to be hired by reputable fitness centers and health clubs over individuals who don't have any certification. There are multiple personal trainer certifications you could earn, with the top three being National Academy of Sports Medicine (NASM), American Council on Exercise (ACE), and American College of Sports Medicine (ACSM).

Skill-Building Challenge

Using *I* Messages and Active Listening



Heidi wants to try out for a team at her school. She is worried her guardian won't let her join a team because there isn't a bus after practice to take her home, and her guardian would have to pick her up after getting off work. Heidi knows that practice is after school each day and lasts until 5:30. Heidi hopes she can be picked up from practice on her guardian's way home. Two days ago, Heidi asked about playing a school sport and her guardian said no before Heidi could explain all the details. Her guardian said no because they wouldn't be able to pick her up every day after school, so there would be no way for her to get home. Heidi didn't even get a chance to explain what time practice was over, and that her friend was going to play also and that her friend's guardian could bring Heidi home on some of the nights.

1. Write an *I* message explaining what Heidi could say to her guardian to convince them to let her play an after-school sport. Start by explaining that her guardian didn't even listen to her entire explanation. Make sure to use the four parts of the *I* message:
   a. "I feel …" (taking responsibility for your own feelings)
   b. "when you …" (stating the behavior that is a problem)
   c. "because …" (what it is about the behavior or its consequences that you don't like)
   d. "I would really like it if … (offering a preferred alternative or compromise)
2. Write a response to Heidi's *I* statement for her guardian, using active listening. Make sure to use the four parts of active listening:
   a. "You sound …"
   b. "That (or because) …"
   c. "Next time I will …"
   d. "And I …"
3. Get a partner from the class to act out your *I* message and active listening responses. Make sure you effectively use verbal and nonverbal communication as you act it out.

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Healthy Living Skills

This lesson focused on healthy communication. Here are some more ways you can develop healthy living skills related to this lesson.



ACCESSING INFORMATION

You have decided you are going to exercise more and want to focus on lifting weights. Your teacher has told you there are exercise apps and YouTube videos on .com sites that are created by fitness experts and are also valid and reliable, but you have to do some research to make sure the "fitness expert" really is a fitness expert. Answer the following questions using the Accessing Valid and Reliable Information Skill Cues.

1. Do you have any muscular strength or muscular endurance equipment, such as dumbbells or resistance bands?
2. Find an app, website, or YouTube video that has the type of workout you want to do and list the name of the app, website, or YouTube video.
3. Is the information on the app, website, or YouTube video research-based, from an expert in the field or from an individual with formal training, or is it from an individual who just likes to work out and created the app, website, or YouTube video?
4. Are there step-by-step instructions, with demonstrations on how to do the exercises?
5. Are there modifications to the exercises?
6. Are there multiple exercises so you won't be doing the same thing day after day?



PRACTICING HEALTHY BEHAVIORS

You know that you should do flexibility exercises because being flexible helps improve performance and lowers the risk of getting injured. You have started running a few times a week and really like it. After your run on Tuesday you did what you normally do, which is to go home and do your homework without stretching. On Wednesday you noticed your hamstrings were really tight and sore, which was unusual. You know it has to do with not stretching after your run. You have decided it is time to make a change and you want to stretch after running, but you know it won't be easy. You tend to forget to stretch and you think it isn't very productive. You know the first step will be to change how you view stretching. Use the Practicing Healthy Behaviors Skill Cues to work on increasing your flexibility and to develop a plan to stretch after your run and even to stretch on a daily basis.

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LESSON 5.2 Review: Health-Related and Skill-Related Fitness Components

LESSON SUMMARY

- The five health-related fitness components are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.
- The two ways to determine your cardiorespiratory endurance intensity are rate of perceived exertion (RPE) scale and your target heart rate zone.
- The benefits of regular muscular strength and muscular endurance exercise include keeping bones strong, increasing energy levels, helping maintain correct posture, increasing lean body mass, reducing the risk of injury, and helping perform everyday tasks such as climbing stairs much more easily.
- Your range of motion is influenced by the muscles and tendons that surround the joint.
- The six skill-related fitness components are speed, agility, balance, power, coordination, and reaction time.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ fitness components refer to fitness activities you need to do regularly to keep healthy.
2. The ability to exercise your entire body for a long time without stopping is known as _____.
3. The _____ is used to measure the intensity of your exercise based on a description of how you would be feeling at a certain level.
4. The _____ system consists of more than 650 muscles and is responsible for all movement.
5. _____ is the ability to use your joints fully through a wide range of motion.
6. _____ fitness components help you perform well in sports and other activities that require specific skills.
7. The ratio of lean tissue to fat tissue in your body is known as _____.

THINKING CRITICALLY

Discuss with a classmate how, when using the RPE scale, you know you are at a 4 to 5 level or at a 6 to 7 level. How do those two levels feel different to you?

TAKE IT HOME

Create a strength and endurance workout plan for someone in your family that uses all of the muscle pairs. Be sure to talk to the person you are creating the workout for so that you pick exercises that they like and can successfully do.

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LESSON 5.3

Preparing for Physical Activity

Terms to Learn

warm-up
cool-down
team sport
individual sport



The Big Picture

The first step in understanding how to get active is to know how to include physical activity in your daily life. Being physically active should include a warm-up, the activity itself, and a cool-down. Once you get active you will want to stay active, and one way to do this is to keep from getting injured by using the proper protective equipment in those physical activities that require it. There are also a lot of activities you can do right in your home that you don't need any special equipment or protective equipment for.

Learning Targets

- Describe the three parts of a workout.
- Identify three benefits of being physically active throughout your life.
- Explain two things a team sport can do for you besides assist you in keeping healthy.
- List two things an individual sport can do for you.
- Discuss the four things you should think about when dressing to be active.
- Distinguish three ways to prevent an injury that you think are important.

SEL Connection

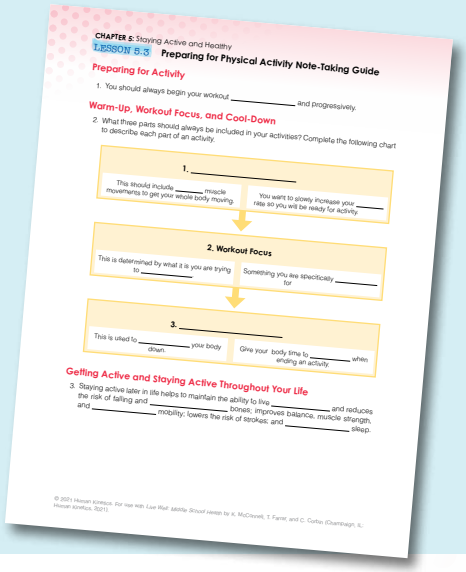
Healthy Living Skills: Promoting Good Health (Relationship Skills)

Write About It

What is your favorite physical activity and why? Is your favorite activity something you can do throughout your life? Is it something you can do anywhere, or do you need special equipment for it?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.



CHAPTER 5: Staying Active and Healthy
LESSON 5.3 Preparing for Physical Activity Note-Taking Guide

Preparing for Activity

1. You should always begin your workout _____ and progressively.

Warm-Up, Workout Focus, and Cool-Down

2. What three parts should always be included in your activities? Complete the following chart to describe each part of an activity.

1. _____
This should include _____ muscle movements to get your whole body moving.
You want to slowly increase your _____ rate so you will be ready for activity.

2. Workout Focus
This is determined by what it is you are trying to _____
Something you are specifically _____ for.

3. _____
This is used to _____ your body _____
Give your body time to _____ when ending an activity.

Getting Active and Staying Active Throughout Your Life

3. Staying active later in life helps to maintain the ability to live _____ and reduces the risk of falling and _____ breast; improves balance, muscle strength, and _____ mobility; lowers the risk of strokes; and _____ sleep.

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Joanna's family wants to be more active together. She has an older sister who is a junior in high school, two parents in their 40s and two grandparents in their 70s. They all live close to each other in Phoenix, which usually has nice weather, and they all like being outside. Joanna and her sister like competitive sports, but no one else does. How many activities can you think of that they might do together as a family?

Preparing for Activity or Your Workout

Whether you are just starting to be physically active or have a regular routine of some kind, you should always begin slowly and progressively work into your actual activity for the day. Regardless of what your workout will be, it should always include three parts: a warm-up activity, the focus of your workout (which could include cardiorespiratory, muscular strength, or muscular endurance activities), and a cool-down activity. Flexibility exercises could be a part of either the warm-up or the cool-down activity or could be a part of both, depending on the type of flexibility you are doing.

Warm-Up

Your **warm-up** should include large muscle movements that get your whole body moving. You want to slowly increase your heart rate so you will be ready for your activity.



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Workout Focus

The focus of your workout will be determined by what it is you are trying to improve or what you may be training for. If you are training for a 5K race then the focus of your workout would be on cardiorespiratory endurance activities such as jogging, biking, or swimming to improve your circulatory and respiratory systems. If you are trying to increase your arm strength then the focus of your workout would be on muscular strength and muscular endurance activities such as bench press, arm curl, push-ups, and triceps press. Whatever it is you may be training for, it is important to focus your workout around that specific activity. There are many different types of exercises and activities to meet the focus of your workout, so try new things to keep your workouts challenging and fun.

Cool-Down

A **cool-down** is used to slow your body down and give it time to adjust when ending an activity. A good way to cool down is to gradually reduce the intensity of your activity to get your heart rate back to normal. For your cool-down you may also want to include stretching to help improve flexibility.

Getting Active and Staying Active Throughout Your Life

Being active can mean different things to different people. It could mean going for a run or going to the gym to lift weights or do a group fitness class; it could also mean going to practice because you are on a sports team or just playing outside with friends or family. The most important thing about being active is doing something you enjoy doing and getting your 60 minutes of exercise each day. Consistent physical activity in all health-related fitness areas (cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility) is not only good for you in the moment, but it will also have lifelong benefits of maintaining blood pressure as well as appropriate weight and percentage of body fat throughout your lifetime.

A goal of being physically active while you are young is to find something you enjoy doing so you will stay active as you grow older. There will always be days you don't feel like exercising, days you are sick, days you are too busy to exercise, and times when it has been weeks, months, or even years since the last time you were really physically active. Most important is making sure you start exercising again and that you find something you enjoy doing. Your interests may change as you go through high school, into adulthood, and even into being older, yet you should always be able to find something you are interested in and want to do. You may be able to still play activities you are involved in right now when you are 50, 60, or even 80 years old. There are adult sports leagues you can join for softball, basketball, volleyball, track and field, bowling, disc golf, and many more. Many activities such as jogging and golfing you can do well into your 70s, 80s, and beyond. Being physically active throughout your life helps to reduce the risk of falling and fracturing bones; improves balance, muscle strength, and joint mobility; lowers the risk of high blood pressure and strokes; improves sleep; and may help delay the onset of cognitive decline.



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Team and Individual Sports

One way to be active is to play a team or individual sport. A **team sport** is a sport played by a group of people working toward a common goal. An **individual sport** is played by one person. You can be involved with sports at your school and outside of school through recreation programs or select sports. Being involved with a team sport can help to keep you healthy and can also teach you about working with others, being a good sport during competition, time management (because you have to consider school and practice commitments), and persistence when things may not be going the way you want them to.



If you aren't interested in team sports, there are a lot of individual sports you could play as well. At your school, you might be part of a team but compete as an individual—for example, in track and field. This way you still get the benefits of being part of a team but you are only competing with yourself to be the best you can be and you don't have to rely on teammates to be successful. Other individual sports you could participate in are skating, swimming, bowling, golf, disc golf, tennis, and skiing as some examples. Individual sports can promote resilience, self-motivation, and accomplishment. Both team and individual sports have benefits; you just need to decide whether you prefer playing a team sport or an individual sport.

Dressing for Physical Activity

When being physically active, you should make sure you are dressed correctly and have the proper equipment to keep you safe. Things to think about when dressing to be active include wearing comfortable clothes so you can move freely, dressing in layers if you are exercising outside so you can take layers off if you get too warm and put them back on if you get cold, wearing proper socks to prevent blisters, and wearing proper shoes for the activity you are participating in.

Physical Activity and Proper Equipment

Many activities you are involved with may have protective equipment you should be using in order to stay safe and help prevent injuries. You need to make sure the protective equipment fits you properly and is in good shape. Common equipment you may need includes the following.

- Helmets for a variety of sports and activities are usually made of a hard material to resist impact. You should wear a helmet when you ride your bike, skateboard, snow ski, or snowboard and when playing football, softball or baseball, hockey, or lacrosse. Helmets can reduce the chance of a concussion, brain damage, and death.
- Mouth guards are used in multiple sports such as football, basketball, lacrosse, rugby, and baseball or softball to protect your teeth from being knocked out and your jaw from being broken.

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- Knee pads, wrist pads, and elbow pads are important in activities like skateboarding to protect you if you fall.
- Goggles are used in swimming to protect your eyes from the chlorine and to help you see underwater more easily.

Shoes are also an important part of your equipment. If you are running on the road, make sure you have shoes that give you the support you need. If you are playing on grass, wear the proper cleats so you don't slip and hurt yourself. If you are playing on a court or doing a number of different types of activities, wear shoes that will give you the support and cushion you need for the activities you are doing. One pair of shoes may be all you need for the activities you are involved in—just make sure they fit well and are comfortable.

HEALTHY LIVING TIP

Check your equipment and make sure it is still in good condition and doesn't have any cracks. If a helmet or mouth guard or shin guards are cracked and don't fit as well as they once did, you need to get rid of them and get new ones that aren't cracked and that fit properly. A helmet with a crack in it will not be as protective as it needs to be, and you could get hurt even with your helmet on.

Preventing Injuries While Being Active

Anytime you become physically active there is a possibility of an injury. Some injuries are very minor, and you don't have to really do anything for them other than maybe put on a Band Aid. A more severe injury may cause you to stop being active for a period of time, or you may even have to see a doctor. Making good choices about your physical activity by following the guidelines shown here will help prevent injuries. Here are the best ways to prevent injuries when being active:

- Rest and take at least one day off from exercise each week.
- Take a day off between doing muscular strength or muscular endurance activities.
- Make sure you are using proper technique when exercising.
- Vary your activity so you aren't using the same muscle groups each day.
- Don't play through pain because that often makes a minor injury into a major injury.
- Warm up and cool down properly.
- Wear the right protective gear to keep from being injured.
- Stay hydrated by drinking water regularly before, during, and after your physical activity. Being hydrated will help regulate your body temperature and blood pressure so you don't get overheated, which can interfere with your performance and recovery.



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Skill-Building Challenge

Analyzing Influences

Think about who influences you to wear or not to wear protective gear like helmets, mouth guards, and elbow and knee pads when you are skateboarding. List three influences. Mark them with a star if they are a positive influence and encourage you to wear protective gear and mark them with a square if they are a negative influence and discourage you or make fun of you if you wear protective gear. Explain briefly how each of the influences affects you.

Healthy Living Skills

This lesson focused on analyzing influences. Here are some more ways you can develop healthy living skills related to this lesson.

PROMOTING GOOD HEALTH



You and a few of your classmates want to start a recreation program at your school. You enjoy playing different sports, but you just want to have fun and don't want to practice a lot or be very competitive. There isn't anywhere for you to do that, which is why you want to start the recreation program. You want to have two days a week when students can come into the gym and play different sports. You have even thought about having different seasons—for example, two weeks of basketball, then two weeks of volleyball, then two weeks of spikeball, then two weeks of team handball. That way some students could put a team together and other students could just show up and play. Your teacher has told you this would be a great advocacy project and you should put it together. Answer the following questions to put together your advocacy project.

1. What is the behavior you want to change?
2. What are the facts about physical activity you want people to know?
3. Who would benefit from your recreation program?
4. Develop a message to get students involved and develop a second message to convince your principal they should allow a recreation program at your school.

ACCESSING INFORMATION

Put together a list of different people in your community who know about physical activity and healthy eating to interview for a podcast. The podcast will allow everyone to have access to it. Be sure you have qualified people presenting the information by asking the following questions:

1. What makes the person qualified to present on their topic? Do they have a degree or certification in the area they will be talking about?
2. Is their information up-to-date and accurate? Where do they get their information from?
3. What type of information will they share with middle school students? Will it be information middle school students can understand and use easily?
4. Have some questions from middle school students you can ask the person to see whether they can answer them and you can understand the answer.

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LESSON 5.3 Review: Preparing for Physical Activity

LESSON SUMMARY

- The three parts of a workout include the warm-up, the workout, and the cool-down. The warm-up gets your whole body moving and increases your heart rate. The focus of the workout is what you are trying to improve or what you may be training for. The cool-down is used to slow your body down and give it time to adjust when ending an activity.
- Benefits of being physically active throughout your life include maintaining the ability to live alone and reducing the risk of falling and fracturing bones; improving balance, muscle strength, and joint mobility; lowering the risk of high blood pressure and strokes; improving sleep; and helping to delay the onset of cognitive decline.
- Team sports can teach you about working with others, being a good sport during competition, time management, and persistence when things may not be going your way.
- Individual sports can promote resilience, self-motivation, and accomplishment.
- When dressing to be active you should wear comfortable clothes so you can move freely; dress in layers if you are exercising outside so you can take layers off if you are hot or put them back on if you are cold; wear proper socks to prevent blisters; and wear proper shoes for the activity you are participating in.
- There are multiple ways to prevent an injury when being physically active, including making sure you are using proper technique when exercising, varying your activity so you aren't using the same muscle groups each day, not playing through pain because that often makes a minor injury into a major injury, warming up and cooling down properly, wearing the right protective gear to keep from being injured, and staying hydrated by drinking water regularly.

REVIEWING CONCEPTS AND VOCABULARY

1. Your _____ should include large muscle movements that get your whole body moving.
2. Slowing your body down and giving it time to adjust when ending a workout is called a _____.
3. A(n) _____ sport is a sport played by a group of people working toward a common goal.
4. A(n) _____ sport is played by one person.

THINKING CRITICALLY

Make a list of the different places you could go in your community to be physically active. Include places like local parks, fields, and facilities. Next to each item, identify the groups of people who are most likely to benefit from that facility (for example, school kids, parents, older adults, professionals, athletes, etc.). When identifying groups, think about who has access and what the facility offers.

TAKE IT HOME

Talk to a family member who is not in school and ask them what types of physical activity they either currently do or would like to do if they could. Ask them what kinds of physical activity they would like to have access to in the community and do some research to determine if any options exist for them.

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LESSON 5.4

Fitness Planning

Terms to Learn

fitness plan
FITT principle
frequency
intensity
time
type
specificity
progression
overload



The Big Picture

Fitness planning gives you the opportunity to develop a program to help you reach your fitness goals. Your fitness test results or looking at an area you know you want to improve in give you the information you need in order to develop your fitness plan. Using your fitness plan, the FITT principle, and SMART goals, you will be able to determine what you specifically need to do to reach your fitness goals.

Learning Targets

- Describe what a fitness plan is.
- Explain what each letter of the FITT principle acronym stands for.
- Evaluate the three reasons it is important to set SMART goals.
- Apply the training principles to your fitness plan.
- Analyze why it is important to monitor your fitness plan.
- Incorporate the training principles into your fitness plan as needed.

SEL Connection

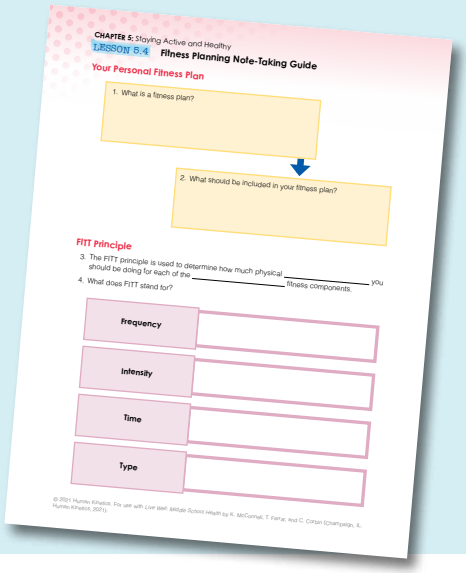
Skill-Building Challenge: Setting Goals Using My Fitness Plan (Self-Management)

Write About It

Explain why you think it might be important to develop a weekly plan in order to keep track of the physical activity you are doing. How would a plan help you keep track of whether you are making progress toward your physical activity goals?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 5 Staying Active and Healthy
LESSON 5.4 Fitness Planning Note-Taking Guide
Your Personal Fitness Plan
1. What is a fitness plan?
2. What should be included in your fitness plan?
FITT Principle
3. The FITT principle is used to determine how much physical _____ you should be doing for each of the _____ fitness components.
4. What does FITT stand for?
Frequency
Intensity
Time
Type

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Gabe just finished his fitness tests and wants to do better on his mile time and his sit-and-reach test when they retest at the end of the semester. He knows they will work on those activities in his physical education class, but he wants to do things outside of class also. Gabe's teacher talked about setting SMART goals, so Gabe decides he will start by setting a SMART goal for his sit-and-reach test. Gabe's current score is 6 inches and he wants to be at 7 inches or more when they retest. What are a few stretches Gabe should do to help improve his score?

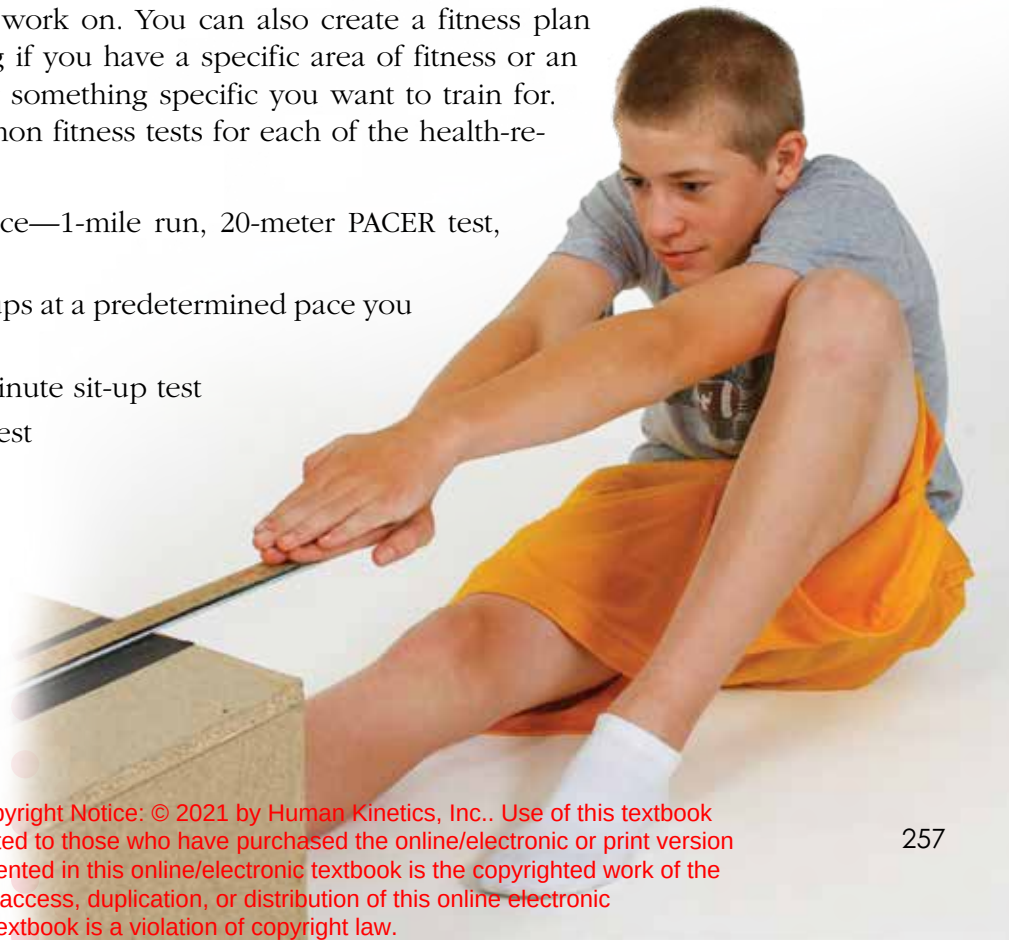
Your Personal Fitness Plan

Now is the time to put what you have learned about physical activity into designing your own fitness plan. A **fitness plan** is a detailed plan designed using the FITT principle that serves as a guide for meeting your fitness and activity goals. The fitness plan should include cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility activities. You should start by checking your current fitness levels based on the health-related fitness components. You can do a fitness test for each of the health-related fitness components to determine your fitness levels.

Fitness Tests for Health-Related Fitness Components

Fitness testing is something your health teacher or physical education teacher may have you do. Completing the fitness tests would give you an idea as to specific areas you may want to work on. You can also create a fitness plan without doing any fitness testing if you have a specific area of fitness or an activity you want to work on or something specific you want to train for. Below is a list of the most common fitness tests for each of the health-related fitness components.

- Cardiorespiratory endurance—1-mile run, 20-meter PACER test, 3-minute step test
- Muscular strength—push-ups at a predetermined pace you need to keep up with
- Muscular endurance—1-minute sit-up test
- Flexibility—sit-and-reach test



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FITT Principle

The **FITT principle** is used to determine how much physical activity you should be doing for each of the health-related fitness components: cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility. FITT stands for frequency, intensity, time, and type.

- **Frequency** is how often you exercise, which depends on whether you are doing a cardiorespiratory endurance activity, a muscular strength activity, a muscular endurance activity, or a flexibility activity.
- **Intensity** is how hard you exercise. If your activity is too easy you won't gain any benefits from it, and if it is too hard you might not continue with it. Intensity is different for each health-related fitness component you are working on.
- **Time** is how long you exercise. Time also depends on the activity you are doing. For cardiorespiratory endurance, your time is in minutes or hours. For muscular strength and muscular endurance, it is the number of sets and reps you perform. For flexibility it is how long you hold the stretch.
- **Type** is the actual exercise you choose to do based on the fitness component you are working on: a cardiorespiratory activity, a muscular strength activity, a muscular endurance activity, or a flexibility activity.

Cardiorespiratory Endurance Guidelines Using the FITT Principle

To benefit from cardiorespiratory endurance exercise, you should do moderate intensity aerobic exercise a minimum of five days a week, at an RPE level of 4 to 5 or in your target heart rate zone of 60 to 75 percent. You should also include, if possible, vigorous intensity aerobic exercise at least three days a week for 20 to 25 minutes at an RPE level of 6 to 7 or 75 to 90 percent of your maximum heart rate. See table 5.2 for guidelines for using the FITT principle.

TABLE 5.2 **Cardiorespiratory FITT Principle**

Frequency	5 days a week
Intensity	4 to 5 or 6 to 7 on the RPE chart, or 60-75% or 75-90% of maximum heart rate
Time	60 minutes or more at moderate intensity: 4 to 5 RPE or 60-75% of maximum heart rate 20 to 25 minutes at vigorous intensity: 6 to 7 RPE or 75-90% of maximum heart rate
Type	Aerobic activity

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Muscular Strength and Muscular Endurance Guidelines Using the FITT Principle

To develop muscular strength, you will usually do fewer repetitions than for muscular endurance and you will lift heavier weights (table 5.3). To develop muscular endurance, you will usually do more repetitions than for muscular strength and you will lift lighter weights (table 5.3).

Flexibility Guidelines Using the FITT Principle

To develop flexibility, you should participate in both dynamic and static stretching on a daily basis. Dynamic stretches should be done prior to your workout as you slowly begin moving the muscles through the full range of motion while warming up your body and increasing your heart rate. Static stretching should be done after the muscles are completely warmed up, often after your workout, and each stretch should be held for 10 to 30 seconds to a point of discomfort. It is important when holding a stretch that you do not experience pain of any kind. See table 5.4 for guidelines using the FITT principle.

TABLE 5.3 **Muscular Strength and Muscular Endurance FITT Principles**

Muscular Strength FITT Principle	
Frequency	3 days a week
Intensity	Moderate to heavy weights
Time	1 to 3 sets of 8 to 12 reps
Type	Muscular training activities
Muscular Endurance FITT Principle	
Frequency	3 days a week
Intensity	Light to moderate weights
Time	1 to 3 sets of 15 to 20 reps
Type	Muscular training activities

TABLE 5.4 **Flexibility FITT Principle**

Frequency	Daily
Intensity	To the point of discomfort
Time	Hold each static stretch for 10 to 30 seconds
Type	Static and dynamic stretching



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HEALTHY LIVING TIP

Think about trying to add an activity that is new for you or changing how you do or think about an activity. For instance, if you always run, think about trying trail running or train for a 5K or half marathon.

As you begin thinking about planning your fitness or activity program, think about the following questions.

- List activities you currently do that you enjoy and want to continue doing.
- List activities you have tried before that you might want to try again.
- List activities you have only seen but would like to try.
- List activities you know you don't like and will not do.

Once you have your lists completed put each of the activities into one of the health-related categories of cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility. Making such a list gives you information as to whether you exercise in all of the health-related fitness components or if you need to think about how to add different activities to make sure you are getting better in each of the components. You should design a comprehensive fitness plan that includes all of the health-related fitness components.

Goal Setting Using SMART Goals

Once you determine the health-related fitness components you want to work on, either through your fitness test results or by your own determination, it is time to set SMART goals (figure 5.14). If you are unsure about a specific goal you want to set, you could have a general goal to increase daily physical activity and then be specific about what you are going to do each day to achieve your goal. It is important to set goals because they help to clarify what it is you want to achieve; they help to keep you accountable, and they can help keep you motivated.

After setting your SMART goals you should decide on action steps to make sure you work toward achieving your goals. Your action steps for achieving your SMART goals will be your fitness plan based on the FITT principle. Each

SMART Goal Reminder

- **S** = Specific. What exactly will you do? (Is it a cardiorespiratory activity? Muscular strength or endurance? Flexibility?)
- **M** = Measurable. How much or how often will you do this? (What is your new mile time? How many push-ups or curl-ups will you be able to do? How far will you be able to stretch?)
- **A** = Achievable. Is the goal something you can actually do with some effort? (You need to think about what you will be able to do in the amount of time you give yourself to achieve your goal.)
- **R** = Realistic. Does the goal make sense, and will it help you achieve what you want? (Is the goal associated with one of your fitness testing components or a physical activity you want to improve in?)
- **T** = Timely. When will the goal be met? How long will it take? (Find out when your next fitness test will be or what the timeline is for an activity goal you may have set for yourself.)

Figure 5.14 A sample SMART goal for setting an activity goal.

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Use the FITT principle as a guideline for setting your SMART goal.

Frequency—how often will you work on your goal?

Intensity—how hard will you work (this depends on your goal)?

Time—how long do you need to do the activity for, or how many sets and reps?

Type—will you work on a cardiorespiratory, muscular strength, muscular endurance, or flexibility activity?

week you should create a fitness plan to help you keep on track to meet your SMART goals. Creating a fitness plan can be a great reminder to be physically active each day and can help you make it a part of your daily routine. It is important to schedule your physical activity into your day just as you schedule school or chores you have to do. Often if you don't plan for or set aside time for your exercise, it won't happen. See figure 5.15 for a fitness plan. Monday has been completed for you.

Day/date	Activity	Type	Time	Comments
	The activity or activities you did each day	**Cardiorespiratory Muscular strength Muscular endurance Flexibility**	**Track how long you did the activity or keep track of your sets and reps**	**Include any comments you have about the intensity of your workout or changes you want to make to it**
Monday	Elliptical machine Lifting: Bench press, arm curls, triceps press Stretching: Front arm cross body, arm stretch on wall, triceps stretch	Cardiorespiratory Muscular strength Muscular endurance Flexibility	20 minutes 3 sets of 8 30-second hold for each stretch	Today was a great workout. I had a lot of energy going into my workout and even more when it was done.
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Figure 5.15 Using a fitness plan will allow you to keep track of what you are doing on a daily and weekly basis, which will help you stay on track and motivated to meet your SMART goals.

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Training Principles

As you use your fitness plan you will also want to consider the training principles of fitness to help keep you on track toward reaching your SMART goal. The training principles are used to help you get as much out of your fitness plan as possible. The training principles consist of specificity, progression, and overload.

- **Specificity**. You must do specific kinds of exercise to improve specific muscles or specific types of fitness. If you want to improve on your push-ups you need to make sure you are doing push-ups and upper body exercises. If you want to improve your running times you need to be running.
- **Progression**. As your workouts become easier you will need to gradually increase the amount or intensity of the exercise to continue to see progress. If you continue to do what is easy you will not meet your SMART goal.
- **Overload**. You must do more physical activity than you normally do. This can happen through exercising more often, by increasing the intensity of your exercise, or by exercising longer or doing more sets and reps than you normally do. Overload happens as your workouts become easier and you need to challenge yourself to get new results.

Planning Your Fitness With Technology

There are many apps available you could use instead of a fitness plan you have to write or type in. You could use apps such as MyFitness Pal, Nike Training Club, 30 Day Fitness, or Fitness Builder to monitor your daily workouts. Each of these apps also has ideas for exercises you could do to help you meet your SMART goals. With so many apps and websites you should be able to easily find exercises that are different and would keep you interested in working out.



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STEM in Health

WEARABLE TECHNOLOGY



Wearable fitness technology helps you keep track of your health and makes you much more aware of things like the number of steps you have taken and your heart rate on a regular basis. Students who are involved with STEM programs are now getting opportunities to work with and help create wearable technology. They can design and custom-code circuits that would be sewn on fabric, gloves, and tennis shoes. While the initial designs would focus on somewhat simple circuit boards, it is really only the beginning for the products the students are going to be able to create. They will continue to move forward, creating a more advanced future of wearable technology that will be able to keep track of your health.

Monitoring Your Fitness Plan

When you begin your fitness plan, determine how many weeks you have until you want to meet your goal. Each week you should try to improve from the week before. At the halfway point toward your goal, you should reevaluate the goals you set to see if they really are achievable or if you will exceed the goal you set. Make adjustments to your goal at this time if needed. There is nothing wrong with having to set a new goal, and there can be many reasons why the goal you originally set was either too difficult or too easy. It is important to monitor your fitness plan to see whether it is working as you need it to, for the following reasons.

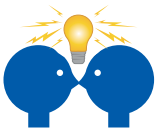
- You will be more likely to reach your goals.
- You will be able to see what you have already done and know what you still need to do for the week.
- It will keep you accountable to the goals you set.
- It gives you an opportunity to modify your goals if needed.
- It can be motivating for you to see the progress you have made, or it can motivate you to keep working and to work harder if necessary.
- It helps keep you committed to your plan.

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Skill-Building Challenge

Setting Goals Using My Fitness Plan



Using your fitness test scores or a specific area of fitness you have chosen to work on, decide on one or two areas you want to improve on between now and the end of the semester. Once you have decided what you want to work on, set a SMART goal to improve your specific area of fitness.

SMART Goal Reminder

- S = Specific. What exactly will you do?
- M = Measurable. How much or how often will you do this?
- A = Achievable. Is the goal something you can actually do with some effort?
- R = Realistic. Does the goal make sense, and will it help you achieve what you want?
- T = Timely. When will the goal be met? How long will it take?

Healthy Living Skills

This lesson focused on setting healthy goals. Here are some more ways you can develop healthy living skills related to this lesson.



PROMOTING GOOD HEALTH

While it is fairly easy to set a SMART goal, the challenging part is following through to meet it. Work with other students in your class who set a similar goal as you did to help keep each other on track. Try to exercise together so you can encourage each other to keep moving toward your goals, and celebrate with each other the little victories along the way because they are just as important as the overall SMART goal. What are two ways you could encourage a classmate to keep moving toward their SMART goal? What are two things that a classmate could do or say to you that would help keep you motivated and working toward your SMART goal?



ANALYZING TECHNOLOGY INFLUENCES

Do you use any type of technology or media when you are physically active? Do you have a smart watch or a fitness tracker that helps you keep track of your heart rate or of how many miles you have run? Do you like to listen to music when you exercise? If you exercise indoors, do you watch TV or stream shows on your phone or tablet? Or is your physical activity time when you completely unplug and don't use technology at all? Think about your answers to the previous questions as you answer the following questions:

1. If you do use technology or media, what do you use and how does it influence your activity?
2. If you don't use technology or media, who or what has influenced your decision not to use it?

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LESSON 5.4 Review: Fitness Planning

LESSON SUMMARY

- A fitness plan is a detailed plan based on the FITT principle that serves as a guide for meeting your fitness goals.
- FITT stands for frequency (how often you exercise), intensity (how hard you exercise), time (how long you exercise), and type (the actual exercise you choose to do).
- The three reasons it is important to set SMART goals are they help to clarify what it is you want to achieve, they help to keep you accountable, and they can help keep you motivated.
- By applying the training principles of specificity, progression, and overload, you will be able to adjust your exercises to get as many benefits as possible from each workout.
- It is important to monitor your fitness plan because you will be more likely to reach and surpass your goals; you will be more efficient in your workouts because you will know what it is that you need to do; it will keep you accountable to yourself and your goals; it gives you an opportunity to modify your goals if needed; it can be motivating for you to see the progress you have made, or it can motivate you to keep working and if necessary work harder; and it helps to keep you committed to your plan.

REVIEWING CONCEPTS AND VOCABULARY

1. A(n) _____ is a detailed plan based on the FITT principle that serves as a guide for meeting your fitness goals.
2. The _____ principle is used to determine how much physical activity you should be doing for each of the health-related fitness components.
3. In the FITT principle how often you exercise is defined as _____.
4. _____ is the actual exercise you choose to do based on the fitness component you are working on as defined by the FITT principle.
5. The training principle of _____ states you must do specific kinds of exercise to improve specific muscles or specific types of fitness.
6. The training principles include specificity, _____, and _____.

THINKING CRITICALLY

Compare your fitness plan with a classmate's fitness plan to see if either of you has an activity the other person didn't think of, and decide if you should add the activity, if possible, to your fitness plan. Then brainstorm two recreational activities each of you would be willing to do and add them to your fitness plan.

TAKE IT HOME

Teach a family member how to set a SMART goal for incorporating physical activity into their daily life.

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Chapter Review

ACTION PLAN: Develop a Fitness Plan

Use the My Action Plan Worksheet to develop a fitness plan. Here is an example.

My Action Plan: Develop a Fitness Plan

STEP 1: Identify the health behavior you are going to work on.

I want to improve my push-up score.

STEP 2: Write SMART goal(s).

Write one or two short-term goals (one day to one month long).

I will do 10 push-ups 3 times a week for the next 3 weeks.

Write a long-term goal (one to six months or more).

I will be able to do at least 5 full push-ups in 3 months when we do our next fitness test.

STEP 3: Make a plan.

Identify two to five action steps (strategies) you could do to meet your goal.

I will set a reminder on my phone for Monday, Wednesday, and Friday at 8:00 p.m. to do my 10 push-ups.

STEP 4: Do your plan and track your progress.

Short-term goal ☐ Met ☒ Not met Date: _____

Long-term goal ☒ Met ☐ Not met Date: May 15

If you met your goal, what helped you to be successful?

I met my long-term goal of doing 5 full push-ups in May because even though I didn't always do my 10 push-ups 3 times a week I did do 10 push-ups at least once a week every week for 3 months, which made a difference.

If you did not meet your goal, what things made it harder for you to be successful?

Even though I set a reminder in my phone to do my push-ups 3 times a week, sometimes I was too busy and didn't do them.

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Test Your Knowledge

Select the best answer for each question.

1. _____ is a general term that includes sports, dance, and various activities and involves movement that uses the large muscles of the body.
   a. Exercise
   b. Physical activity
   c. Aerobic
   d. Fitness

2. When using the RPE scale, which level should you be working at for a moderate-intensity activity?
   a. 3-4
   b. 4-5
   c. 5-6
   d. 6-7

3. What are the words in the correct order for the FITT Principle?
   a. frequency, intensity, time, type
   b. frequency, interval, type, time
   c. frequency, intensity, target, training
   d. frequency, interval, target, train

4. Which system is responsible for controlling blood flow?
   a. respiratory
   b. cardiorespiratory
   c. muscular
   d. circulatory

5. Which set of components refers to parts of fitness you need to exercise regularly to keep healthy?
   a. skill-related
   b. fitness-related
   c. health-related
   d. activity-related

6. Which list includes three training principles?
   a. overload, progression, recover
   b. warm-up, workout, cool-down
   c. stretch, lift, breathe
   d. overload, progression, specificity

7. Which activity should include large muscle movements that get your body moving to increase your heart rate?
   a. warm-up
   b. cool-down
   c. team sport
   d. individual sport

8. Which piece of safety equipment when worn properly can reduce the chance of concussions and death?
   a. knee pads
   b. mouth guard
   c. helmet
   d. neck roll

9. Improving or maintaining one or more components of fitness through planned, structured, and repetitive movements is
   a. exercise
   b. physical activity
   c. aerobic
   d. fitness

10. A(n) _____ plan is designed using the FITT principle and helps you meet your fitness and activity goals.
    a. exercise
    b. activity
    c. physical
    d. fitness

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PROJECT-BASED LEARNING: Fitness Instagram

What to Remember

Everyone will have different fitness goals, access to different types of equipment, and time frames to exercise in. It is important to give teens options in their workout so they can make the exercise work for them.

What to Do

Create Instagram stories about different exercises that other people can use to help them be more physically active.

If you can't post on Instagram, see if there is another app you could use such as Snapchat or something else that is popular.

Who It Is For

Students in your class.

Why It Is Important

To help your classmates see different exercises they may not have thought of and how to do them.

How to Do It

In a group use Instagram to create stories of different exercises. Decide who in your group will be responsible for which exercises. The person responsible for the exercise should put together an outline of the FITT principle, and then everyone in the group should work together to make sure the name of the exercise, the FITT principle components, and the video are all done correctly. Make sure you know your group's Instagram names and your teacher's Instagram name also. Each day a new exercise should be posted and shared on Instagram with your group and teacher. Ask your teacher if the whole class should be a part of the post also.

When creating your Instagram stories be sure to

- use your own fitness plans and SMART goals as ideas for your Instagram posts; and
- include the name of the exercise, the FITT principle components, and a video of the exercise being performed properly.

CROSS-CURRICULAR CONNECTIONS: Science

Use a clothespin, small ball, or another object that you can squeeze for this experiment. Squeeze the object as many times as you can for two minutes. Record how many times you squeezed the object. Rest for one minute and repeat the experiment again. Record your results on the second attempt. Describe what happened and explain why you think the results came out the way they did.

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UNIT III

Your Emotional, Mental, and Social Well-Being

CHAPTER 6 Emotional Wellness
CHAPTER 7 Stress, Anxiety, and Mental Disorders
CHAPTER 8 Relationships and Social Health



What advice would you give to the people making these comments and asking these questions? Revisit your advice after reading the unit to see how your advice might change.

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6

Emotional Wellness

LESSON 6.1 Your Emotional Health
LESSON 6.2 Being Yourself
LESSON 6.3 Building Resilience and Grit
LESSON 6.4 Controlling Your Emotions







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Understanding My Health

My Emotional Health

This self-assessment will help you understand your emotional health. The following statements reflect different parts of good emotional health. Circle the answer that is most accurate for you. Be honest in your responses so that you can have an accurate understanding of where you are. Add up your points. The closer you are to 30 points, the better your emotional health is.

	Always	Sometimes	Never
I know my own strengths and weaknesses.	3	2	1
I feel like I am a good person.	3	2	1
I believe that I deserve to be treated with respect.	3	2	1
I like who I am.	3	2	1
When something goes wrong, I am able to bounce back.	3	2	1
I am able to keep going and reach my goals even when things are hard.	3	2	1
I recognize when others are hurting, and I understand how they feel.	3	2	1
Overall, I feel positive about life.	3	2	1
I can learn from my mistakes and I always try to improve.	3	2	1
I feel in control of my emotions.	3	2	1

My score for My Emotional Health = _____ (total number of points)



Your emotional health plays a major part in who you are and how you experience life. Good emotional health leads to better overall well-being, to healthier relationships, and to better success in school, work, and life.

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LESSON 6.1

Your Emotional Health

Terms to Learn

emotional health
mental health
emotional intelligence
empathy
optimistic



The Big Picture

Your emotions are a big part of your experience as a person. The feelings we experience color our daily lives and motivate our behaviors. How well you identify and manage the emotions you have will influence all the other parts of your health and well-being.

Learning Targets

- Describe an emotionally healthy person.
- Identify three reasons why teenagers often struggle with emotional health.
- Explain the four parts of emotional intelligence.
- Compare and contrast optimism with pessimism.
- Create an example that demonstrates what empathy is.

SEL Connection

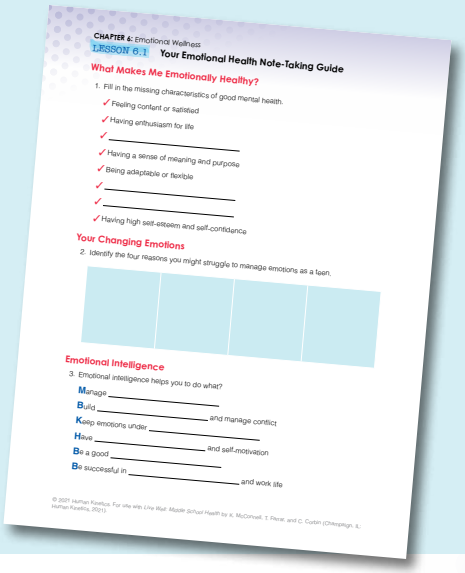
Emotions and Self-Awareness (Self-Awareness)

Write About It

When is the last time you felt empathy toward a friend who was hurting or struggling? Explain the situation and how it made you feel.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 6: Emotional Wellness
LESSON 6.1 Your Emotional Health Note-Taking Guide
What Makes Me Emotionally Healthy?
1. Fill in the missing characteristics of good mental health.
✓ Feeling content or satisfied
✓ Having enthusiasm for life
✓ _____
✓ Having a sense of meaning and purpose
✓ Being adaptable or flexible
✓ _____
✓ _____
✓ Having high self-esteem and self-confidence
Your Changing Emotions
2. Identify the four reasons you might struggle to manage emotions as a teen.
Emotional Intelligence
3. Emotional intelligence helps you to do what?
Manage _____
Build _____ and manage conflict
Keep emotions under _____
Have _____ and self-motivation
Be a good _____
Be successful in _____ and work life

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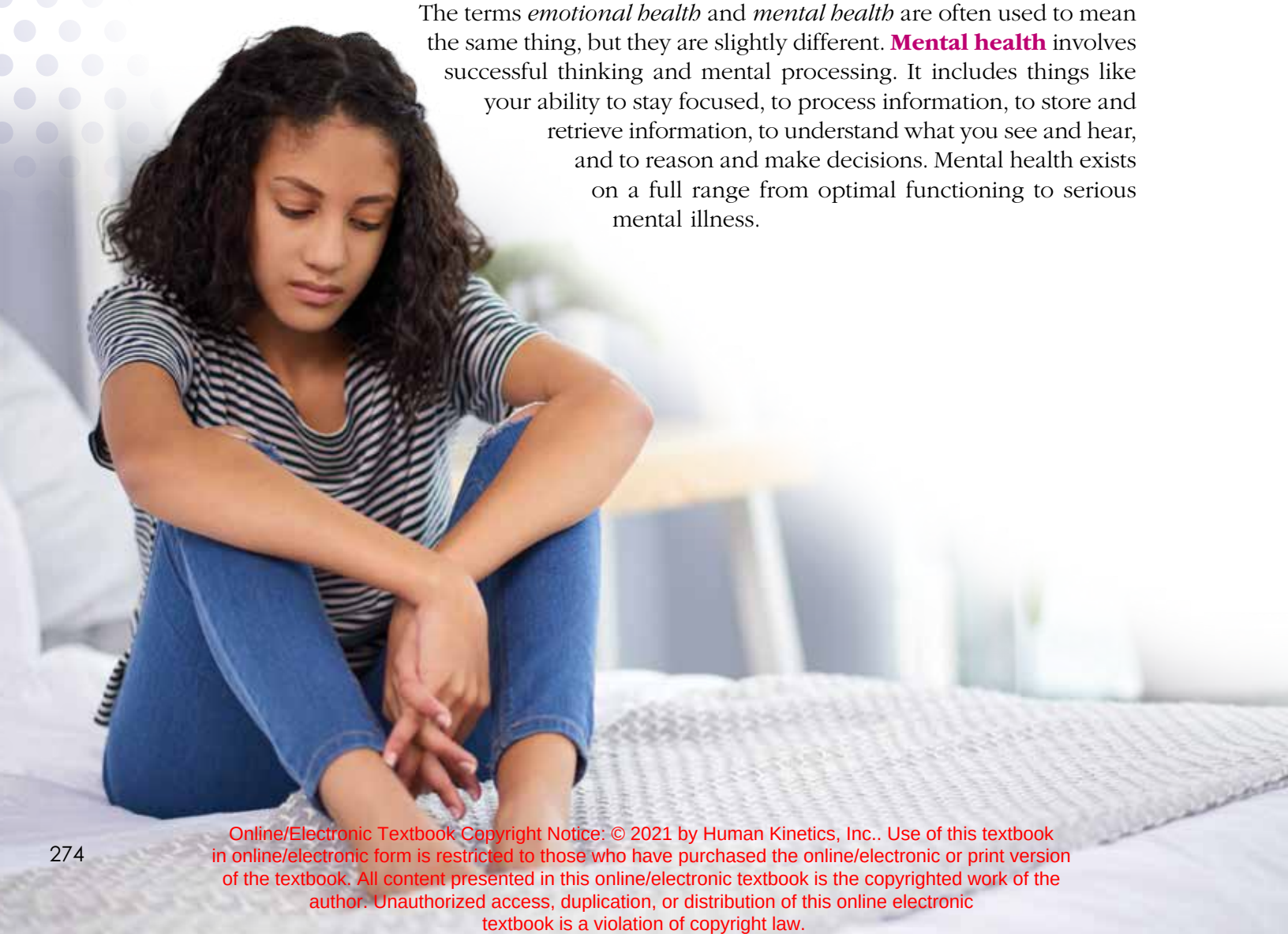
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Alex was in a bad mood all day. She was short with her younger sister in the morning when they were fixing their breakfast. Alex was furious that Allison used up the last of the peanut butter on her toast. When she got to school, a student she didn't know ran into her. Alex raised her voice at the other student and told her to back off. After school she skipped out on basketball practice because she wasn't in the mood. A friend texted her and asked her what was up. Alex said she was mad at her brother because he had read some of her texts last night and was making fun of her. Alex wasn't able to tell her brother how his actions made her feel, so she ended up holding her emotions inside and taking her frustration out on others. Did Alex handle her emotions in a healthy way? What could she do differently?

What Is Emotional Health?

Having good **emotional health** means that you have a positive state of well-being that allows you to function in society and meet the demands of your daily life. Emotional health is focused on maximizing your potential and living your best life and it is an important part of overall wellness. It includes things like self-esteem, identity, body image, resilience, empathy, and impulse control.

The terms *emotional health* and *mental health* are often used to mean the same thing, but they are slightly different. **Mental health** involves successful thinking and mental processing. It includes things like your ability to stay focused, to process information, to store and retrieve information, to understand what you see and hear, and to reason and make decisions. Mental health exists on a full range from optimal functioning to serious mental illness.



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What Makes Me Emotionally Healthy?

A lot of different things go into having good emotional health. Since emotional health deals with optimum functioning, people with good emotional health share a lot of strong, positive characteristics (figure 6.1). Good emotional health is also connected to the other parts of wellness. When you are functioning at your best emotionally you are also more likely to have better physical, spiritual, intellectual, and social wellness.

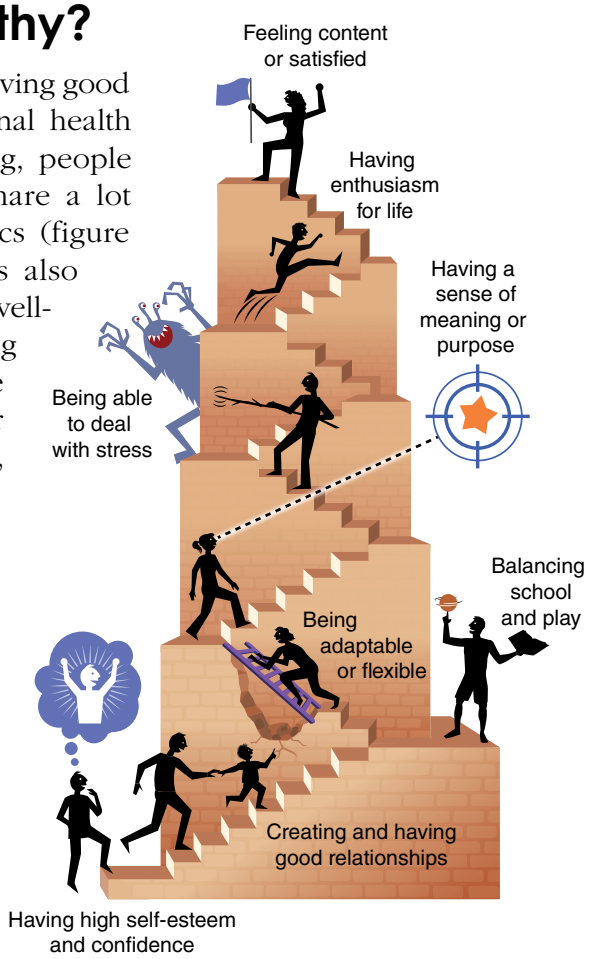
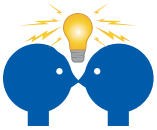


Figure 6.1 Characteristics of positive emotional health.

Emotions and Self-Awareness



An important part of being emotionally healthy is being able to identify your own emotions and to understand them. Your emotions are a part of you and everything that you feel has value because of that. That doesn't mean that all emotions are good or comfortable for us to experience. Some emotions can become overwhelming, like grief, fear, and anger. Other emotions feel good but can lead us to make quick or reckless decisions, like love or excitement.

Recognizing and empathizing with the emotions of others allows you to form meaningful connections and to better understand what that person is experiencing. As a result, communication is improved. For example, if you can see that a friend is really hurt by something you have done or said, you will know that you might want to apologize and express your perspective in a way that is less hurtful and more respectful of your friend. If you can't tell that your friend is upset, you might continue to say and do things that are hurtful and that might harm the relationship over time.

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Communicating Your Emotions

People are social beings. When we are struggling with our emotions it helps to talk to other people. When we don't talk about our feelings we act differently and often withdraw from other people. Being able to express how we feel in an appropriate way helps us solve the problems that are causing the emotions in the first place. When we solve the problem or issue we are facing we then feel better.

Both positive and negative emotions should be shared and expressed with others (figure 6.2). It can be especially hard to express emotions like pain or sadness. Sometimes people are afraid that others will think they are weak or aren't in control of their emotions. The truth is, expressing pain and sadness is the best way to make the feelings stop and it is how others come to understand how you are



Emotions are communicated by our faces, our voices, and our body language.

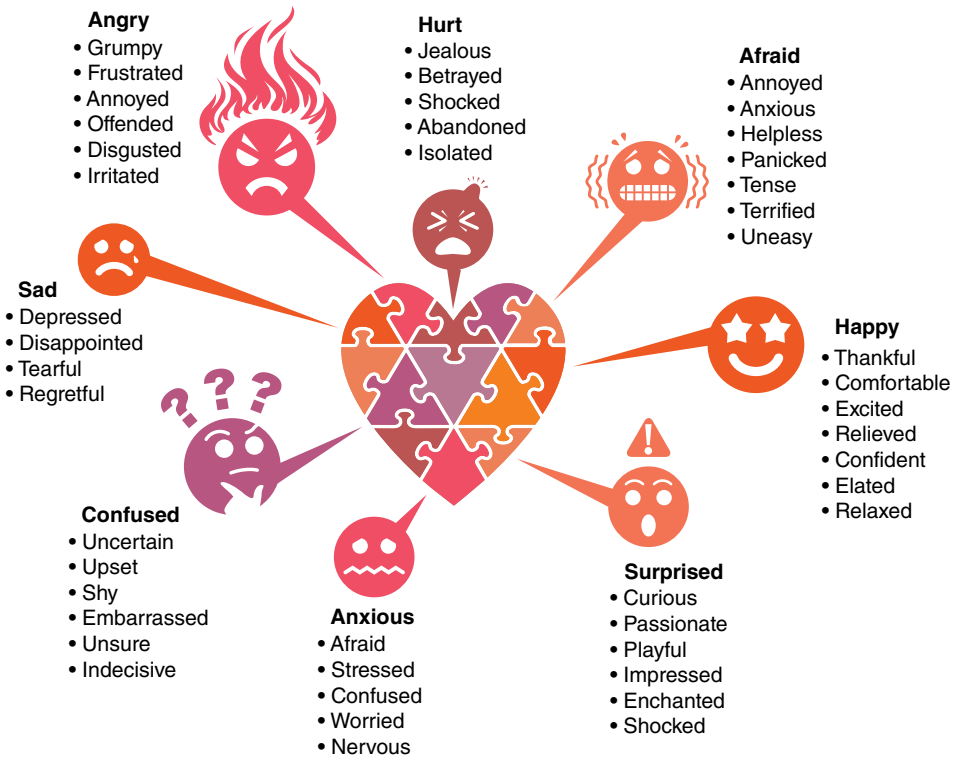


Figure 6.2 Words and expressions can help us communicate emotions effectively.

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feeling. When others understand what you are going through, they can provide the support and encouragement you need to manage your emotions successfully. If you are struggling with negative emotions, reach out to an adult you trust for guidance.

Talking about positive emotions like joy and happiness is also important. If you only express negative emotions, your friends and family may not want to be around you. Generally, it isn't much fun to be around someone who is always negative. Try spending as much time expressing your positive emotions as you do negative ones. Doing this will help you create emotional balance in your life.

Your Changing Emotions

The physical changes you go through during puberty can change how you experience emotions. Your emotions can change for any of the following reasons.

- Your hormone levels are changing. These changes can make emotions feel more intense. You may notice that you have bigger mood swings (moving from one extreme emotion to another). You may also experience more irritability or anxiety.
- Your sleeping is disrupted. Physical changes occur that can disrupt your sleeping patterns. Not sleeping well generally leads to more moodiness and irritability.
- Your brain in not fully developed. The human brain does not reach maturity until the early 20s. As a result, kids and teenagers have a more difficult time managing, or regulating, emotions.
- You are going through social changes. During adolescence you also go through a lot of social changes. Friendships can shift when you change schools, sport teams, or groups; popularity can shift as people develop and grow at different rates; and social media use can increase and trigger more frequent and more intense emotional reactions. All of these changes can make your emotions feel scary and out of control.

HEALTHY LIVING TIP

If you aren't sure how to express your feelings, try rehearsing options in your head or out loud to yourself. By practicing what you want to say you can see how it feels to share and build your confidence before trying to share with another person.

Emotional Intelligence

Learning to identify and use emotions in productive ways is part of what is called emotional intelligence. **Emotional intelligence** includes self-awareness, self-management, social awareness, and social skills (figure 6.3). Having good emotional intelligence affects things like

- your ability to manage stress,
- your ability to build relationships and manage conflict,
- your ability to keep emotions under control,
- your self-confidence and self-motivation,
- your leadership abilities, and
- your success in academics and work life.

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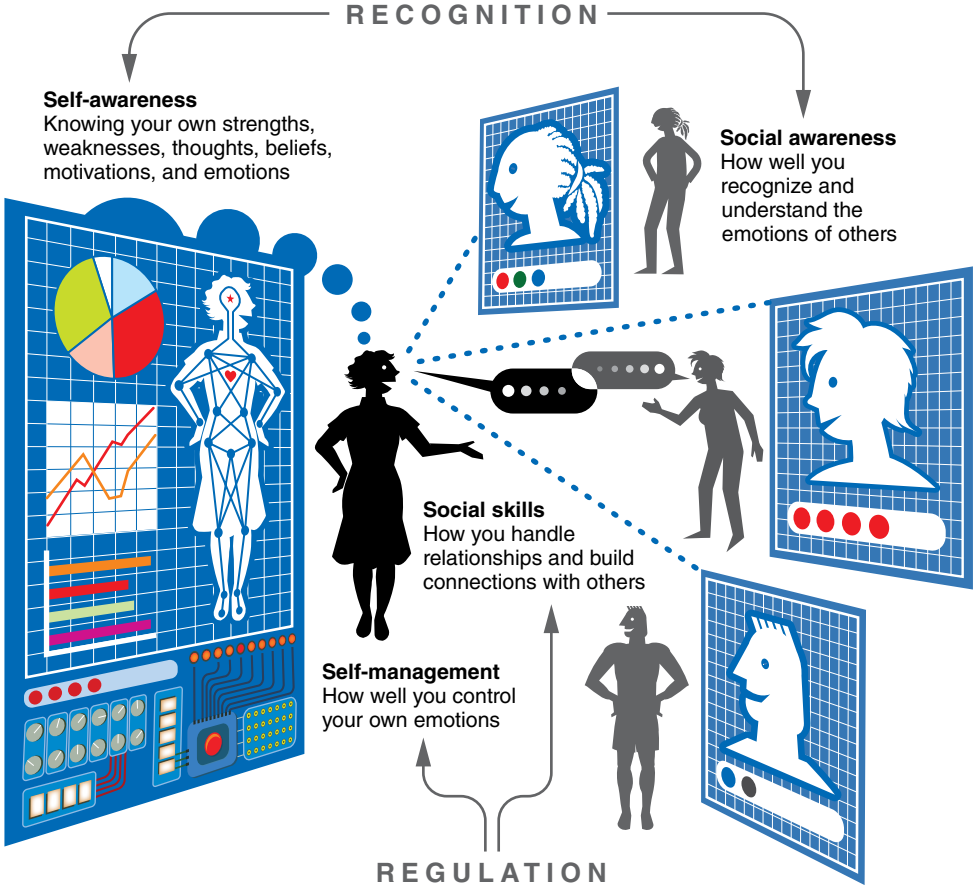


Figure 6.3 Emotional intelligence.

Developing Empathy

Have you ever teared up when someone you care about is crying or hurting? Do you feel happy when a friend is successful at something that really matters to them? When you experience these things, you are showing empathy for another person. **Empathy** is your awareness of the feelings and emotions of other people. Empathy involves feeling the way someone else feels and understanding how someone else feels. Empathy is at the center of every relationship you have in life. If you are not able to relate to the emotions of others it is challenging to develop meaningful relationships or to function fully in society.

Here are some ways we can develop empathy.

- By sharing in the life stories of others. Seeing how another person experiences life causes us to imagine and wonder what it feels like.
- By making an effort to understand differences in social cultures, values, and traditions. The more you reach out and get to know other people who are different from yourself, the more empathy you can develop.
- By asking questions and learning about situations different from your own. Understand what it is like to have a particular disability, to live in a different neighborhood, to be adopted, or to be of a different economic status. The more you learn about different circumstances, the more empathy you can develop for others in those circumstances.

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Career Connection

MENTAL SKILLS COACH

Sport psychology is the study of how psychology influences sports, athletic performance, exercise, and physical activity. People who work with athletes and coaches to improve performance, increase motivation, build resilience and grit, and help others control emotions and use emotions to enhance performance are working in the field of sport psychology. Individuals may work in the role of a certified mental performance coach or as a clinical psychologist working specifically with athletes. Sport psychology professionals may be employed by a team as a member of the team's coaching and support staff, or they may work as independent contractors and move from athlete to athlete or team to team. To practice as a mental performance coach, a person should hold at least a master's degree in kinesiology or psychology, or both. To work as a clinical psychologist, one must hold a doctoral degree and be licensed to practice.

Sometimes we aren't good at showing empathy, or we simply don't try. When we are biased against others or are ignorant of others, we are less likely to show empathy toward them.

Sometimes we don't value others who are different from us because we assume they don't feel or behave like we do. We also are less likely to feel empathy if we blame someone for their circumstances. For example, if someone is robbed at night and we blame him for being out late we are less likely to feel empathy toward him or his situation. It is important not to allow circumstances to get in the way of having empathy toward others.

Optimism and Emotional Health

Improving your emotional health is an active process that requires continued self-awareness and effort. How you think about and respond to the different emotions you feel will determine how much you grow your emotional health. The more positively you can approach your emotions, the better off you will be. This does not mean that you need to be happy all of the time. It means that you look for the positive in situations and work to have a positive response. You can be sad when something bad happens and still believe that things will eventually get better. A person who has a generally positive outlook and positive emotions is said to be **optimistic** (figure 6.4). Optimistic people tend to have better emotional health. Optimism is also related to lower blood pressure, reduced risk for heart disease, better blood sugar levels, and a longer life. In contrast, dwelling on negative emotions like fear and anxiety can increase your risk for these same health conditions and shorten your lifespan.

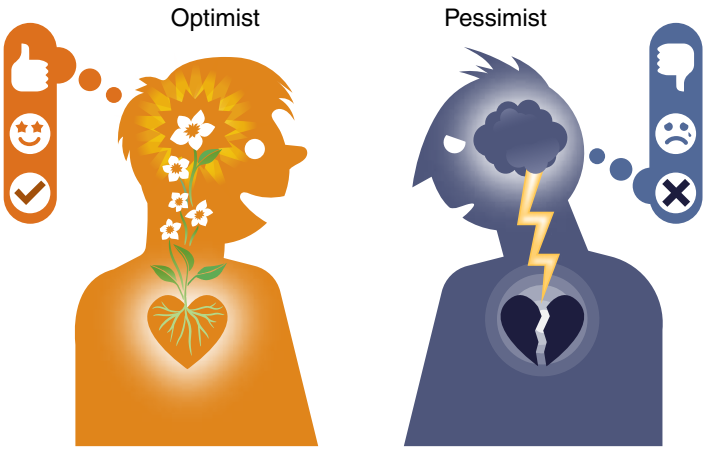


Figure 6.4 Optimism versus pessimism.

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Skill-Building Challenge

Expressing and Communicating Empathy

STEP 1: Get into groups or teams according to your teacher's instructions. As a group, develop a story about two friends. One friend is going through something painful or difficult and the other friend is showing empathy and support. Share your own experiences with each other as you develop your story and try to use at least one contribution from everyone in your group as part of the story. Write your story out. Make sure the story is detailed and clearly expresses how the two characters are feeling and how they are expressing themselves.

STEP 2: Create a skit based on the story. You may need to add some details and conversation between the friends to help create the skit. Try to be realistic when expressing the emotions in your skit. Perform the skit for the class and have them point out examples of emotions they see represented in the skit.

Healthy Living Skills

This lesson focused on communicating empathy to others. Here are some more ways you can develop healthy living skills related to this lesson.

ANALYZING INFLUENCES

Identify three people or things that influence how you express your emotions. For example, your family may be very open and honest, and as a result you feel comfortable sharing your emotions with friends. Think about whose behaviors you model and the ways in which emotions are expressed in your family, community, and culture. Explain how each person or thing you picked influences the way you express your emotions.

ACCESSING INFORMATION

Use the Internet to research common face emojis (smiling, frowning, crying, and so on). Draw 10 common emojis. Label each emoji according to the emotion it is expressing.

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LESSON 6.1 Review: Your Emotional Health

LESSON SUMMARY

- An emotionally healthy person is able to meet the demands of daily life and shows characteristics like enthusiasm for life, the ability to deal with stress, flexibility, high self-esteem, and a sense of purpose in life.
- Teenagers often struggle with managing emotions. This happens for several reasons including teenagers' changing bodies, disruptions to sleep, changing social environments, and a brain that has not yet fully matured.
- Emotional intelligence involves self-awareness of emotions and the ability to manage them. It also involves being aware of the emotions of others and having the social skills necessary to develop and maintain relationships.
- Empathy is our ability to understand and feel the emotions of others. If a friend is sad and crying because his parents are divorcing, and you also feel sad and cry with him, you are experiencing and showing empathy.
- Optimistic people look for the positive in situations and work to have a positive response. They embrace challenges and are willing to learn from mistakes. Pessimism is related to an ongoing negative attitude. People who are pessimistic often expect the worst in situations.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ health is focused on maximizing your potential and living your best life; it is an important part of overall wellness.
2. Your ability to stay focused, to process information, to store and retrieve information, to understand what you see and hear, and to reason and make decisions are all part of your _____ health.
3. A person who has good emotional _____ is aware of and manages their own emotions and can understand and respond appropriately to the emotions of others.
4. Being able to feel and understand what someone else is feeling is called _____.
5. A person who has a generally positive outlook on life is said to be _____.

THINKING CRITICALLY

Select one characteristic of positive emotional health from figure 6.1. Conduct some research on how or why that element might affect someone's emotional health. Write a one- or two-paragraph summary of your findings.

TAKE IT HOME

Interview a family member or family friend about their life experiences. Learn the details about where they grew up, what kinds of things they thought about and dreamed about, and what major life events they recall. Write a short paragraph about their life and what you learned from them.

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LESSON 6.2

Being Yourself

Terms to Learn

self-awareness
identity
self-image
self-esteem
self-confidence



The Big Picture

You are unique and unlike any other person on the planet. Your experiences in life and the successes you have depend on how accurately and how well you know yourself and how you feel about who you are. Developing self-awareness and self-esteem will help you be the best version of yourself that you can be.

Learning Targets

- Define identity and describe your identity.
- Compare and contrast self-image and self-esteem.
- Explain why self-confidence is important.
- Describe two ways to improve self-esteem.
- Demonstrate how self-esteem can influence decision making.

SEL Connection

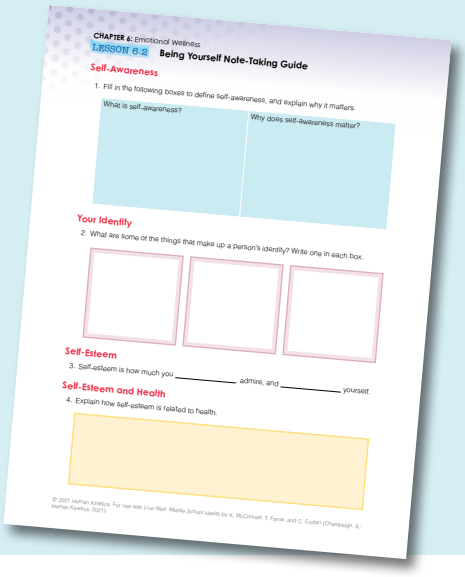
Skill-Building Challenge: Self-Esteem and Decision Making (Responsible Decision Making)

Write About It

What makes you unique and different from other people?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 6: Emotional Wellness
LESSON 6.2 Being Yourself Note-Taking Guide
Self-Awareness
1. Fill in the following boxes to define self-awareness, and explain why it matters.
What is self-awareness?
Why does self-awareness matter?
Your Identity
2. What are some of the things that make up a person's identity? Write one in each box.
Self-Esteem
3. Self-esteem is how much you _____ admire, and _____ yourself.
Self-Esteem and Health
4. Explain how self-esteem is related to health.

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Tobin didn't feel like she was good at much, especially sports. Every time she tried a new sport it just didn't feel right and no one seemed to want her on their team. Tobin started to think about the things she was good at, like drawing, painting, and being up in front of a group. She also knew she could spin a good story. As Tobin focused on her strengths, she started to think of herself as an artist and an actress. Knowing who she was and what she was good at boosted her confidence and she stopped worrying about the fact that she wasn't good at sports. What makes Tobin a good role model for others?

Self-Awareness

Do you know what makes you special and different from other people? Can you identify your strengths and weaknesses? Do you know what things make you uncomfortable? What things motivate and inspire you? All of these questions relate to your self-awareness. **Self-awareness** means having a clear sense of your personality, including your strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Having self-awareness allows you to understand how other people see you, and that understanding allows you to respond to others effectively and appropriately.

Who Am I?

- What are my strengths?
- What are my weaknesses?
- What gives me energy?
- What causes me to feel stressed? angry? happy? anxious?
- What motivates me to do better?
- What do I love doing with my free time?
- What kind of friend am I?
- How do I respond to feedback or criticism?
- What do I do when I fail or fall short at something?
- When do I feel disappointed in myself?
- When do I feel proud of myself?



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Your Identity

You are unique and have your own identity. No one else has the exact same combination of qualities as you. Your **identity** is who you are (figure 6.5). It includes your physical characteristics, like your gender, race, hair color, and height. It also includes your personality characteristics, like how reliable, funny, thoughtful, or outgoing you are. Your abilities, interests, and biography are also part of your identity. Your biography is the description of your life: where you go to school, where you were born, how many siblings you have, who your parents are, where you live, and so on. All these things come together to make you one of a kind.

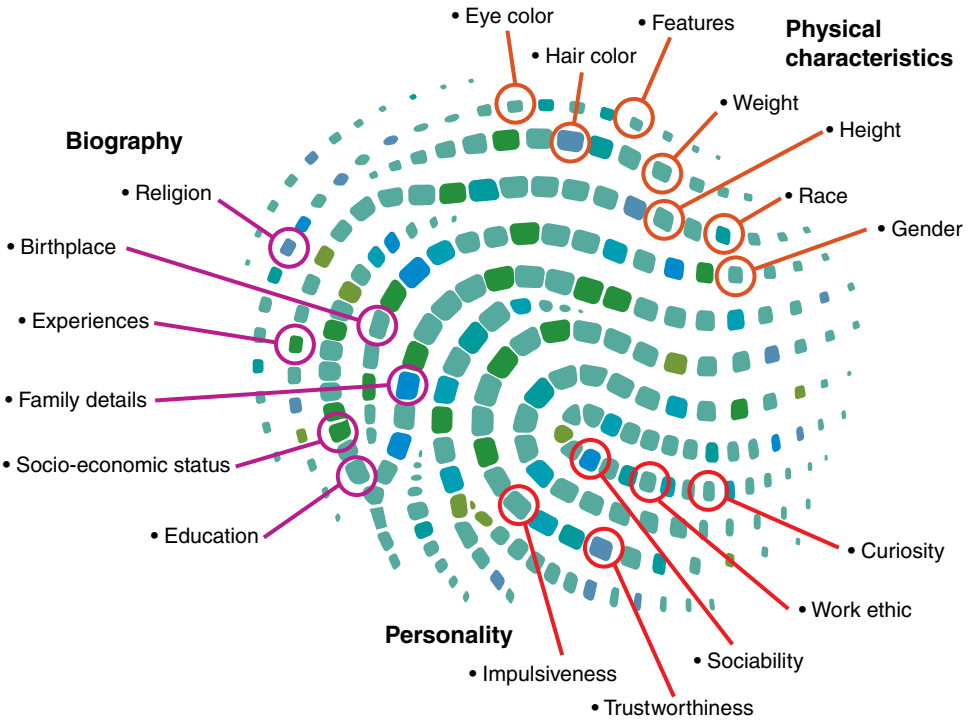


Figure 6.5 Your identity is what makes you unique.

Self-Image

In modern society we use a lot of different words that start with *self* to describe how people think or feel about who they are (figure 6.6). **Self-image** is what you think about yourself. Your self-image is influenced by what you think others think of you. You may think you are smart, or nerdy, or funny, in part because you think others think these things.

Body image is a big part of a teenager's and young adult's self-image. Your body image comes from the thoughts, feelings, and behaviors you have about your body weight, shape, size, and appearance. Unfortunately, it is common for people of all ages and appearances to struggle with their own body image. Our society places high value on appearance and we often compare ourselves to unrealistic images in the media. The teenage years are particularly challenging to your body image because of how your body is growing and changing and the pressures you feel to fit in. As a young person, a lot of your self-image comes from your body image.

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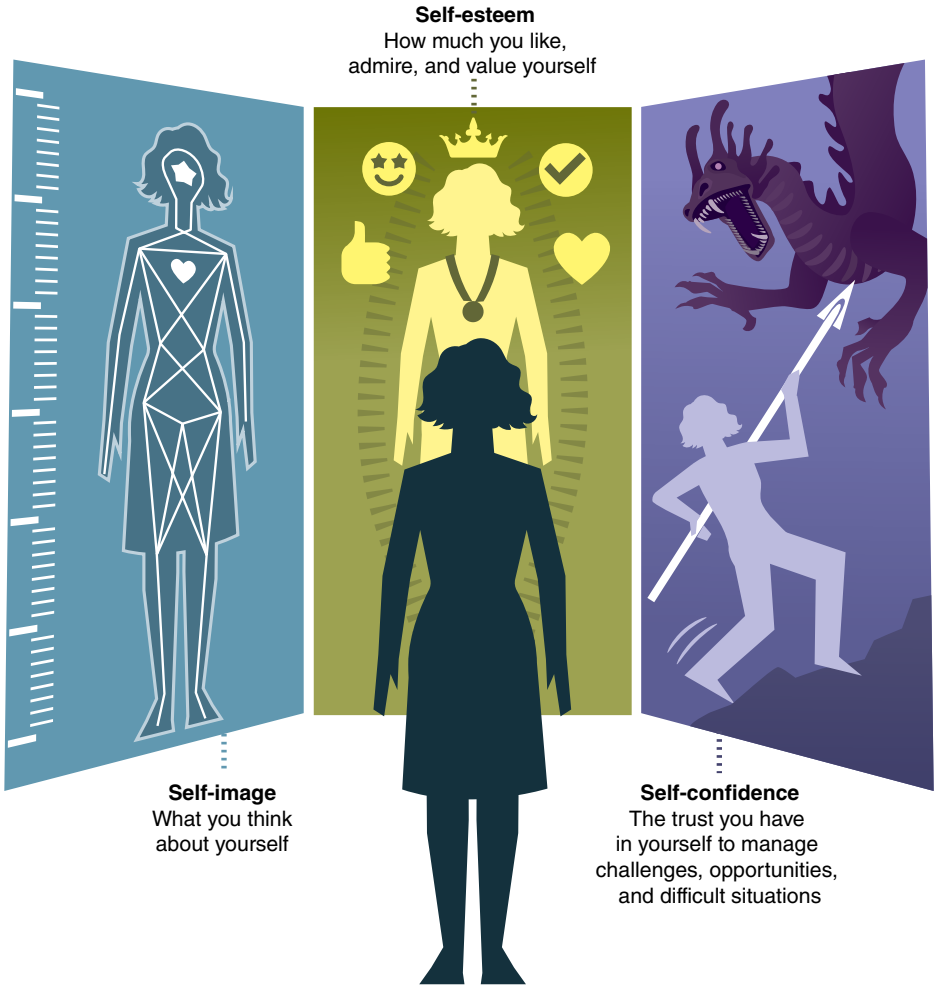


Figure 6.6 Words that start with *self* describe how we feel about ourselves.

Self-Esteem

Different from self-image, **self-esteem** is how much you like, admire, and value yourself regardless of what others think (figure 6.7). It is possible to value and like yourself even if you think others don't like you, but it is hard. Most people want to be liked and respected by others. Some people try so hard to be liked by others that they actually behave in ways that aren't authentic to who they are. When this happens, the person could have a strong self-image because he thinks others like who he is pretending to be, but at the same time have low self-esteem because he no longer likes himself.

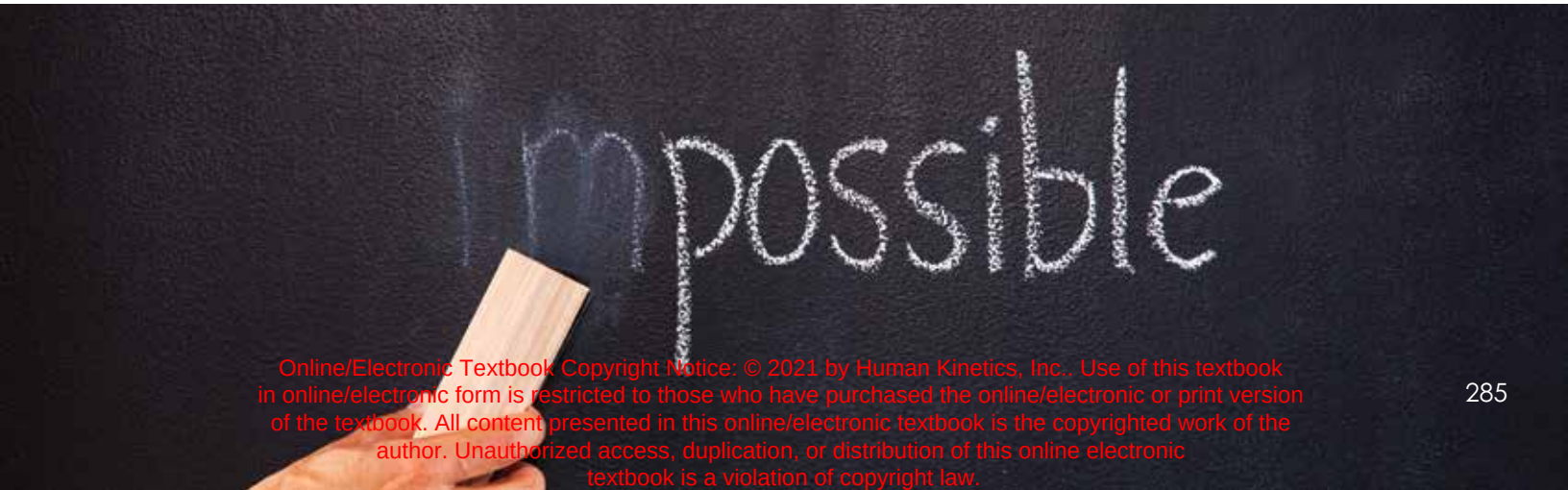


Figure 6.7 Self-esteem comes from being yourself and believing in yourself.

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Self-Esteem and Health

There is a strong relationship between self-esteem and physical health (figure 6.8). People with high self-esteem tend to take care of themselves by eating well, exercising, and being good to themselves and others. The bottom line is this: when you think you matter and have value, you are more likely to want to stay healthy. On the other hand, low self-esteem can lead to a variety of negative health outcomes.

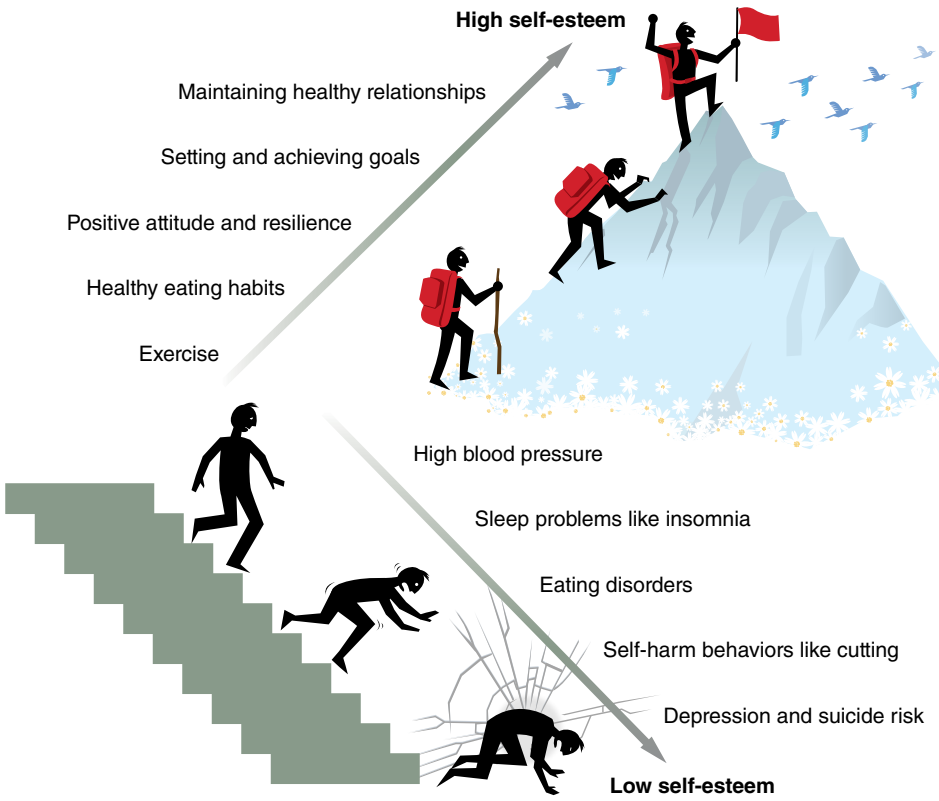


Figure 6.8 Positive self-esteem is associated with healthy behaviors, and low self-esteem negatively affects health and wellness.

HEALTHY LIVING TIP

Next time you feel like you aren't able to do something, or you failed at something, try adding the word *yet* to your self-talk. For example, say "I am not a good soccer player *yet*" or "I can't play this song *yet*." Doing this provides a sense of hope and future accomplishment that can boost confidence.

Self-Confidence

If you have **self-confidence**, it doesn't mean that you think you are better than anyone else. It means that you trust yourself to manage challenges, seize opportunities, and deal with difficult situations. If you successfully complete a project at school, your confidence around academic work will probably go up. If you overcome a fear of talking in front of others when you give a presentation in class, your confidence in public speaking will be boosted. Being successful at tasks helps us improve our confidence. Confidence also helps us tackle more challenging tasks. In this way, we learn to trust our ability to overcome challenges—we become more confident. Confidence is also specific to each task. A person can have a lot of confidence in some area of life, like science class, soccer, and artistic expression, but have low confidence in other areas, like social skills, writing, and swimming.

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Self-Esteem and Self-Confidence Boosters and Busters

You can improve both your self-esteem and your self-confidence. Many of the same strategies work for both. You can also develop habits and ways of being that damage both your self-esteem and your self-confidence. Focus on boosting and not busting when it comes to valuing and believing in yourself.

Busting Your Self-Esteem and Your Self-Image



Beating yourself up. When you are hard on yourself you will probably talk negatively to yourself. Calling yourself stupid or fat or ugly is dangerous. If you do it too much you will eventually believe it.



Staying in your comfort zone. It is hard to build your self-confidence if you never challenge yourself to grow. Set goals that stretch you just enough to make you uncomfortable. This doesn't mean that you take unsafe risks or set unreasonable goals. Be SMART but push yourself once in a while.



Trying to be perfect. There is a saying that perfection is the enemy of progress. If you believe you must be perfect, you will probably become frozen and unable to grow. No one is perfect and most of us have to practice and struggle to experience our biggest achievements.



Making things worse than they are. If something doesn't go the way you want, don't make it into a big deal. If you turn a pebble into a giant rock, you will be less likely to keep going down the path.

Boosting Your Self-Esteem and Your Self-Image



Learn your strengths and weaknesses. Keep a list of the things you do well and the things you struggle with. Ask someone you trust to make a list of your strengths and weaknesses too. Compare the list to see how similar they are. Having accurate self-awareness will help you challenge yourself in meaningful ways that help you grow.



Be kind to yourself. We often treat ourselves much worse than we would ever imagine treating someone else. If you are being hard on yourself, ask yourself how you would talk to a friend in the same situation. Chances are you say meaner things to yourself than you do to your friends. Treat yourself like you are your own best friend.



Grow from your mistakes. We all make mistakes. Some mistakes happen because we don't do what we should. Those are bad mistakes. Other mistakes happen because we took a risk and challenged ourselves to do something for the first time or to do something better than ever before. A good mistake helps you grow—it is a mistake worth making.



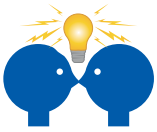
Know when to ask for help. Asking for help does not show weakness; it shows good self-awareness. When we aren't able to handle something on our own and we don't get help from others, we are more likely to fail or experience a negative outcome. Self-confident people are quick to get help when they need it.

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Skill-Building Challenge

Self-Esteem and Decision Making



Pair up into partners or get into groups according to your teacher's instructions. Read the start of the following story. Finish the story first by assuming that Amir struggled with low self-esteem. Then finish the story again assuming Amir had good self-esteem. As you write the ending of each story, think about how self-esteem could influence his decisions. Use the Decision-Making Skill Cues to remind you about what decision-making steps should be in the story.

AMIR'S DECISION

Amir was hanging out with friends after school. His friend Wyatt wanted to skip school the next day and go hang out by the river. Aiden thought he might be able to sneak some food out of his house after his mom left for work and David thought he could bring an inner tube for floating. Amir felt anxious about the situation. He has a test in English class tomorrow, and he knows his friends sometimes do stupid things.

- How does this story end if Amir has low self-esteem?
- How does this story end if Amir has high self-esteem?

Healthy Living Skills

This lesson focused on self-esteem and decision making. Here are some more ways you can develop healthy living skills related to this lesson.



ACCESSING INFORMATION

An affinity group is a group that shares something in common, usually something that has to do with the identity of the members. Research clubs, organizations, support groups, religious groups, and other affinity groups in your school and community. Make a list of 5 to 10 affinity groups. Write down the name of each group and identify their affinity.



PROMOTING GOOD HEALTH

Create posters to put up in your classroom that say, "I am…." on top. Leave the rest of the poster blank. Have everyone in class write at least one thing on a poster that represents who they are, like "I am funny," "I am female," or "I am brave." Keep the posters up and encourage each other to celebrate their diversity and their identity by adding to the posters whenever they think of something appropriate.

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LESSON 6.2 Review: Being Yourself

LESSON SUMMARY

- Your identity is who you are. It includes your physical characteristics, your personality characteristics, your abilities and interests, and your biography, or life story.
- Self-image is what you think about yourself and self-esteem is how much you like, value, and appreciate who you are.
- Self-confidence is the trust you have in yourself to overcome challenges. It is important because it allows you to manage challenges, seize opportunities, and deal with difficult situations. When you are self-confident you take healthy risks and grow as a person.
- You can improve your self-esteem by learning your own strengths and weaknesses, being kind to yourself and using positive self-talk, accepting and growing from your mistakes, and by knowing when to ask for help.
- People with strong self-esteem are better able to resist pressures from others. This allows them to make decisions that are best for them and that align with who they are and what they value.

REVIEWING CONCEPTS AND VOCABULARY

1. Self-_____ is when you know your own personality, including strengths and weaknesses.
2. Your _____ includes your physical characteristics, your personality characteristics, your abilities and interests, and your biography, or life story.
3. Your self-image is what you _____ about yourself.
4. _____ image is a big part of most teenagers' self-image.
5. A person with strong _____ values and appreciates who they are.
6. If you trust in yourself and your ability to overcome challenges, you have strong self-_____.

THINKING CRITICALLY

Many health behaviors are associated with self-esteem. Choose a health behavior (such as eating healthy, exercising, managing stress, or not vaping or drinking alcohol) and research how self-esteem might influence it. Make a bullet point list of the things you learn.

TAKE IT HOME

Keep a self-esteem journal for one week. Each day when you get home, write down something you liked about yourself or something you were proud of that day. At the end of the week, review your entries and reflect on how reading them makes you feel.

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LESSON 6.3

Building Resilience and Grit

Terms to Learn

resilience
trait
skill
grit
growth mindset
fixed mindset
self-talk



The Big Picture

If you can bounce back from challenges, it means you are resilient. If you can stick to your plan even when obstacles try to throw you off course, it means you have grit. Resilience and grit are both linked to health, longevity, and success in all parts of life. Luckily, you can work on developing both of these skills.

Learning Targets

- Explain what resilience is and provide an example.
- Describe what grit is and why it is important.
- Contrast a growth mindset with a fixed mindset.
- Identify four ways to develop grit.
- Provide three examples of negative self-talk.

SEL Connection

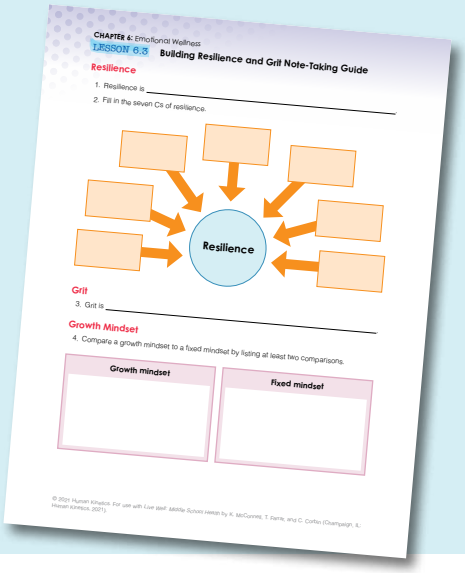
Skill-Building Challenge: Goal-Setting for Resilience and Grit (Self-Management)

Write About It

Describe someone in your life who can keep going even when things aren't going the way they want them to. What do you think gives them this type of strength or ability?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 6: Emotional Wellness
LESSON 6.3 Building Resilience and Grit Note-Taking Guide
Resilience
1. Resilience is _____
2. Fill in the seven Cs of resilience.
Resilience
Grit
3. Grit is _____
Growth Mindset
4. Compare a growth mindset to a fixed mindset by listing at least two comparisons.
Growth mindset
Fixed mindset

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Keva loves riding her bike. She rides with her dad most nights after he gets home from work and on the weekends. Sometimes they go for 20 miles on Saturdays. When she and her dad can't get out on their bikes, Keva rides on her trainer at home. She dreams about being a road racer and competing in the Olympics and the Tour de France someday. Her friends don't always understand why she rides so much. When she tells them stories about how she gets blisters or backaches or how she sometimes falls and gets banged up they think she is crazy. Keva doesn't care that she misses out on doing some things with her friends, or that the riding is exhausting sometimes. She figures it will be worth it in the end if she makes her dreams come true. What characteristics does Keva have that will help her succeed?

What Is Resilience?

Resilience is your ability to bounce back from a difficult or stressful situation. Resilience is like a bouncing ball: when the ball hits the ground it comes back up, sometimes higher than before. If you have resilience you are able to do the same thing. Resilience is not a trait; it is a skill. A **trait** is something you are born with, like your hair or eye color. A **skill** is something you can develop and improve with effort. People with resilience have better emotional health and higher satisfaction with their lives. This means that they are happier and are more optimistic about their present and their future.



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The Seven Cs of Resilience

Researchers have identified seven characteristics of resilience: competence, confidence, connection, character, contribution, coping, and control; they are called the Seven Cs of Resilience. Everyone can develop and improve these areas and become more resilient over time.

Competence

Competence is knowing how to handle a situation because you have done it successfully before. Develop competence by making good decisions and by learning from your mistakes. Learning from mistakes is a critical part of building your resilience.

Confidence

Confidence is when you believe in your own abilities. You develop confidence by knowing your strengths and weaknesses, using positive self-talk, learning from your mistakes, and asking for help when you need it. Having confidence helps you to believe you can get through something challenging. Confidence can help fuel resilience.

Connection

Nobody can get through the challenges of life alone. Having friends and others you can trust and reach out to is important. Spend time with the people who provide support and who challenge you to grow and be better. Connections give you the support you need to be brave and take chances in life and to keep pushing forward when things are tough.

Character

A person with strong character has a clear sense of right and wrong. Character is reflected in how you treat yourself and others. When a situation is tough, your character can act like a lighthouse to guide you forward.

Contribution

Give something back to the world by volunteering to help others. Volunteering strengthens the other Cs by connecting you to others and by building your confidence, competence, and character. Making meaningful contributions also helps build self-worth. If you see the ways you can contribute to society, you are also more likely to push yourself forward in tough times.

Coping

Everyone, regardless of wealth, popularity, beauty, or success, has to learn to cope with stressful circumstances. Part of coping is paying close attention to how you respond to stress and what you do to gain control and to feel better. Managing emotions and actions during stressful times is at the heart of building resilience.

Control

Being in control of yourself means that you learn to make your own decisions and to take responsibility for your actions. You gain control when you can set and honor boundaries, make smart decisions, and delay gratification. Sometimes things are out of our control. When you have resilience you can bounce back, partly because you can regain your self-control.

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Grit

Another important aspect of good emotional health is **grit**. If you have grit you have the dedication and passion to achieve long-term goals. Like resilience, grit is a skill that can be developed and improved. Grit is also known as mental toughness. Grit and resilience are related. If you are resilient and can bounce back from difficult situations you will probably also be able to continue making progress toward a long-term goal. Imagine if you are riding your bike in a race over a very long distance. You would need resilience if you hit some loose gravel and fell off your bike. Resilience would help you to get back on the bike and keep pedaling. You need grit when you are exhausted and the road ahead of you is still long. Grit, or mental toughness, is what keeps you going toward the end even if you feel completely exhausted.

Developing Grit

Grit is linked to having courage, being conscientious, persevering, being resilient, and pursuing excellence (not perfection!). Challenge yourself to develop grit.

Courage

Stand up for what you believe in, take a chance on something or someone when others won't, show patience when others show panic, or reach out to help someone in need.

Conscientiousness

Do the right thing in the right way. Cutting corners, cheating, or giving up are not conscientious behaviors.

Perseverance

Push forward on the path toward any goal you set, regardless of the challenges you face.

Resilience

Bouncing back from difficult situations allows you to continue to move forward toward your ultimate goal.

Excellence

When you pursue excellence you seek to master what is in front of you. You want to do it to the best of your ability, and you keep working in order to keep making improvements.

Growth Mindset

Resilience and grit are also related to something called your mindset. If you believe that you can develop your talents and skills, that you can learn and grow through any situation, then you have a **growth mindset**. For example, if you don't do well on a math test, do you tell yourself that you are stupid

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and will never learn math? Or do you say, "If I keep studying and learning, I will eventually be good at math"? If you have a growth mindset, you believe you can become better at math if you study more. If you give up because you assume you are just never going to be smart enough to learn math, you have a **fixed mindset**. If you believe you were either born good at math or you weren't, you have a fixed mindset about math. This mindset causes you to give up or to lose confidence in situations. Students who have a growth mindset do better in school and also develop more resilience (figure 6.9).

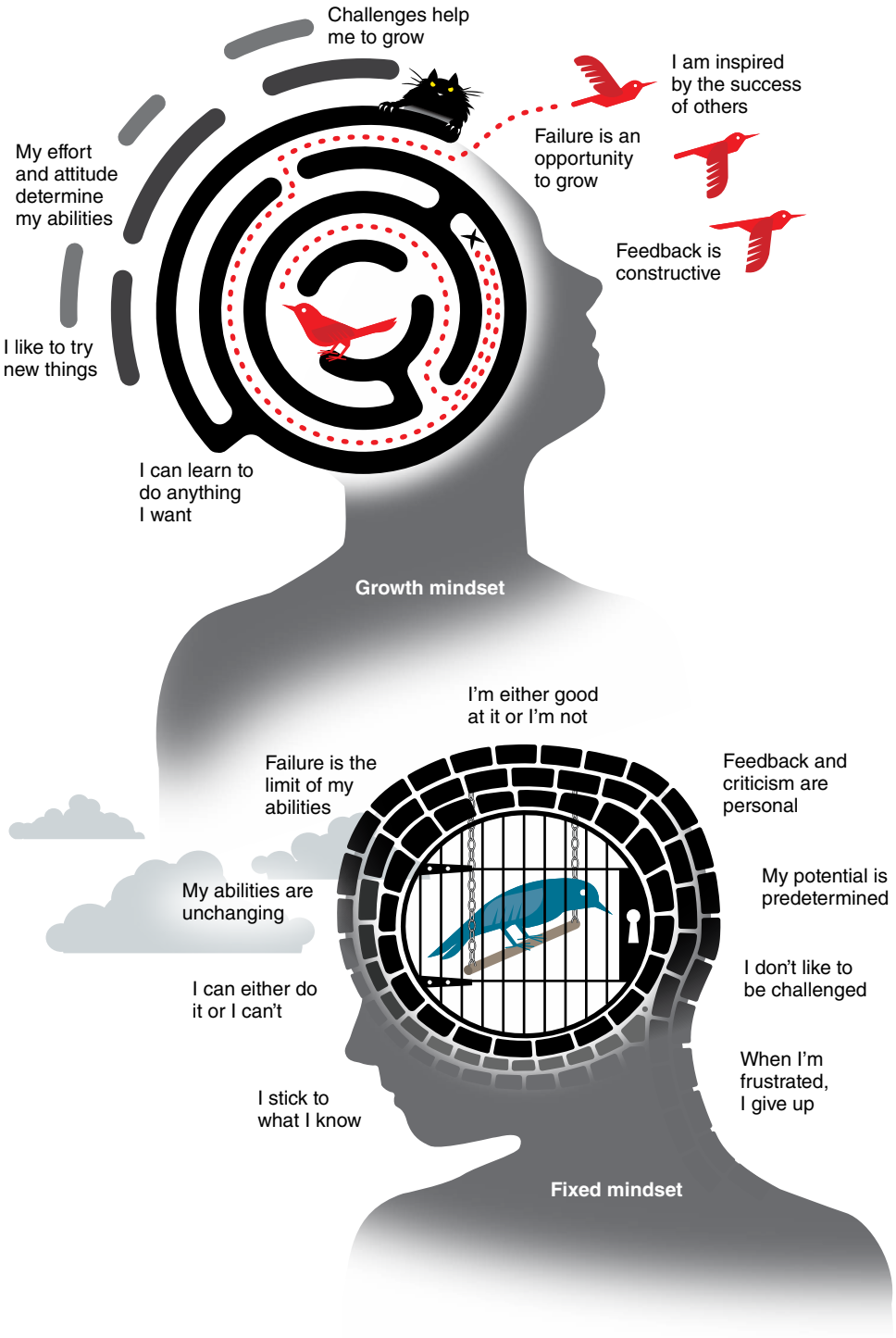


Figure 6.9 Growth mindset versus fixed mindset.

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Self-Talk for Resilience, Grit, and Growth

One key factor in your emotional health and your ability to develop a growth mindset is the self-talk you use. **Self-talk** is the messages we send to ourselves; it is our inner conversation with our self. Everyone engages in self-talk. Self-talk can be negative or positive. By learning to recognize negative self-talk—the unhelpful and harsh things we say to ourselves—we can challenge and change these messages and the feelings they create (table 6.1). Negative self-talk has some well-known patterns that we tend to fall victim to. Can you think of examples of your own negative self-talk?



TABLE 6.1 **Some Ways We Engage in Negative Self-Talk**

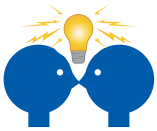
Pattern	Description	Example
Jumping to conclusions	Failing to think things through and jumping to a quick, negative conclusion.	My friend didn't text me. She must hate me.
Making things your own fault	Making everything about you or your fault (personalizing).	Everyone in class made the same mistake on the homework. I should have got it right.
Making things worse	Making something far more significant or dramatic than it is (catastrophizing).	I got a B on my quiz. I'm going to fail now.
Making things smaller	Making accomplishments smaller than they really are.	I got an A on the test but I missed the easiest question. I'm so dumb.
Making things bigger	Applying something specific to a bigger thing.	I forgot my permission slip. I can't remember anything.
Giving it a name	Calling yourself names (labeling).	I am so fat and stupid.

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Skill-Building Challenge

Goal-Setting for Resilience and Grit



Both resilience and grit are skills that you can develop. Set short- and long-term goals to help you build your resilience and grit. Remember to make your goals SMART goals. Revisit your goals to evaluate your progress and reflect on what things helped or hurt you in achieving your goals.

SMART Goal Reminder

- **S** = Specific. What exactly will you do?
- **M** = Measurable. How much or how often will you do this?
- **A** = Achievable. Is the goal something you can actually do with some effort?
- **R** = Realistic. Does the goal make sense, and will it help you achieve what you want?
- **T** = Timely. When will the goal be met? How long will it take?

Short-term goal: _____

Short-term goal: _____

Long-term goal: _____

Healthy Living Skills

This lesson focused on goal setting for resilience and grit. Here is one more way you can develop healthy living skills related to this lesson.



HEALTHY COMMUNICATION

Research a successful athlete or performer in a sport or activity you like. Read about that person's life and try to find out what challenges they had to overcome to be successful. Challenges could be things like moving away from home at a young age, overcoming injuries, or traveling hours every week to practice. Summarize the challenges this person faced and how they overcame them. Focus on their resilience and grit.

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LESSON 6.3 Review: Building Resilience and Grit

LESSON SUMMARY

- Resilience is your ability to recover quickly from a difficult or stressful situation. Resilience is like a bouncing ball: when the ball hits the ground it comes back up, sometimes higher than before.
- Grit is the dedication and passion you have to achieve long-term goals.
- If you have a growth mindset, you believe that you can learn and grow all the time. If you have a fixed mindset, you believe that certain things just are the way they are and can't be changed.
- If you want to have good emotional health, resilience, and grit, you need to learn to recognize negative self-talk. Some ways you use negative self-talk are by calling yourself names (labeling), making things worse than they are (catastrophizing), or making everything your own fault (personalizing).

REVIEWING CONCEPTS AND VOCABULARY

1. Your ability to bounce back when things are hard is called _____.
2. A(n) _____ is something you are born with, like your hair or eye color.
3. A(n) _____ is something you can learn, like writing or playing an instrument.
4. If you have _____, you are able to continue to move forward even when you face obstacles on your path.
5. If you think you are bad at something and can never master it, you have a _____ mindset.
6. If you learn from your mistakes and believe you can get better at something, you have a _____ mindset.
7. The inner conversation you have with yourself is called _____.

THINKING CRITICALLY

How would you explain the concept of resilience to a younger elementary school child? Write a paragraph with your response.

TAKE IT HOME

Make yourself an inspiration board at home. It could be a poster, a single sheet of paper, or something you draw on your tablet or phone. Use photos of people who inspire you and identify words and phrases that encourage you to have resilience and grit. Reflect on your board anytime you need inspiration or motivation.

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LESSON 6.4

Controlling Your Emotions

Terms to Learn

impulsiveness
groupthink



The Big Picture

Emotions are part of being human and they influence the way we think and act every day. If you can't manage your anger, frustration, or anxiety you are more likely to make dangerous or impulsive decisions. Poor emotional control also makes it very difficult to develop and maintain healthy and meaningful relationships with others.

Learning Targets

- Explain what impulsiveness means and give an example.
- Identify five examples of impulsive behaviors.
- Give an example of how groupthink might result in impulsive behavior.
- Give three examples of ways you can manage emotions effectively.

SEL Connection

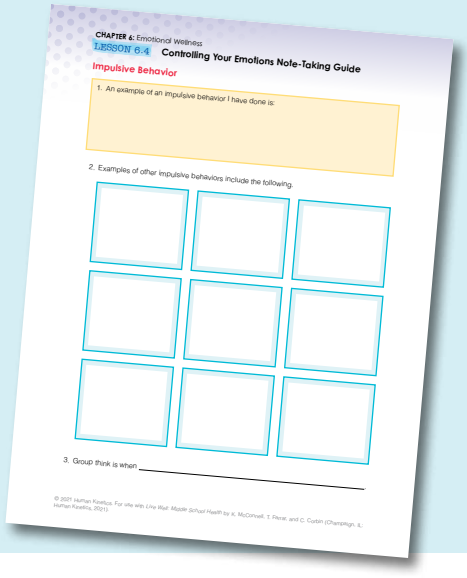
Healthy Ways to Manage Emotions (Self-Management)

Write About It

When was the last time you felt really angry or frustrated? What did you do about it?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 6: Emotional Wellness
LESSON 6.4 Controlling Your Emotions Note-Taking Guide
Impulsive Behavior
1. An example of an impulsive behavior I have done is:
2. Examples of other impulsive behaviors include the following.
3. Group think is when _____

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Peyton almost always felt angry and he didn't really understand why, He hated school and felt his life was boring. He was mean to the people around him—usually for no good reason—and as a result he didn't have many friends. As time passed, Peyton became more of a loner. He was passing his time trolling on social media and eating a lot. Last week he broke his hand punching the wall in his house. If Peyton doesn't reach out to get help with managing his emotions, he is likely to engage in more unhealthy and risky behaviors in the future. He might even find himself in trouble with the law. Who could Peyton talk to? Is it important that he reaches out for help?

Impulsive Behavior

Have you ever said something to someone and immediately regretted it? Have you ever hit a wall or broken something in frustration? Do you find yourself breaking the rules or making quick decisions to do something because you want to fit in? All of these are examples of **impulsiveness**. Impulsiveness is when you act suddenly while ignoring the consequences of the decision or behavior.

Teenagers are often impulsive. Part of the reason for this is because of the changes your body goes through during puberty. Part of it is because the area of your brain that helps you make rational decisions is not yet fully developed. And part of it is because of peer pressure, exploration, and groupthink. **Groupthink** occurs when you make decisions as a group in a way that discourages individual responsibility. Teenagers often mistakenly think that if they do something impulsive as a group, no one is truly responsible. The fact is, everyone is responsible.

It is important to recognize that impulsive behaviors are usually dangerous or risky (figure 6.10). In recent years, studies have linked impulsiveness to higher risks of smoking, drinking, drug abuse, compulsive gambling, aggressive behaviors, and eating disorders. Being a teenager is not an excuse to be impulsive. You are always responsible for your own actions, even when you didn't take time to really think them through.

Impulsive Behavior

- Being dishonest
- Breaking the rules
- Tantrums (slamming doors, throwing things, hitting walls)
- Destroying property when angry
- Being mean or putting others down
- Cyberbullying
- Punching something
- Being verbally aggressive
- Stealing
- Borrowing without asking
- Running away
- Overeating
- Doing unexpected things with your hair (shave it, color it, etc.)
- Smoking cigarettes or vaping
- Using drugs
- Drinking alcohol
- Gambling
- Cutting or other self-harming behaviors

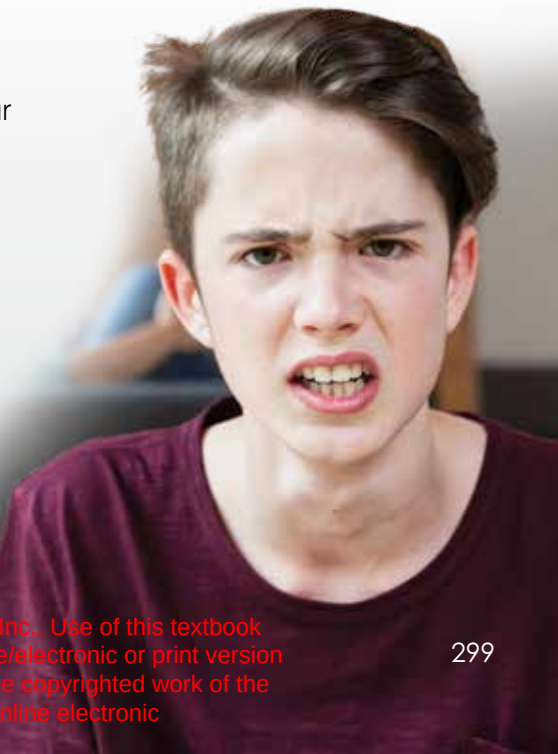


Figure 6.10 Impulsive behaviors are usually dangerous.

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When Emotions Control You

Impulsive behaviors happen when we don't have full control over our emotions. Imagine if Katie walked down the hall at school and one of her best friends completely ignored her. In response she thinks things like "He must be mad at me" or "He must have heard something bad about me" or "He doesn't like me anymore." Having these thoughts then makes Katie feel anxious or nervous. She may start to wonder what she did wrong, and this might cause her heart to beat faster, her mouth to feel dry, and her hands to feel a little shaky. She may even begin to feel angry at her friend for not noticing her. Katie might react and post an unflattering photo of her friend on social media and make an unkind comment, or she might hide and avoid him and her other friends because she assumes everyone is mad at her. As a result, Katie's friend might get mad at her and their friendship could be damaged. All of this might have happened because Katie reacted to a simple moment without stopping to think, evaluate, and respond appropriately (figure 6.11). What if Katie's friend just didn't see her because he was having a hard day and was deep in his own thoughts? Could things have gone differently if Katie had taken a moment to breathe and ask herself what might be distracting her friend?



Figure 6.11 Your thoughts, emotions, physiology, and behaviors are all connected.

Taking Control of Your Emotions

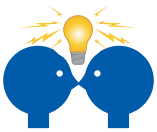
In order to avoid conflict, harming relationships, and taking dangerous risks, you need to learn how to control your emotions, especially when you feel angry or frustrated. We all feel urges and extreme emotions now and then. It is okay to feel—in fact, feeling things deeply probably means that you care. The challenge is not in trying to avoid emotions, it is in learning to apply the brakes before you respond recklessly to what you feel.

No single strategy for controlling emotions will work for everyone. In fact, no single strategy will work for you in every situation. Developing a box of tools will help you to find the right tool for the right situation. Controlling intense emotions like anger, frustration, and anxiety is hard work. Read through the techniques provided on the following pages and think about which ones might work best for you.

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Healthy Ways to Manage Emotions



Breathe and Pause

When a situation makes you feel angry or frustrated, pause immediately to take a deep breath. As you inhale, count to yourself until you get to the count of four. Exhale fully before reacting. If you need a little bit more, try saying *relax* or *stay calm* to yourself as you exhale. Taking a slow deep breath is especially effective if you feel angry and are likely to be physically aggressive.

Collect Your Thoughts

When you want to make a quick response to a situation, take a moment to collect your thoughts. Making sure you know what to say and how you want to say it will help keep you from saying something impulsive that makes the situation worse. Try saying "Just give me a second here" so that those around you know you are collecting your thoughts.

Express Your Anger Calmly

Once you are thinking clearly, express what you are feeling in a way that is assertive and not aggressive. Use *I* statements and focus on how you feel, not on placing blame on others. Remind yourself that anger won't fix anything, and in fact is likely to make it worse.

Take a Time-Out

If you find yourself in a situation that has you feeling tense or on edge, take time to get out of the situation briefly. Step away and go outside or into another room. If social media is the source of your emotions, unplug for a few hours. A short break from a stressful environment allows you to collect yourself and will help you keep things in perspective.

Stop Your Thoughts

If you feel your emotions rising up, silently tell yourself to *stop* as soon as you feel yourself beginning to react. Repeat the word *stop* as often as you need to as a way to collect your thoughts and refocus your energy.



Distract Yourself

When you are in an ongoing situation that creates anger or frustration, find something that will distract you from that situation. Listen to music, repeat a favorite poem or song lyric, focus on something in your environment, or use all of your senses to imagine being in a peaceful place.

Listen Actively and Carefully

Poor listening skills are at the root of most miscommunications. When others are speaking, listen to what they are saying and try not to focus on your own response. If you are thinking about yourself when someone else is talking you are probably missing out on what it is they are really trying to say.

> continued

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Healthy Ways to Manage Emotions > continued

Practice Empathy

If another person is the source of your anger or frustration, try your best to imagine the situation from their perspective. Often there is no strict right or wrong in a stressful situation. When you acknowledge that the other person really does feel how they feel, and you try to understand why, you can often calm the situation down.

Do Regular Physical Activity

Exercise is one of the best ways to keep your stress levels down. When you feel less stress in general you are less likely to feel frustrated or angry when things become more tense. The body is built to move when situations are stressful or dangerous. Take advantage of that natural reality.

Focus on Solving the Problem

People often get stuck focusing on what happened rather than thinking about how to resolve a situation calmly. If you feel angry with someone or something, don't keep reliving the trigger over and over. Instead, focus on what you can do to resolve the situation and calm your emotions.

Forgive and Let It Go

If you feel angry because of something someone did to you, try your best to understand what happened and then work to forgive the other person. Everyone makes mistakes. When we hold a grudge against another person, we let our anger grow until it eventually explodes again.

Try to Laugh About It

Sometimes we realize we reacted to a situation in a way that was unnecessary. If you've let your emotions get the best of you, try to laugh at yourself. Acknowledging your own shortcoming and laughing about it will help others feel calmer and can quickly help angry feelings go away. When using humor to calm your anger, direct it only at yourself and avoid sarcasm.



Keep a Journal

If you feel angry often, try keeping a journal. Writing down what you are feeling will help you understand what is making you angry, frustrated, anxious, or scared. Journaling is a way of processing emotions. When you make sense of your emotions, you allow your brain to let things go.

Seek Help If You Need It

One of the most important things you can do if you aren't feeling in control of your emotions is to seek help. Talking to a trusted adult is an important first step. Or you may need to see a professional therapist to help you get full control over your emotions.

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Skill-Building Challenge WWW

Practicing Emotional Control

Look over the three scenarios shown in the following chart. For each scenario, identify a strategy that the person could use to help control their emotions and then explain how that strategy might affect the outcome. An example is provided for you.

Scenario	Strategy	Possible Outcome
Antonio was so mad at his friend he could feel his body get tense and he just wanted to hit or break something.	*Antonio could take a deep breath and count to four before he responds.*	*Antonio might feel his body relax and he might be able to avoid doing something impulsive.*
Michelle can tell she is mad at her friend, but she is trying to keep it hidden so that their friendship won't be hurt. Her anger is making her impatient with others.		
Damion's home life is hard. His parents fight all the time and he feels angry when he hears the way they talk to each other.		
Kwan accidentally typed the wrong word in a post and her friends are all making fun of her. She feels stupid and is mad at herself for looking foolish.		

Healthy Living Skills

This lesson focused on practicing emotional control. Here are some more ways you can develop healthy living skills related to this lesson.

HEALTHY COMMUNICATION

Think about the last time you felt really angry and didn't handle it well. Replay the experience in your mind and reflect on how you felt and how you responded. Think about how you could have handled the situation better. Practice what you would do or say until you feel comfortable with your improved response.

SETTING HEALTHY GOALS

Develop one SMART goal that relates to your anger management. Look over the strategies provided in this lesson and consider creating your goal around one of those strategies.

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LESSON 6.4 Review: Controlling Your Emotions

LESSON SUMMARY

- Impulsiveness is when you act suddenly while ignoring the consequences of the decision or behavior. If you say something mean about a friend because you think he is ignoring you, you acted impulsively.
- Impulsive behaviors include things like being dishonest, breaking the rules, being a hater on social media, and drinking alcohol.
- Groupthink occurs when you make decisions as a group in a way that discourages individual responsibility. Teenagers engage in groupthink when they ditch school together or exclude someone from their group for no good reason.
- There are lots of different ways to manage emotions. Taking a deep breath and counting to four before reacting, engaging in regular exercise, distracting yourself from an emotional environment, and keeping a journal are examples of strategies to help manage emotions.

REVIEWING CONCEPTS AND VOCABULARY

1. Acting suddenly while ignoring the consequences of a decision or behavior is called _____.
2. Gambling, overeating, being mean or cruel to others, and vaping are all examples of impulsive _____.
3. If a group of people make a decision together and don't take individual responsibility for the decision, they are engaged in _____.
4. If you feel angry, frustrated, or anxious in a situation, try taking a deep _____ and counting to four before responding.

THINKING CRITICALLY

Exercise can help people manage their emotions better. Research the emotional and mental health benefits of exercise and make a list of the benefits you find.

TAKE IT HOME

Reach out to someone in your life whom you might have mistreated because you weren't in control of your emotions. Explain to them what you did and apologize for your actions. Be sure to listen if they want to tell you how it made them feel.

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Chapter Review

ACTION PLAN: Emotional Wellness

Use the My Action Plan Worksheet to set goals for your emotional health. Here is an example.

My Action Plan: Improving My Emotional Health

STEP 1: Identify the health behavior you are going to work on.

I am going to improve my self-esteem.

STEP 2: Write SMART goal(s).

Write one or two short-term goals (one day to one month long).

I will use positive self-talk at least 50 percent of the time.

I will identify my strengths and weaknesses.

Write a long-term goal (one to six months or more).

I will improve my self-esteem and feel good about myself every day.

STEP 3: Make a plan.

Identify two to five action steps (strategies) you could do to meet your goal.

I will keep a journal of my self-talk to identify my negative self-talk.

I will keep a list of my strengths and weaknesses and will add to it when I think of something new.

I will track how I feel about myself (my self-esteem) in my journal every day and will reflect on how I am doing.

STEP 4: Do your plan and track your progress.

Short-term goal 1 ☒ Met ☐ Not met Date: October 4

Short-term goal 2 ☒ Met ☐ Not met Date: October 6

Long-term goal ☒ Met ☐ Not met Date: November 10

If you met your goal, what helped you to be successful?

Keeping my journal helped me the most. I was able to see how I used self-talk and how often I was mean to myself. By being nicer to myself I started to like myself more.

If you did not meet your goal, what things made it harder for you to be successful?

I met my goals.

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Test Your Knowledge

Select the best answer for each question.

1. Your emotional health includes
   a. your self-image
   b. your ability to process information
   c. your ability to remember information
   d. your ability to stay focused

2. Your identity is made up of your
   a. biography
   b. physical characteristics
   c. personality
   d. all of the above

3. Your awareness of the feelings and emotions of others is called
   a. self-esteem
   b. self-confidence
   c. empathy
   d. optimism

4. The trust you have in yourself to manage challenges, seize opportunities, and deal with difficult situations is called
   a. self-image
   b. self-esteem
   c. self-confidence
   d. self-talk

5. One way to boost your self-confidence is to
   a. learn your strengths and weaknesses
   b. stay in your comfort zone
   c. work hard to be perfect
   d. none of the above

6. When a person can bounce back after a difficult situation, they are showing
   a. a trait
   b. their resilience
   c. their grit
   d. a fixed mindset

7. When you make something much worse than it actually is, you are using which type of negative self-talk?
   a. personalization
   b. labeling
   c. jumping to conclusions
   d. catastrophizing

8. When you act suddenly while ignoring the consequences of your decision or action, you are being
   a. resilient
   b. gritty
   c. impulsive
   d. none of the above

9. Healthy ways to manage your emotions include
   a. breathing and counting to four
   b. taking a time-out
   c. distracting yourself
   d. all of the above

10. Impulsive behaviors include
    a. breaking the rules
    b. destroying property
    c. running away
    d. all of the above

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PROJECT-BASED LEARNING: Emotional Health Tool Kit

What to Remember

Middle school is a challenging time for a lot of students, especially when it comes to managing emotions. Learning strategies for how to communicate emotions is an important part of developing good emotional health.

What to Do

Work together as a class to develop an emotional health tool kit that students can use to help improve their emotional health and well-being. Using as much of the information as you can from this chapter, create as many simple tools as you can that someone could use to improve their mental health. Make sure your tools cover all of the following categories:

- Communicating emotions
- Emotional intelligence
- Empathy
- Optimism
- Self-awareness
- Self-esteem
- Self-confidence
- Self-talk
- Resilience
- Grit
- Growth mindset
- Emotional control

Who It Is For

Your tool kit is for you and your classmates to use whenever you need to be reminded of how to manage and communicate emotions in healthy ways.

Why It Is Important

It is important to learn how to gather resources and make them accessible so that they can be easily used. It is also important for you and your classmates to have tools available that can help promote good emotional health.

How to Do It

Work in a small group or team. Think about different strategies or approaches you can use to help you communicate your emotions. The different strategies and approaches you develop are the tools that will go in your tool kit. Use the information in this chapter or from other sources to create as many tools as you can. Make at least one tool for each category listed in the What to Do section. Your tools should provide descriptions about what something is and why it is important to work on improving it. They should also be specific, accurate, and useful. Consider color-coding your cards so that everything related to self-awareness (for example) is the same color. Your teacher may divide you into groups to work on a particular area. Use the strategies provided in the chapter and also consider other ideas that you research. Use images and drawings to help make the tips engaging.

See if you can find an old toolbox that you can use to hold your tools. A lunch box, shoebox, or similar item will also work. You will also need a stack of index cards and access to images from magazines, papers, or online (if you can print them).

CROSS-CURRICULAR CONNECTIONS: Language Arts

Write the story of your life. Write in the first person (use the word *I*) and explain how you have experienced your life so far. Include detailed descriptions of places, people, or experiences that help the reader understand and be interested in what you are writing. Focus on the organization of your story so that it makes sense to the person reading it.

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7

Stress, Anxiety, and Mental Disorders

LESSON 7.1 Understanding and Managing Stress
LESSON 7.2 Mental Disorders and Anxiety
LESSON 7.3 Depression, Suicide, and Self-Harm



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Understanding My Health

This self-assessment will help you understand how you manage stress, anxiety, and sadness. The following statements reflect different ways these emotions can be experienced.

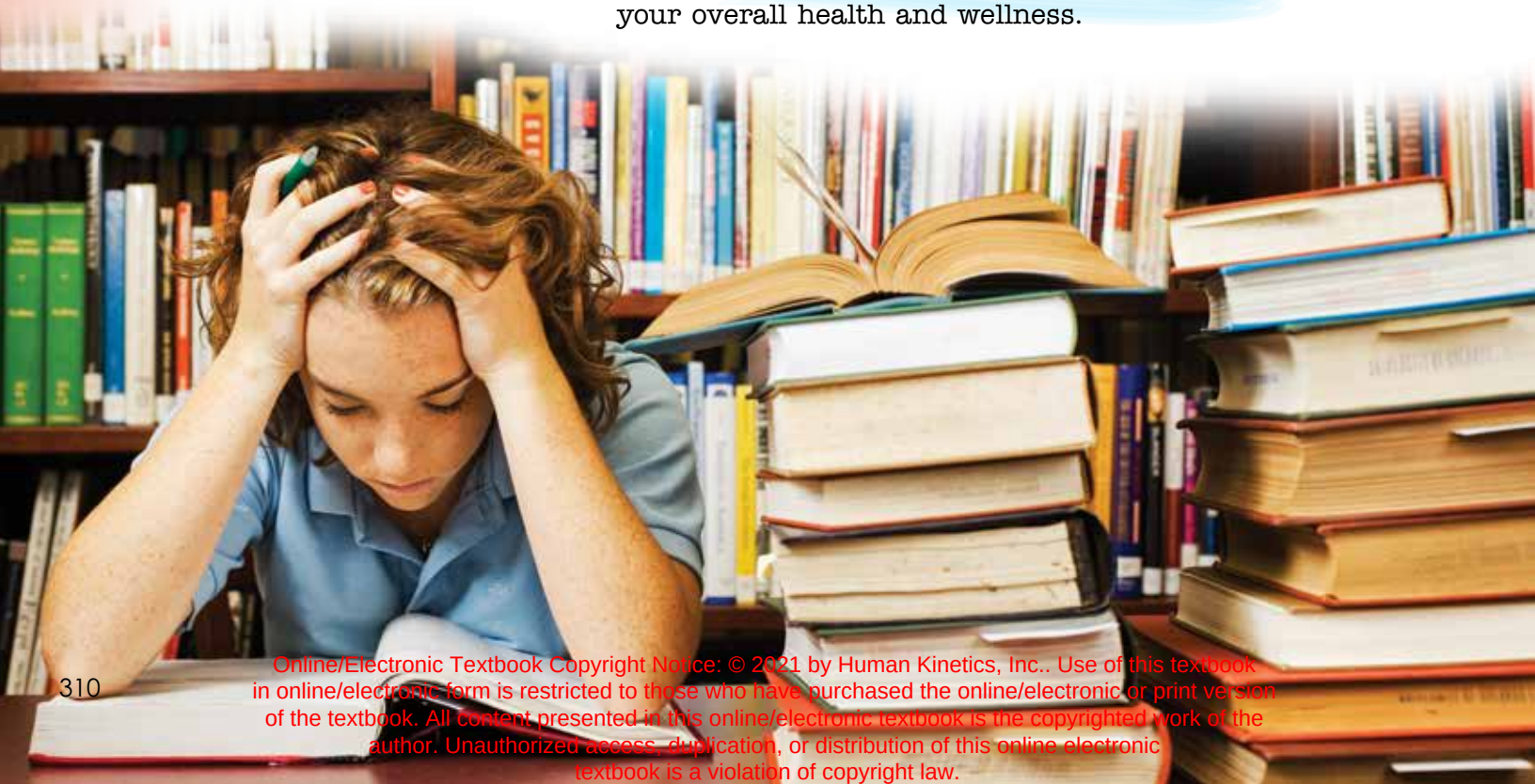
My Stress and Anxiety

Select the answer that is most accurate for you. Be honest in your responses so that you can have a full understanding of your emotions. When you are done, add up your points. The closer you are to 15 points, the better able you are to recognize and manage your emotions.

	Always	Sometimes	Never
I recognize when I am feeling stressed.	3	2	1
I know what things normally cause me to feel stress.	3	2	1
I am confident in my ability to manage my stress.	3	2	1
I practice relaxing when I am stressed.	3	2	1
I feel in control of my fears and anxieties.	3	2	1
When I feel anxious or fearful, I can still concentrate and stay calm.	3	2	1
I feel hopeful even when I am stressed.	3	2	1
I know how to deal with depression, grief, or loss.	3	2	1

My score for My Stress and Anxiety = _____ (total number of points)

Many things can challenge our mental health. Stress is a part of most people's everyday life. Anxiety and depression are two of the most common mental disorders we face. Learning how to manage and seek help for these conditions is important to maintain your overall health and wellness.



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LESSON 7.1

Understanding and Managing Stress

Terms to Learn

stress
stressor
fight-or-flight response
distress
optimal stress
stress management technique
relaxation technique



The Big Picture

Stress is a part of life. Stress can be positive if you can manage it and use it to motivate you to do your best. But when stress is negative it can lead to poor health. Learning how to use stress management techniques and relaxation techniques can help reduce the negative effects of stress.

Learning Targets

- Explain what stress is.
- Identify four examples of common stressors.
- Describe how negative stress can affect you.
- Identify three ways to manage stress.

SEL Connection

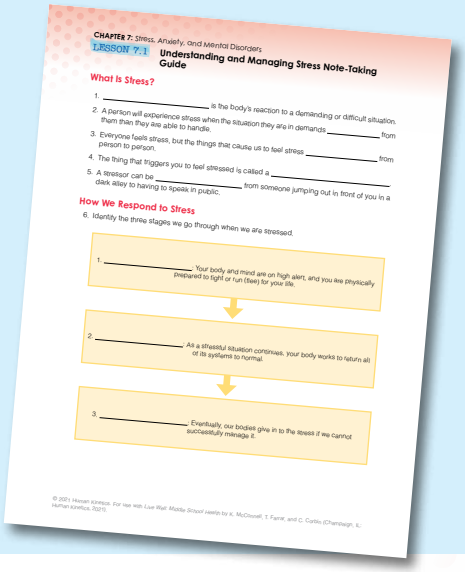
Managing Stress (Self-Management)

Write About It

What is something that often causes you to feel stress? Why do you think it is stressful? What do you do to try to manage or control the stress you feel in that situation?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.



CHAPTER 7: Stress, Anxiety, and Mental Disorders
LESSON 7.1 Understanding and Managing Stress Note-Taking Guide

What Is Stress?

1. _____ is the body's reaction to a demanding or difficult situation.
2. A person will experience stress when the situation they are in demands _____ from them than they are able to handle.
3. Everyone feels stress, but the things that cause us to feel stress _____ from person to person.
4. The thing that triggers you to feel stressed is called a _____.
5. A stressor can be _____ from someone jumping out in front of you in a dark alley to having to speak in public.

How We Respond to Stress

6. Identify the three stages we go through when we are stressed.

1. _____ Your body and mind are on high alert, and you are physically prepared to fight or run (flee) for your life.
2. _____ As a stressful situation continues, your body works to return all of its systems to normal.
3. _____ Eventually, our bodies give in to the stress if we cannot successfully manage it.

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Izzy is feeling stressed. She has two homework assignments to finish and her mom is running late to pick her up at school and drop her off at swim practice. She hates being late for practice and worries about what other people will think. She loves her swim team but knows that being late all the time makes it look like she isn't invested. Izzy is also feeling a lot of pressure to do well on her projects so that she can keep her A grades. When she doesn't get As in her classes she feels disappointed in herself. Izzy is feeling anxious and irritable. By the time her mom arrived she was angry and frustrated, and she knew she wasn't being nice or respectful to her mom. Once she got to practice, she was exhausted and didn't want to participate. What signs of stress is Izzy having?

What Is Stress?

Stress is the body's reaction to a demanding or difficult situation. You experience stress when the situation you are in demands more from you than you are able to handle. In other words, anything you don't think you can cope with will cause you to feel stress. Sometimes the stress we feel is positive because it motivates us to work harder or be at our best, like when we are competing in a sport or music competition. We all feel stress, but the things that cause us to feel stress differ from person to person. The thing that triggers you to feel stressed is called a **stressor**. A stressor can be anything from someone jumping out in front of you in a dark alley to meeting your teacher for the first time.



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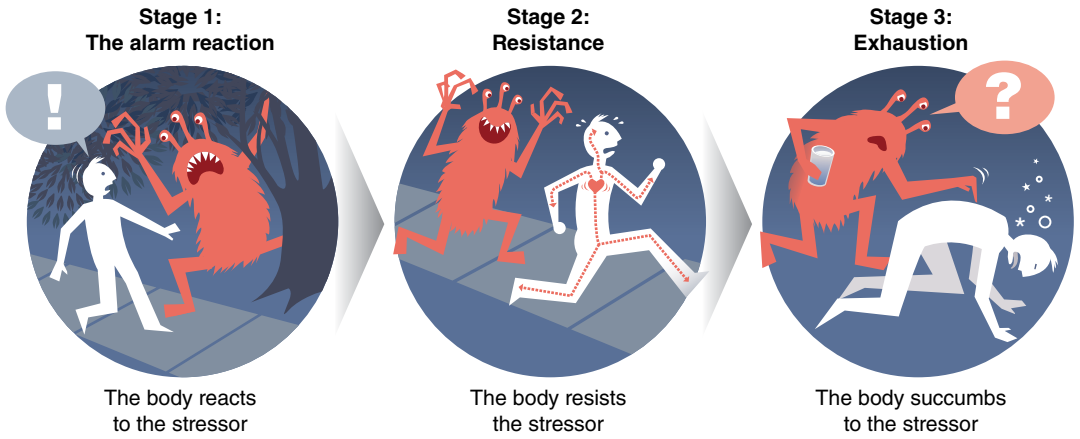


Figure 7.1 The three stages we go through when we become stressed.

A famous researcher named Hans Selye helped us understand how the body responds to stress. In his work he identified three stages we go through when we become stressed (figure 7.1). First, we react to the stressor. This is called the alarm stage, or the **fight-or-flight response** (figure 7.2). Our muscles tense up, our pupils dilate, and our hearts seem to skip a beat. When you are in the fight-or-flight response your body and mind are on high alert and you are physically prepared either to fight or to run (flee) for your life. As the stressful situation continues, your body works to return all of its systems to normal. This is called the resistance stage. If we cannot successfully manage it, our bodies eventually give in to the stress. This is called exhaustion; it's what happens when we become ill or diseased because of chronic exposure to stress.

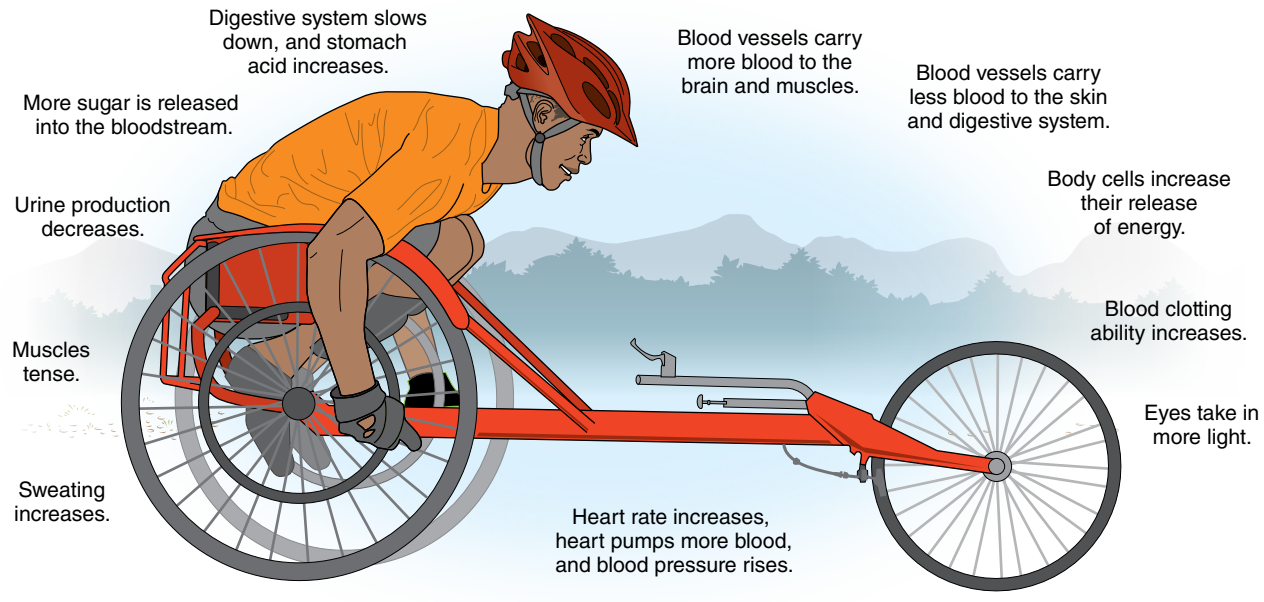


Figure 7.2 The fight-or-flight response.

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Types of Stressors

Lots of different things can cause you to experience stress. Your ability to cope with the stress and manage it effectively may depend on what type of stressor you experience.

- Acute (short-term) stressors are things that are very short (from minutes to a couple of hours). Taking a test, giving a presentation in class, or trying out for a sport team are examples of short-term stressors.
- Chronic (long-term) stressors are things that keep recurring or that happen over a period of days to months or longer. Feeling nervous and scared in a new school or worrying about a relative who is sick are examples of chronic stressors.
- Routine stressors are the small things you experience every day that you find annoying, scary, or frustrating. Dealing with a bully on the bus, getting homework done on time, or deciding what to wear each day are examples.
- Major life events can also be stressors. Having to move to another neighborhood or to another state, the death of a loved one, or dealing with the divorce of parents are examples. Some major life stressors are positive experiences that still cause large amounts of stress because they often come with a lot of unknowns. Getting married, graduating from high school, or getting your first job are examples of these types of stressors.
- Trauma can also be a cause of stress. A terrorist attack, a major accident, or an assault are examples of traumas that can result in high levels of stress.

HEALTHY LIVING TIP

Keep a notebook in your room and write down all the sources of your stress each night before you fall asleep. Use drawings, poems, song lyrics, or any other form of expression that helps you recognize and release your stress.

Common Stressors Teens Experience

- Tests and homework
- Relationships with friends
- Relationships with siblings
- Having a significant other
- Moving to a new home and school
- Dating
- Too-high expectations
- Sports and other extracurricular activities
- Employment
- Feeling socially excluded
- Too much to do
- Too fast or too slow physical development
- Family problems, including abuse and alcohol
- Not achieving something that you really wanted
- Money problems in the family
- Violence in school or in the neighborhood





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Stress and the Body

The human body is built to deal with physical stressors like a bear on your path or someone chasing you. Our bodies respond in a way that prepares us to react physically by running or fighting. In modern society most of the stressors we encounter are not direct physical threats but rather psychological or emotional stressors.

Imagine sitting at a desk working on your computer. You realize that you have a big project due the next day and you haven't started it yet. This will probably cause you stress. Your body will go into the fight-or-flight response even though your computer is not actually attacking you. You don't need to physically fight with your computer, and it won't do you much good to get up and sprint away. This mismatch between the type of stressors we tend to experience and how our body responds is why stress can be so dangerous to health. If you did run away from your computer, your body would use the physiological changes it is going through to help you. But when you have to sit there and solve the problem by working harder, all of the physiological changes you are experiencing have nowhere to go and nothing productive to do. We call this negative form of stress **distress** (figure 7.3).

HEALTHY LIVING TIP

If you are experiencing stress or know that a situation you are facing will cause stress, avoid drinking caffeine for several hours. Energy drinks, sodas, and coffee drinks can make your stress response worse.

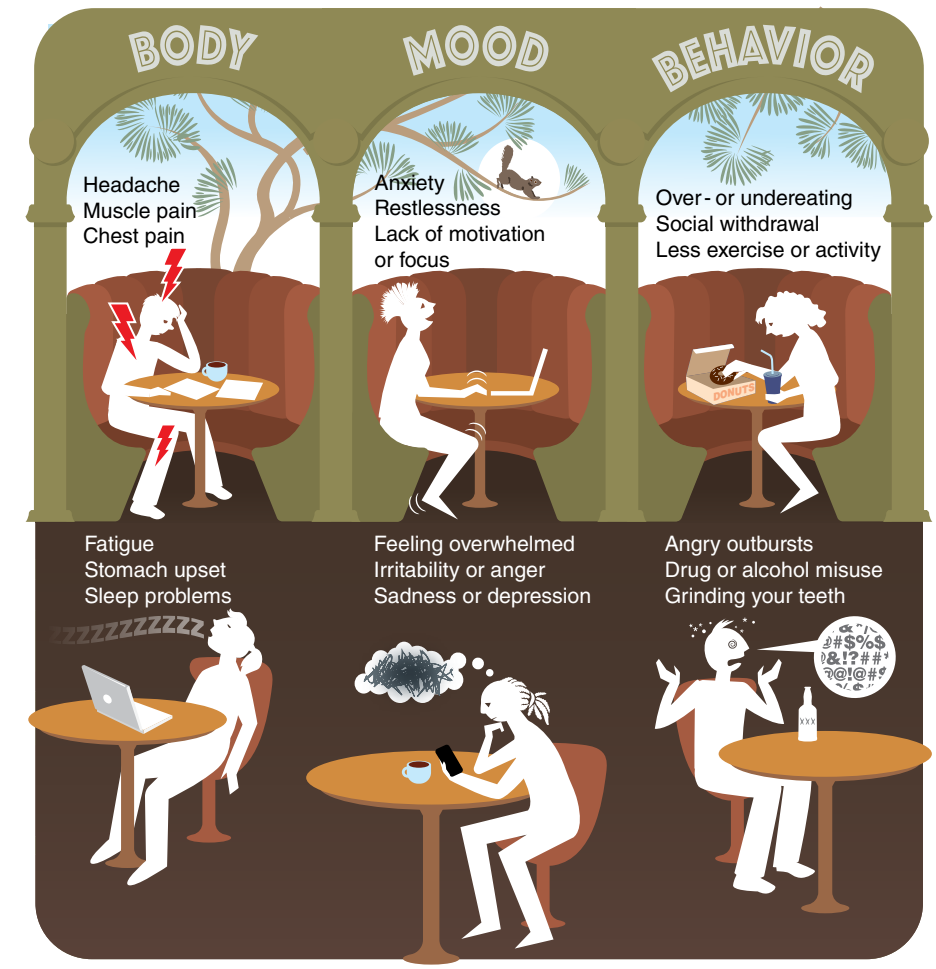


Figure 7.3 Common signs of distress.

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Stress and Performance

The good news is, because your body is physiologically alert during stress, the right amount of stress can help you perform at your best. When your stress levels are neither too high nor too low, your performance in athletics, acting, school, and music will benefit. This happens because you hit an ideal level of alertness and your senses, like hearing and vision, are at their best. Feeling a few butterflies before practice or a performance is a good thing as long as the butterflies don't turn into dragons. This level of stress is called **optimal stress** (figure 7.4). When you have optimal levels of stress it means that you are invested in what you are doing. If you are invested in something it means that you care and are devoted to doing well.

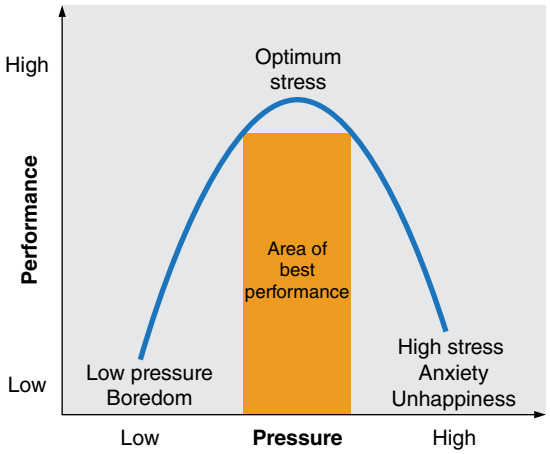
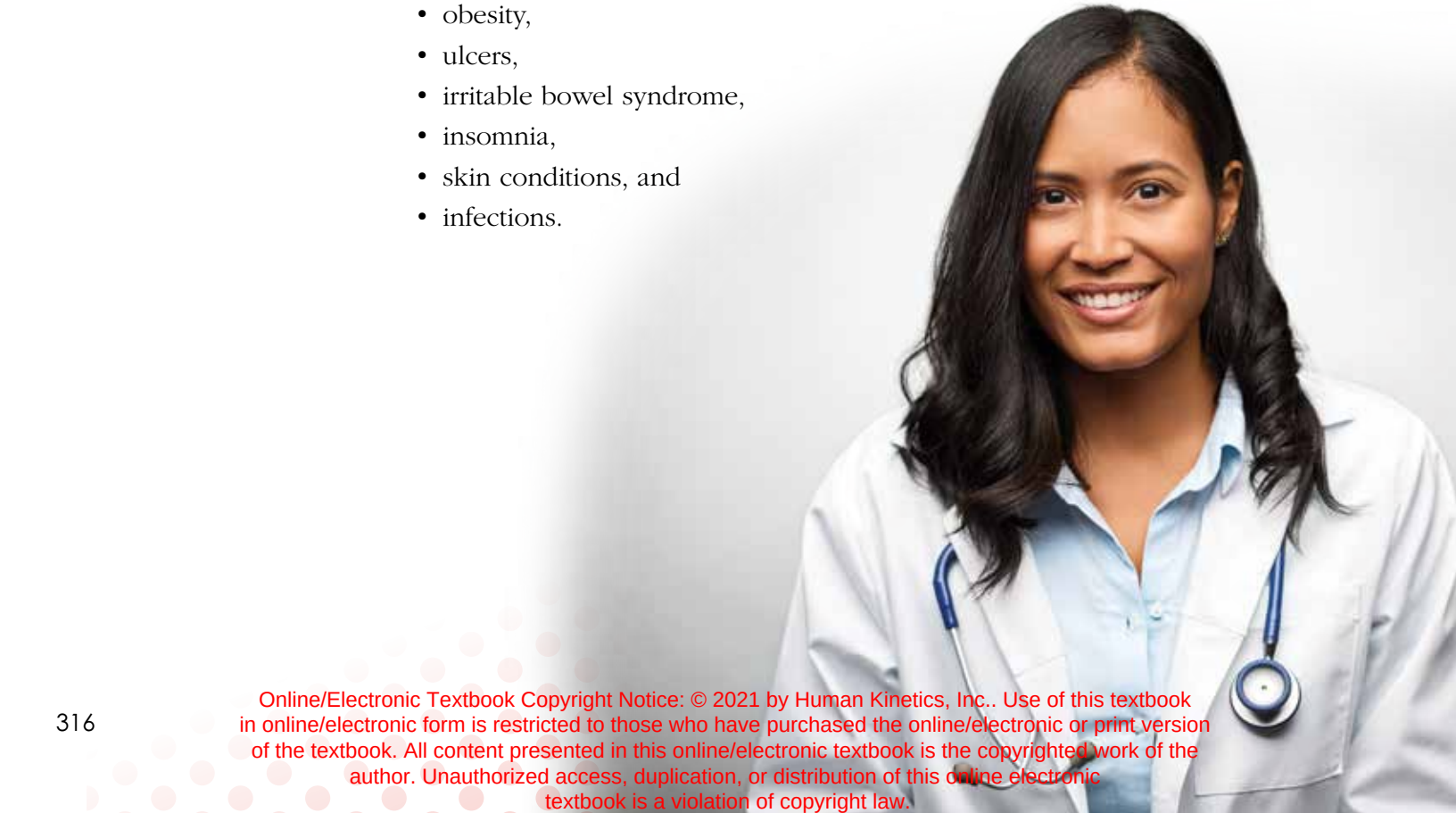


Figure 7.4 Optimal stress is stress that allows you to perform your best.

Stress and Health

Chronic stress can also contribute to a wide range of health problems, including

- type 2 diabetes,
- high blood pressure,
- heart disease,
- obesity,
- ulcers,
- irritable bowel syndrome,
- insomnia,
- skin conditions, and
- infections.



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Managing Stress

Managing your stress is similar to managing your emotions. People who are good at managing their stress are able to cope with stressful situations quickly and return to normal functioning without too much disruption to their daily lives. People who can't manage stress well are often emotional, volatile, and aggressive because they are overwhelmed.

Stress management techniques refer to any strategy used to control how much stress affects you. Stress management can include things like time management and positive self-talk. Stress management can also include relaxation techniques (figure 7.5). **Relaxation techniques** are specific stress management strategies that reduce the intensity of the fight-or-flight response. People who are good at relaxation techniques are generally more able to keep themselves from overre to stressors. Many relaxation techniques are focused on reducing musc the body. It is important to remember that approaches to stress manage d relaxation work differently for different people and many take time to ma

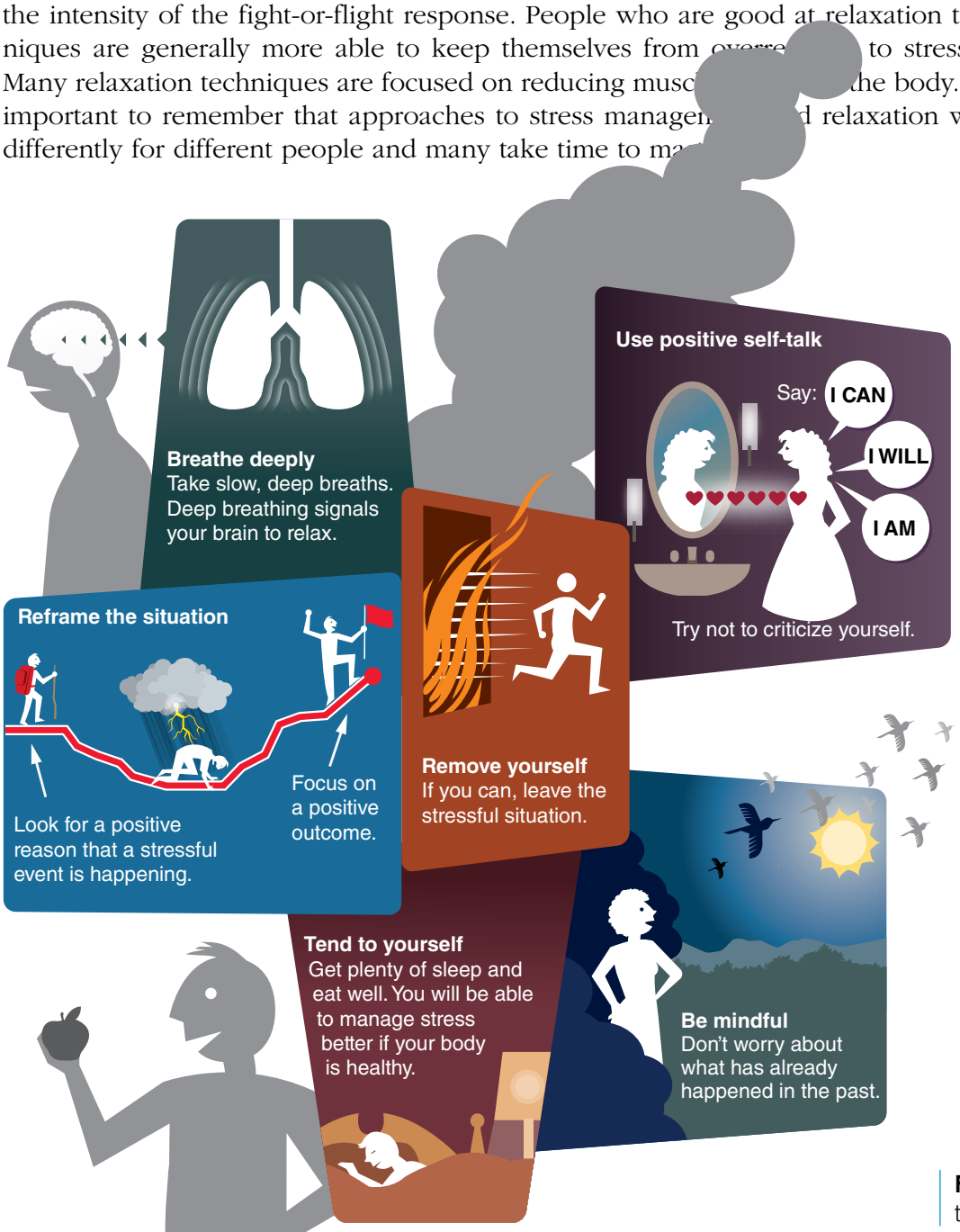


Figure 7.5 Approaches to stress management.

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Skill-Building Challenge

Setting Healthy Goals

You can't learn to manage your stress if you are always waiting for stress to happen. To effectively manage stress, you need to learn and practice stress management techniques before you need them. Use your Goal-Setting Skill Cues and your SMART goal skill steps to help you write one short-term and one long-term goal and to set action steps that will help you manage your stress. Consider the techniques provided in this lesson as well as other strategies you may know.

My short-term SMART goal for stress management is:

My long-term SMART goal for stress management is:

List three to five action steps you can take to help you reach your goals:

Healthy Living Skills

This lesson focused on goal setting. Here are some more ways you can develop healthy living skills related to this lesson.



ANALYZING INFLUENCES

How much do your friends influence your stress levels? Do you think your friends are a positive or a negative influence on your stress? Make a list of the ways they influence you and put a plus sign (+) next to the positive influences and a minus sign (-) next to the negative influences.



ACCESSING INFORMATION

Research techniques for time management. Visit at least three different websites to collect your information. Remember to focus on finding valid and reliable information. Consider the information you found and use it to develop a Tips for Time Management flyer.

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LESSON 7.1 Review: Understanding and Managing Stress

LESSON SUMMARY

- Stress is the body's reaction to a demanding or difficult situation. You experience stress when the situation you are in demands more from you than you are able to handle.
- A stressor is anything that causes stress. Common stressors among teens include tests and homework, relationships with friends and siblings, dating, moving to a new school or home, and having high expectations for yourself.
- Negative stress is called distress. Distress can affect your body, mood, behavior, and long-term health.
- Stress can be managed by using techniques such as deep breathing, time management, positive self-talk, and exercise.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ is the body's reaction to a demanding or difficult situation.
2. Something that causes you to feel stress is called a _____.
3. When you experience stress your heart rate and breathing rate increase as part of the _____ response.
4. Stress that is negative and can cause health problems is called _____.
5. Athletes and other performers can benefit from a(n) _____ level of stress because it helps them be alert and in tune with their surroundings.
6. Time management and exercise are examples of stress _____ techniques.
7. Meditation and yoga are examples of _____ techniques.

THINKING CRITICALLY

Research how technology might be linked to higher rates of stress in people. Use your findings to write a short public service announcement that helps warn people of the dangers of technology when it comes to their stress and health.

TAKE IT HOME

Write the words *stress check* on a piece of paper and tape it next to the door inside your bedroom. Make sure it is somewhere you will easily see it when you leave your room. Every time you leave your room, do a quick stress check to evaluate how you are feeling. If you are feeling stressed, slap the piece of paper and say, "I've got this." If you aren't feeling stressed, snap twice to acknowledge yourself. Remember, positive self-talk can help you manage your stress.

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LESSON 7.2

Mental Disorders and Anxiety

Terms to Learn

mental disorder
stigma
anxiety
anxiety disorder



The Big Picture

Mental disorders are common and can affect all kinds of people. In fact, it is estimated that 1 in 25 adults in the United States is living with some sort of mental disorder. Fortunately, people can learn to be productive members of society with proper care and treatment. Learning about the signs of common mental disorders, like anxiety disorder, is an important first step to recognizing a mental disorder in yourself or others.

Learning Targets

- Explain what a mental disorder is and provide two examples.
- Describe what stigma is and explain how it can affect someone with a mental disorder.
- Compare and contrast anxiety and anxiety disorders.
- Identify five symptoms of anxiety disorder.

SEL Connection

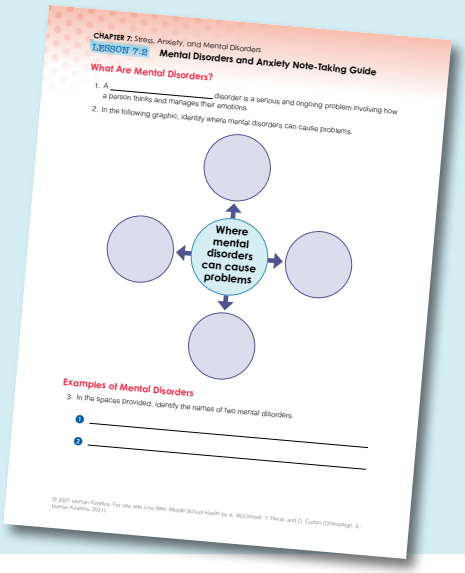
Diversity Matters: Ryan's Challenge (Social Awareness)

Write About It

Have you ever heard of a mental disorder? Can you name one or more than one? What do you know about those disorders?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 7: Stress, Anxiety, and Mental Disorders
LESSON 7.2 Mental Disorders and Anxiety Note-Taking Guide
What Are Mental Disorders?
1. A _____ disorder is a serious and ongoing problem involving how a person thinks and manages their emotions.
2. In the following graphic, identify where mental disorders can cause problems.
Where mental disorders can cause problems
Examples of Mental Disorders
3. In the spaces provided, identify the names of two mental disorders.
1. _____
2. _____

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Tyron is like a lot of kids he knows. He has a brother who has a lot of anxiety and his mom struggles with depression. It seems like everyone he knows has some sort of mental challenge, but most people don't really talk about it. Lately Tyron has been questioning his own mental health and has begun to worry that he too will suffer from anxiety or depression someday. He also isn't very confident about how to help his brother and his mom when they are struggling. What types of challenges do you think Tyron faces in his daily life? What things might Tyron do to help himself and his family?

What Are Mental Disorders?

A **mental disorder** is a serious and ongoing problem involving how a person thinks and manages their emotions. Mental disorders can also cause problems in relationships, school or work, or other important activities. There is a wide range of mental disorders, and they can only be diagnosed by a mental health professional (figure 7.6).

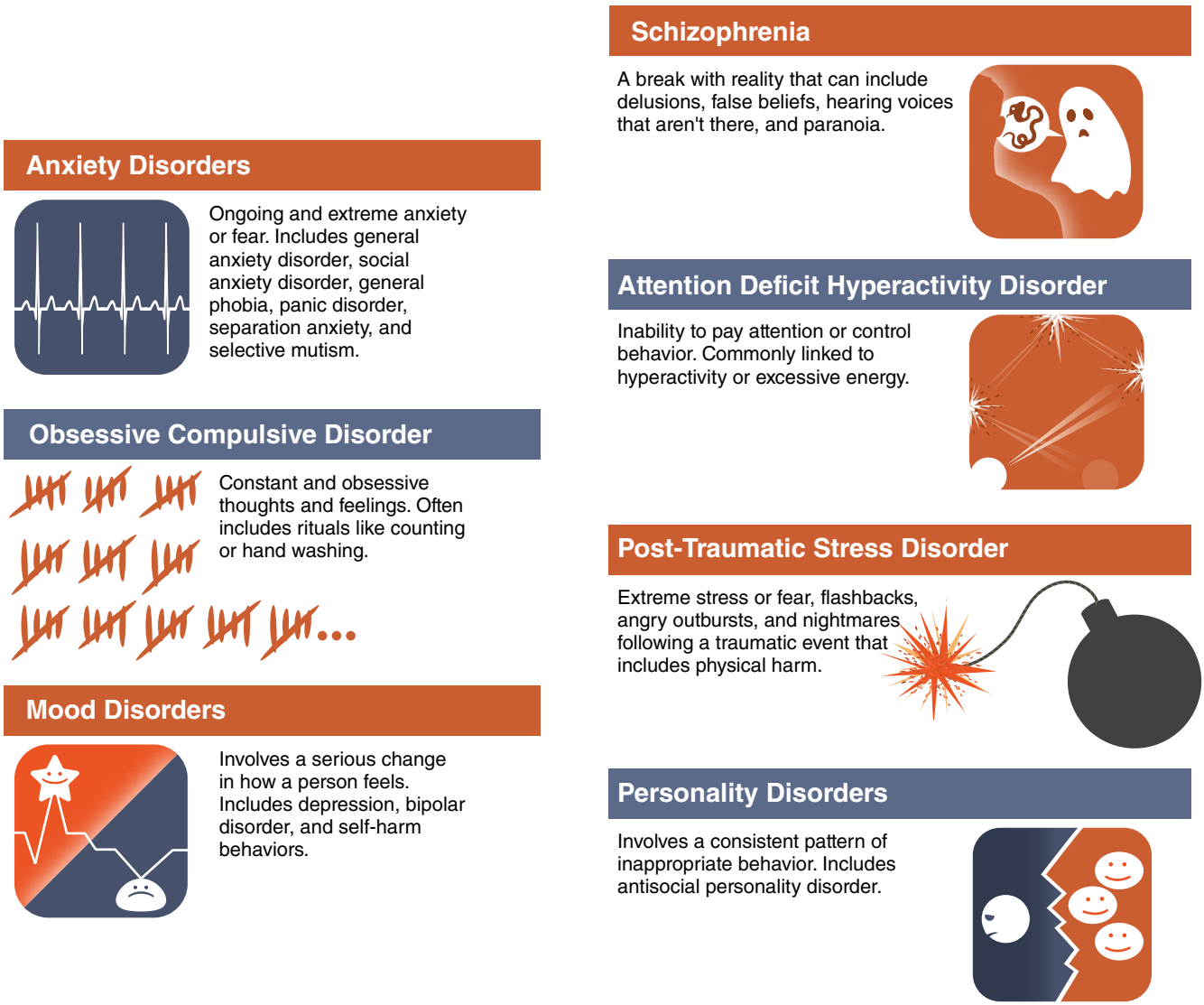


Figure 7.6 Examples of mental disorders.

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Mental Disorders and Youth by the Numbers

- Seventeen percent of young people experience an emotional, mental, or behavioral disorder.
- Half of all chronic mental illness begins by age 14; three-quarters by age 24.
- ADHD, behavior problems, anxiety, and depression are the most commonly diagnosed mental disorders in youth.
- Approximately 3 million youth aged 12 to 17 years have been diagnosed with ADHD.
- Approximately 4.5 million (7.4 percent) of youth aged 3 to 17 years have been diagnosed with a behavior problem.
- Approximately 4.4 million (7.1 percent) of youth aged 3 to 17 years have been diagnosed with anxiety.
- Approximately 1.9 million (3.2 percent) of youth aged 3 to 17 years have been diagnosed with depression.

Causes of Mental Disorders

Most of the time we don't know what causes a mental disorder. A variety of factors come together to affect an individual's likelihood of developing a mental disorder.

Genetics and Family History

Mental health conditions can run in families. This doesn't mean you will develop a mental disorder if your parents or grandparents have one. Pay special attention to your emotional and mental health if disorders run in your family, and seek help from a mental health professional if needed.



Environment and Experiences

The type of home life and experiences you have can affect your risk for mental disorders. A stable, loving environment might reduce your risk for mental disorders. Traumatic events like a death in the family or financial hardships might increase your risk. Use of alcohol and drugs can also contribute.

Brain Injury

A traumatic brain injury (TBI) might increase your risk for a mental disorder. Blows or jolts to the head can cause temporary or permanent damage to brain tissue and function.

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Prenatal History

How your birth mother cared for herself when she was pregnant with you affects your risk. Substance use, poor nutrition, trauma, and exposure to certain chemicals or viruses can all have an effect.

How the Brain Functions

How your brain thinks and processes information and emotions can contribute to mental disorders. Anxiety, anger, and low self-esteem or feelings of worthlessness can make you more susceptible to certain types of mental disorders like mood and anxiety disorders.

Care and Treatment of Mental Disorders

Each type of mental disorder requires its own plan for care and treatment. The most common approaches to treatment include different forms of counseling and therapy and different types of medications. Some mental disorders require a lifetime of continuous treatment, while others need to be treated only under certain circumstances or when they are most active. All mental disorders require care and compassion from others.

Social Stigma and Mental Disorders

A **stigma** is a distinguishing characteristic or personal trait that is thought to be, or actually is, a disadvantage. Unfortunately, many people see a mental disorder as a stigma, which can lead to prejudice and have a negative effect on the individuals with the disorders.

Harmful effects of prejudice on the person with mental disorder include

- fear of seeking treatment,
- lack of understanding by family, friends, coworkers, or others,
- fewer opportunities for work, school, or social activities or trouble finding places to live,
- bullying, physical violence, or harassment, and
- believing that you will never succeed.

Learning about mental disorders and developing empathy for the challenges mental disorders present will help to reduce any prejudice you may have. Use the STOP tool to help you recognize your own negative feelings toward individuals with mental disorders (figure 7.7).



Figure 7.7 Use STOP to help you recognize stigma and avoid applying it.

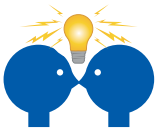
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Diversity Matters



Ryan's Challenge



My name is Ryan and I have ADHD. I have a hard time having conversations with others because my thoughts jump around. I'm always thinking about random facts or stories that connect to what I'm hearing, which makes the actual conversation seem slow and boring. A lot of times I speak up because it is overwhelming not to share what my brain thinks. When I do share something I'm thinking, people usually look at me funny—probably because my thoughts don't make sense to them or connect with what they are thinking. It is just hard to shut things off in my mind—it's like doing homework while watching a loud television show and listening to music in an earbud all while trying to follow the conversation. It is really hard to focus on one thing at a time.

Question: Can you relate to how Ryan feels? Explain your answer. What are some ways you can show respect and compassion for someone with ADHD or another anxiety-related disorder?

What Is Anxiety?

Anxiety disorders are some of the most common mental disorders among children and teens. It is important to understand that there is a difference between feeling anxious and having an anxiety disorder. **Anxiety** is an emotion that includes tension, worried thoughts, and physical changes like increased blood pressure. It is normal to feel anxiety sometimes. Just as with stress, anxiety can help motivate and engage us if we don't have too much of it. Stress and anxiety are similar. Stress occurs as a response to our environment. We react to stressful situations and when stress is long-term it can affect our health. Anxiety is a feeling of fear and almost always includes a sense that something really bad is going to happen. A person can experience anxiety simply by thinking about something that they fear or worry about. The source of the anxiety is not always known or recognized, which can make things worse. When anxiety gets out of control, anxiety disorders can occur.

What Are Anxiety Disorders?

HEALTHY LIVING TIP

Try to express your feelings to others every day. Practicing expressing and communicating your emotions can help prevent anxiety disorders.

We all experience anxiety; it is a normal part of life. However, people with **anxiety disorders** frequently have intense, excessive, and persistent worry and fear about everyday situations. See table 7.1 for examples of common anxiety disorders. These feelings of anxiety and panic interfere with daily activities like going to school or hanging out with friends. The feelings are difficult to control, are out of proportion to the actual danger, and can last a long time. Symptoms may start during childhood or the teen years and continue into adulthood (figure 7.8).

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TABLE 7.1 **Common Anxiety Disorders**

Disorder	Description
General anxiety disorder	Includes ongoing and excessive anxiety and worry about activities or events, even ordinary, routine things. The worry is out of proportion to the actual circumstance, is difficult to control, and affects how you feel physically. It often occurs along with other anxiety disorders or depression.
Panic attacks/panic disorder	Involves repeated episodes of sudden feelings of intense anxiety and fear or terror that reach a peak within minutes (panic attacks). You may have feelings of impending doom, shortness of breath, chest pain, or a rapid, fluttering, or pounding heart (heart palpitations). Having panic attacks may lead to worrying that they may happen again or avoiding situations in which they've occurred.
Social anxiety disorder	Fear and avoidance of social situations stemming from feelings of embarrassment, self-consciousness, and concern about being judged or viewed negatively by others. Social anxiety disorder leads to high levels of anxiety in most social environments.
Simple phobia	Major anxiety when you're exposed to a specific object or situation and a desire to avoid it. Phobias cause panic attacks in some people. Common simple phobias include flying, public speaking, spiders, and heights.
Separation anxiety	A childhood disorder where the anxiety a child feels when being separated from parents is excessive for the child's developmental level.
Selective mutism	A consistent failure of children to speak in certain situations, such as in school, even when they can speak in other situations, such as at home with close family members. This can interfere with school, work, and social functioning.

Getting Help for Anxiety Disorders

Anxiety disorders can be hard to manage. The same techniques you learn to manage your stress levels, or to control your emotions, can help you to manage your anxiety. People with anxiety disorders need professional help to manage their condition. Anxiety disorders can be very serious and interfere with normal life when left untreated. They can also lead to alcohol and substance addictions. Common techniques for managing anxiety-related disorders include therapy, medication, support groups, and self-care.



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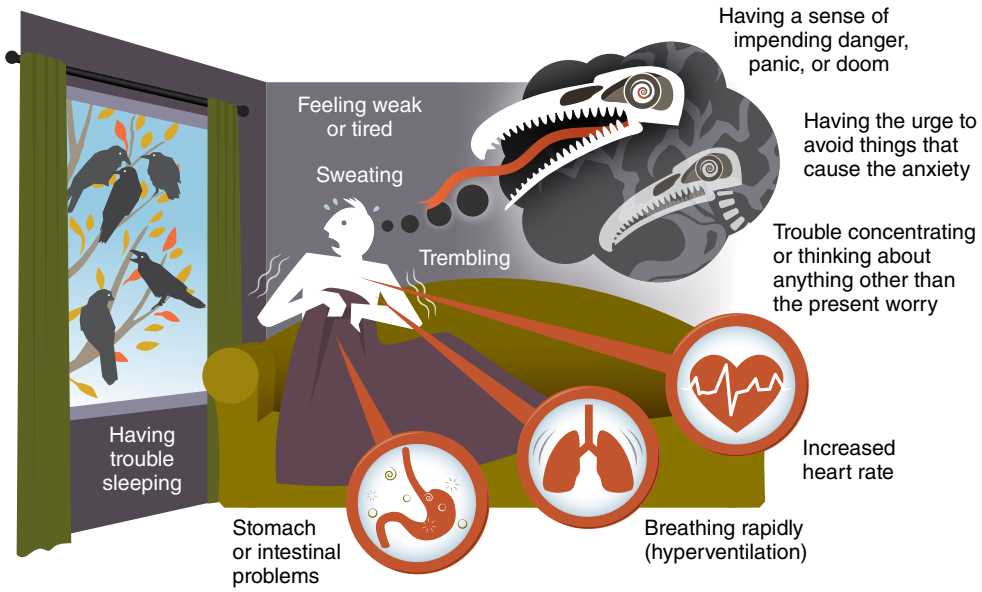


Figure 7.8 Common symptoms of anxiety disorders.

- **Therapy.** Therapy can help people deal with anxiety by helping them understand how to behave, think, and react to stressful situations and objects.
- **Medication.** Medication will not cure an anxiety disorder but it can help manage the symptoms.
- **Support Groups.** It can be therapeutic to share problems with other people. Support groups provide an opportunity to meet people with the same set of problems. Be careful joining an online support group because these environments encourage sharing of personal information and may encourage predators. If you are seeking a support group, consult a therapist for suggestions.
- **Self-Care.** Self-care for anxiety includes getting plenty of exercise. Exercise changes important hormone levels that can help with anxiety. Good quality sleep and a healthy diet are also important parts of self-care for anxiety.

Career Connection

RECREATIONAL THERAPIST

Recreational therapists organize, lead, and coordinate recreation-based treatment programs for people with disabilities, injuries, or illnesses. These therapists use a variety of modalities, including arts and crafts; drama, music, and dance; sports and outdoor recreation; and community outings to help maintain or improve a person's physical, social, and emotional well-being. Recreational therapists help people reduce depression, stress, and anxiety and build confidence after a disabling injury or illness. Therapists may also work with patients who need help developing social and coping skills. For example, a therapist may use a therapy dog to help patients manage their depression or anxiety. You need a bachelor's degree in recreation therapy or a closely related field in order to qualify to become a certified therapeutic recreation specialist (CTRS).

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Skill-Building Challenge

Healthy Communication

Whether or not you or anyone you know develops a mental disorder, you should consider how your responses to situations might be inappropriate and hurtful if someone is dealing with a mental disorder. Try an appropriate response that fits one or more of the following guidelines.

- Begins with concern for the other person. "I noticed _____. Are you okay?"
- Offers assistance. "Is there anything I can do to help you with what you are experiencing right now?"
- Provides an open space for listening. "I can see you are dealing with something. I'm here if you want to talk."
- Shares your own concerns with *I* statements. "I am worried about you. Are you okay?"

Work with a partner or a small group based on your teacher's instruction. Read each scenario below. Each situation includes an inappropriate response from a friend. Discuss appropriate responses that the friend could use. Decide which response you think works best for the situation and practice it with your partner or in your group.

Maggie is stressing out over life and is overeating to deal with all the anxiety she feels. Tia says, **"You are so grossing me out. Aren't you worried you'll get fat?"**

What would a helpful response from Tia be?

Damion has anxiety so bad that he feels like he can't breathe. When this happens he stops, sits down, and stares straight ahead. When Marcus sees this, he says **"You are such a drama king. Everyone knows you're totally faking it."**

What would a helpful response from Marcus be?

Piper has been sad and depressed the last week for no apparent reason. Her friend Coco says, **"You are being way too much of a downer. I don't want to hang out with you anymore."**

What would a helpful response from Coco be?

Reagan has been counting to 10 before walking into any room. Her friend Sawyer says, **"Stop being so whack. You're totally freaking me out!"**

What would a helpful response from Sawyer be?

Healthy Living Skills

This lesson focused on healthy communication. Here are some more ways you can develop healthy living skills related to this lesson.

ANALYZING INFLUENCES

Think about some of your favorite television shows and identify any characters who have a mental disorder. How are these characters portrayed? Write two paragraphs explaining how media influences your perception of mental disorders using one or more of these characters as examples.

MAKING HEALTHY DECISIONS

If someone has a mental disorder, do you think they are able to make decisions about their care and treatment on their own? Identify two reasons why someone might need help in decision making if they have a mental disorder.

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LESSON 7.2 Review: Mental Disorders and Anxiety

LESSON SUMMARY

- A mental disorder is a serious and ongoing problem involving how a person thinks and manages their emotions.
- A stigma is a distinguishing characteristic or personal trait that is thought to be, or actually is, a disadvantage.
- Anxiety is an emotion that includes tension, worried thoughts, and physical changes like increased blood pressure. It is normal to feel anxiety sometimes.
- Anxiety disorders exist when there is intense, excessive, and persistent worry and fear about everyday situations. These feelings of anxiety and panic interfere with daily activities like going to school or hanging out with friends.
- Anxiety disorders can cause your heart rate and breathing to get faster, can cause your muscles to tremble, can make it difficult for you to concentrate or sleep, and can cause you to avoid situations or people who increase your symptoms.

REVIEWING CONCEPTS AND VOCABULARY

1. A mental disorder is a serious and ongoing problem that affects how a person _____ and manages their emotions.
2. Mental disorders can be caused by genetics, environment and experiences, brain _____, and prenatal history.
3. A _____ is a distinguishing characteristic or personal trait that is thought to be, or actually is, a disadvantage.
4. If you have intense feelings of worry and panic that interfere with your daily life, you may have a(n) _____ disorder.
5. Treatments for anxiety disorders include therapy, _____, support groups, and self-care.
6. Major anxiety that happens when someone is exposed to a specific object or situation is called a simple _____.

THINKING CRITICALLY

Research a common mental disorder that interests you. Use the information you find to write a paragraph about the disorder from the point of view of the person with the disorder. Try to convey what it would be like to have that disorder.

TAKE IT HOME

Spend some quiet time at home thinking about how it would feel to go through everyday life with a mental disorder. Write a letter of support to a fictional person or a real person you know who suffers from a mental disorder as a way to practice supporting and communicating with the person.

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LESSON 7.3

Depression, Suicide, and Self-Harm

Terms to Learn

depression
sadness
grief
self-harm
suicide
suicide attempt



The Big Picture

Depression is the most common mental disorder in the United States. More than 7 percent of the population suffers from depression each year, and depression is most common among young adults aged 18 to 25. When depression is not treated it can affect a person's overall health and can interfere with daily life. Depression can also result in suicide or attempted suicide.

Learning Targets

- Explain the difference between sadness and depression.
- Identify five signs of depression.
- Explain what grief is and how it might look for different people.
- Identify the warning signs of suicide.

SEL Connection

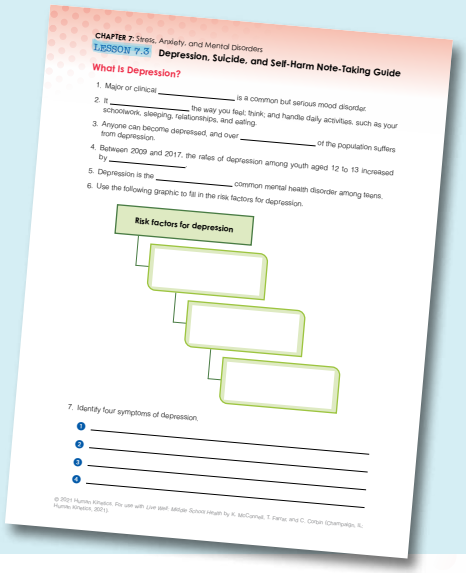
Case Study: Anton's Story (Social Awareness)

Write About It

When was the last time you felt really sad? Describe what made you feel this way.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.



CHAPTER 7: Stress, Anxiety, and Mental Disorders
LESSON 7.3 Depression, Suicide, and Self-Harm Note-Taking Guide

What Is Depression?

1. Major or clinical _____ is a common but serious mood disorder.
2. It _____ the way you feel; think; and handle daily activities, such as your schoolwork, sleeping, relationships, and eating.
3. Anyone can become depressed, and over _____ of the population suffers from depression.
4. Between 2009 and 2017, the rates of depression among youth aged 12 to 13 increased by _____.
5. Depression is the _____ common mental health disorder among teens.
6. Use the following graphic to fill in the risk factors for depression.

Risk factors for depression

7. Identify four symptoms of depression.
   1. _____
   2. _____
   3. _____
   4. _____

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Sasha knows that she is struggling with how sad she feels. Her best friend moved to a new city and her parents just told her they are getting divorced. Sasha feels like everything is going wrong and nobody really cares about how she is feeling. Lately she has started just hanging out alone in her room. She falls asleep a lot and doesn't wake up early enough to get breakfast before school. This week she missed three homework assignments. Her teacher gave her a note to give to her parents and she doesn't even know who she should give it to; they just fight all the time. Everything feels hopeless and like there is no real way out. She misses her friend and feeling like she had a place where she belonged. Sasha is dealing with depression. Where could Sasha go for help? What might happen to Sasha if she doesn't get the help she needs?

What Is Depression?

Major or clinical **depression** is a common but serious mood disorder. Figure 7.9 lists specific types of depression. It affects the way you feel, think, and handle daily activities like your schoolwork, sleeping, relationships, and eating. Anyone can become depressed, but females are slightly more likely than males to become depressed. Between 2009 and 2017 the rates of depression among youth aged 12 to 13 increased by 47 percent. Depression is the most common mental health disorder among teens. Risk factors for depression include

- personal or family history of depression,
- major life changes, trauma, or stress, and
- certain physical illnesses and medications.

Depression can look different in different people. To be diagnosed with depression, a person must have symptoms for longer than two weeks. Symptoms of depression include

- feeling depressed throughout each day on most or all days,
- lack of interest and enjoyment in activities you used to find pleasurable,
- trouble sleeping, or sleeping too much,
- trouble eating, or eating too much, coupled with weight gain or weight loss,
- irritability, restlessness, or agitation,
- extreme fatigue,
- unnecessary or excessive feelings of guilt or worthlessness,
- inability to concentrate or make decisions, and
- suicidal thoughts or actions, or thinking a lot about death and dying.



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Specific Types of Depression

Persistent depressive disorder

- Ongoing major depression that lasts for two years or longer

Postpartum depression

- Feelings of extreme sadness, anxiety, and exhaustion during pregnancy or after birth
- Can severely affect the mother's ability to complete daily caretaking of herself and the child

Psychotic depression

- Severe depression with false beliefs (delusions) or hearing or seeing things that don't exist (hallucinations)

Seasonal affective disorder

- Depression during the winter months or in areas where there is less natural sunlight
- Typically leads to social withdrawal, increased sleep, and weight gain
- Typically returns every year

Bipolar disorder

- Episodes of extremely low moods that meet the criteria for depression (called "bipolar depression") mixed with extremely high moods

Disruptive mood dysregulation disorder

- Diagnosed between ages 6 and 18, usually beginning by age 10; symptoms must be present for 12 months
- Irritable or angry mood most of the day, nearly every day
- Severe temper outbursts (verbal or behavioral) at least three times per week
- Trouble functioning in multiple settings (school, home, etc.) because of irritability



Figure 7.9 Specific types of depression.

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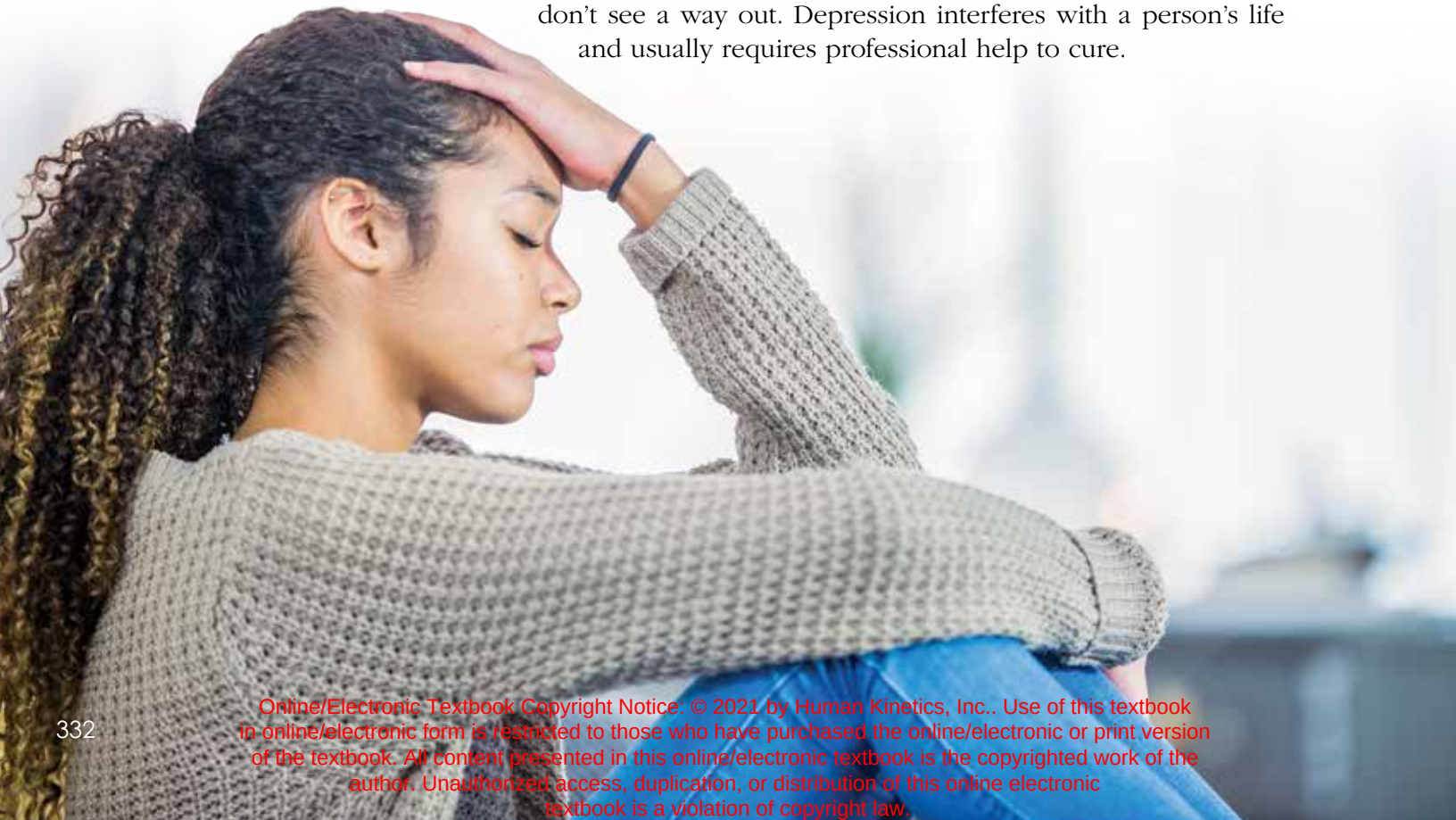
Depression and Health Conditions

People who are dealing with a major depression often struggle to take care of their health. Preparing food and eating healthy, attending to personal hygiene, engaging in physical activity, and getting adequate sleep are all challenges that depression causes. As a result, people who are suffering from depression can also develop other chronic illnesses, like high blood pressure, or can be more likely to get common illnesses, like colds and the flu.

Depression can also happen to a person who is dealing with a serious medical illness, such as diabetes, cancer, heart disease, or Parkinson's disease. The chronic pain, social isolation, and medications associated with these conditions can put such a person at greater risk for depression. Once the person becomes depressed, the symptoms of their disease can get worse. In this way depression and chronic illnesses become a cycle, each making the other worse. Getting proper treatment for both the medical condition and the associated depression is needed in these cases.

Sadness Versus Depression

Sadness is different from depression. **Sadness** is a normal human emotion that we feel as a result of a situation or event. When we are sad we can still carry out normal daily tasks and are generally able to recognize that things will get better. It is okay to feel sad when a situation is difficult, like when you are lonely or if you are fighting with a friend or a sibling. Sadness can last for several days or even up to two weeks. Depression is different from sadness because it is a state that a person is in. When someone is depressed, they aren't able to engage in normal daily activities, and they feel hopeless and often don't see a way out. Depression interferes with a person's life and usually requires professional help to cure.



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Grief and Loss

There are things in life, like the death of a friend or a family member, that make almost everyone sad and at a higher risk for depression. **Grief** is a deep sadness that is caused by the loss of a loved one or a pet. A person can experience grief for a long time. It is not uncommon to experience grief for several years around holidays, birthdays, and special events when reminders and memories of the other person are elevated. It is important to experience grief and to talk about feelings of loss. People generally experience a range of emotions with grief, and everyone experiences grief differently. There is not one single way to grieve a loss. Most people experience several stages of emotions as they move through the grieving process (figure 7.10). It is important to allow the feelings to happen and to understand that they are a normal part of managing the emotional pain of losing someone you care about.



Figure 7.10 Stages of grief and loss.

STEM in Health

VIRTUAL REALITY

Research shows that virtual reality can be used as a distraction tool to reduce pain and anxiety, and it can help people with emotional control such as with anger management. Virtual reality is also proven to be an effective technology for helping people deal with anxiety-related conditions and disorders. Virtual reality is a technology interface that allows a user to experience a real-life situation in a controlled setting. For example, a person dealing with claustrophobia (a fear of enclosed spaces) can experience a simulated elevator ride without having to physically go and ride an actual elevator. The technology can be used to help the person move from a short ride in a larger elevator to a longer ride in a smaller virtual space. The virtual experience is responsive to the user's movement, making it fully immersive and realistic. This results in the person having similar physiological reactions as the real experience. By carefully exposing the person to the environmental conditions that cause their anxiety, the person can practice using coping mechanisms like deep breathing during the experience, which can help them gradually overcome their anxiety.

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Understanding Self-Harm

Self-harm or self-injury means hurting yourself on purpose. Cutting yourself with any sharp object is a common form of self-harm. Other examples include an impulse to burn yourself, to pull out hair, or to pick at wounds to prevent healing. It is estimated that 10 percent of teenagers engage in some form of self-harm. Self-harm can be an issue for young people of any gender.

Self-harm is a sign of emotional distress. When people self-harm they are often doing so as a way of distracting themselves from overwhelming emotions that they can't cope with. Self-harm may release feelings of anxiety in the short term but the emotions will come back. Engaging in self-harm also brings feelings of guilt and shame. These feelings will continue until the root of the problem is addressed and healthier coping skills are learned.

Suicide and Suicide Prevention

Suicide is when someone directs violence at themselves with the intent to end their life, and they die as a result of their actions. A **suicide attempt** is when someone harms themselves in an attempt to end their life, but they do not die because of their actions. Suicide is a public health problem and the second-leading cause of death among those aged 10 to 34 in the United States.



In the United States,

- 10.7 million adults seriously considered attempting suicide in the previous 12 months,
- 3.3 million made a plan about how they would commit suicide,
- 1.4 million attempted suicide one or more times, and
- 48,000 died from suicide—one death every 11 minutes.

The warning signs of suicide in teens include

- talking about committing suicide,
- writing poems or stories about suicide,
- giving away valued possessions,
- engaging in reckless or dangerous behavior,
- making death seem glamorous or romantic,
- saying goodbye to friends and family members (in person, in notes, or on social media), and
- making social media updates that reference death or the end.

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Reaching Out for Help

Even among people who have risk factors for suicide, most never attempt suicide. It is hard to predict who will act on suicidal thoughts. If you have any of these warning signs or suspect that a friend is suicidal, take action right away. Call 1-800-273-TALK for 24-hour suicide prevention and help through the National Suicide Prevention Lifeline. You can also text the Crisis Text Line at 741741. Major social media outlets including Facebook, Instagram, Twitter, Snapchat, and Tumblr provide guidance on how to respond if you see suicidal posts on their sites. If you are not sure where to go, talk to a trusted adult like a school nurse or counselor, a teacher, or a parent or relative.

Depression and other mood disorders are complex mental illnesses that require professional guidance and help. It is important to recognize that you alone cannot help yourself or others with these problems. Professional counseling by a mental health professional, medications, and appropriate support services can make a difference.

For Help:

Call 24-hours:
1-800-273-TALK
or
Text:
741741

HEALTHY LIVING TIP

Create a *Help* card and put it in your backpack or bag. Put the Suicide Prevention Lifeline phone number on the card. If you are under the care of a counselor, put their name and number on the card too. Identify other trusted adults you could talk to and put their names and contact information on the card. Having a Help card makes it easier to reach out for help when you need it.

CASE STUDY

Anton's Story



Anton is a student at your school. You have been friends with him since the third grade. You've always admired Anton's positive outlook on life. He is friendly, outgoing, and kind to everyone he meets. In a lot of ways, you wish you could be more like him.

Lately you've noticed that Anton is quieter in class, and when you go to physical education he doesn't seem to put in any effort even though he is athletic and usually loves participating. At lunch he still hangs out with you and his other friends, but he is quiet and just not himself. When you asked him if he wanted to play soccer during recess he said he was tired and to leave him alone, and when you asked him to eat lunch the next day he said, "What's the point really?" He even fell asleep in class this morning. It seems like he can't get out of the funk he's in.

Think About It

1. What do you think is wrong with Anton?
2. Are you worried about him? Why or why not?
3. How could you show support for Anton?
4. Should you tell anyone else about your concerns? If so, who would that be?

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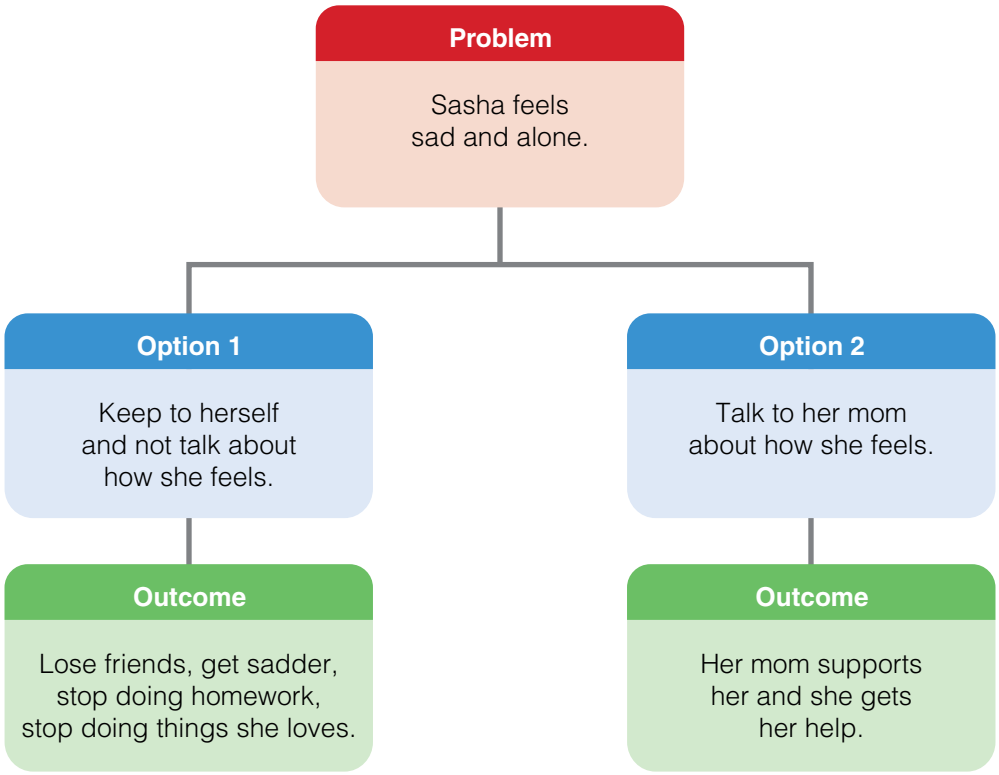
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Skill-Building Challenge

Making Healthy Decisions

Making healthy decisions will affect all parts of your life, including your mental well-being. Use a decision tree described in the following paragraph to map the choices you have when you are dealing with a situation that could, or does, make you feel sad. Think of a situation you are in or have been in. If you are struggling to identify your own situation, use the story of Anton from this chapter for your tree.

A decision tree is a way to visually show the options you have when making a decision. It can help you move through all the important steps that are part of the Decision-Making Skill Cues. Here is an example of a decision tree.



Once you have completed your tree, decide which decision you think has the best outcome, and explain your decision.

Healthy Living Skills

This lesson focused on decision making. Here is one more way you can develop healthy living skills related to this lesson.

ACCESSING INFORMATION

Research depression on the Internet and identify three sources of valid and reliable information. Explain what makes each source valid and reliable.

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LESSON 7.3 Review: Depression, Suicide, and Self-Harm

LESSON SUMMARY

- Sadness is a normal human emotion that may last from minutes to a couple of weeks. Depression is a common but serious mood disorder that affects how you feel, think, and handle daily activities such as schoolwork, sleeping, relationships, and eating.
- Signs of depression include feeling depressed throughout each day, lack of interest and enjoyment in activities, changes to sleep and eating patterns, fatigue, difficulty concentrating, and suicidal thoughts or actions.
- Grief is a deep sadness that is caused by the loss of a loved one or a pet. There is not one single way to grieve. Common stages people experience during grief include denial, anger, bargaining, depression, and acceptance.
- Common warning signs of suicide in teens include talking about committing suicide, writing poems or stories about suicide, giving away prized possessions, engaging in reckless behavior, romanticizing death, saying goodbye to friends and family members, and posting social media updates that reference death or the end.
- Call 1-800-273-TALK for 24-hour suicide prevention and help through the National Suicide Prevention Lifeline. You can also text the Crisis Text Line at 741741.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ is a normal human emotion that may last from minutes to a couple of weeks.
2. _____ is the most common mental disorder among teenagers.
3. _____ is a deep sadness that is caused by the loss of a loved one or a pet.
4. The stages of grief include denial, _____, bargaining, depression, and acceptance.
5. Hurting yourself on purpose by cutting or burning yourself is called self-_____.
6. _____ is when someone directs violence at themselves with the intent to end their life, and they die because of their actions.
7. A suicide _____ is when someone tries to end their life, but they do not die as a result of their actions.

THINKING CRITICALLY

Research how grief is understood in different cultures. Using specific examples, explain two ways grief might differ depending on the culture a person lives in.

TAKE IT HOME

Create a list of emergency and crisis numbers and hotlines for different mental disorders or mental health crises. Put the list somewhere you will remember.

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Chapter Review

ACTION PLAN: Stress Management

Use the My Action Plan Worksheet to set and achieve stress management goals. Here is an example.

My Action Plan: Stress Management

STEP 1: Identify the health behavior you are going to work on.

I am going to work on managing my stress.

STEP 2: Write SMART goal(s).

Write one or two short-term goals (one day to one month long).

I will identify the things that cause me stress every day and understand how they make me feel.

I will learn one relaxation technique.

Write a long-term goal (one to six months or more).

I will manage my stress successfully at least 80 percent of the time.

STEP 3: Make a plan.

Identify two to five action steps (strategies) you could do to meet your goal.

I will monitor my stress levels in a journal and identify things that cause me stress.

I will learn how to breathe deeply and will count to four as I inhale and as I exhale.

I will ask my best friend to tell me when I look or act like I am stressed.

STEP 4: Do your plan and track your progress.

Short-term goal 1 ☒ Met ☐ Not met Date: November 3

Short-term goal 2 ☒ Met ☐ Not Met Date: December 18

Long-term goal ☒ Met ☐ Not met Date: February 24

If you met your goal, what helped you to be successful?

I logged my stress every night in a journal and recorded how I felt each time I was stressed. I realized my heart beats really fast and my palms sweat.

If you did not meet your goal, what things made it harder for you to be successful?

Sometimes when I was stressed because I didn't have enough time to do something, I wouldn't do my deep breathing. It was hard to stop and do that when I felt like I needed to hurry.

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Test Your Knowledge

Select the best answer for each question.

1. Anything you don't think you can cope with will cause you to feel
   a. stress
   b. depression
   c. phobia
   d. none of the above

2. Taking a test is an example of
   a. a major life event
   b. a trauma
   c. acute stress
   d. chronic stress

3. The negative form of stress is called
   a. eustress
   b. distress
   c. nonstress
   d. hyperstress

4. Deep breathing is an example of a(n)
   a. relaxation technique
   b. anxiety disorder
   c. mood management technique
   d. mental coping skill

5. A mental _____ is an ongoing problem involving how a person thinks and manages their emotions.
   a. sickness
   b. condition
   c. disease
   d. disorder

6. Examples of mental disorders include
   a. anxiety disorders
   b. post-traumatic stress disorder
   c. ADHD (attention deficit hyperactivity disorder)
   d. all of the above

7. A negative view of someone because of a characteristic or trait they have is called a
   a. stigma
   b. trauma
   c. crime
   d. none of the above

8. Examples of anxiety disorders include
   a. panic attack
   b. depression
   c. schizophrenia
   d. personality disorders

9. Support and help for anxiety disorders can include
   a. medication
   b. therapy
   c. support groups
   d. all of the above

10. _____ is the sadness we feel when we lose someone we love.
    a. depression
    b. anxiety
    c. grief
    d. suicide

PROJECT-BASED LEARNING: Helping a Friend in Need

What to Remember

Everyone needs help at some point in their life, especially when dealing with mental disorders like depression.

What to Do

Create educational materials that help educate others about mental disorders.

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Who It Is For

The students in your school.

Why It Is Important

Mental health is a serious issue that affects many people. Helping people recognize the signs of mental disorders and giving them the information and confidence they need to seek help could save a life.

How To Do It

Step 1: Get into small groups according to your teacher's instructions. Research one of the mental disorders from this chapter or another one approved by your teacher. Your research should include a description of the disorder, the risk factors, the signs and symptoms, who is most likely to suffer from it, and how it is treated. Create a brochure about your assigned mental disorder. Make sure to include all of your research in the brochure as well as a contact (phone, text, or other) for where to get help.

Step 2: Using your research, create a realistic skit that shows how a friend might behave if they have the mental disorder you are working on. Create a scenario that clearly demonstrates how a person with the disorder might behave, as well as how others should react to get the person the help they might need.

Step 3: Hold an event during Mental Health Awareness Month (May) where you act out your skits and hand out your pamphlets.

CROSS-CURRICULAR CONNECTIONS: Social Studies

Research the history of mental disorders in the United States. Write a report that indicates important dates and describes changes in how we understand and treat mental health.

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8

Relationships and Social Health

LESSON 8.1 Healthy Relationships
LESSON 8.2 Family Relationships
LESSON 8.3 Friendships
LESSON 8.4 Dating Relationships







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Understanding My Health

Is My Relationship Healthy or Unhealthy?

Think about a family member, a friend, or a dating partner. Answer *yes* or *no* to each of the following questions. If you have more *yes* answers than *no*, you seem to have a healthy relationship with that person—keep it up!

If you have more *no* answers than *yes* or you have an even number of *no* and *yes* answers, you may have an unhealthy relationship with the person you chose. Keep this self-assessment in mind as you read the chapter and think about some changes you may need to make.

	Yes	No
I can be honest with this person.		
I can easily talk to this person about things I need to.		
I like the fact that decisions in our relationship are made by both of us.		
I rarely (less than 50% of the time we are together) fight or argue with this person.		
I respect their personal boundaries and they respect mine.		
I rarely (less than 50% of the time we are together) feel pressured to do things I don't want to do.		
I think it is important to hang out with friends without this person sometimes.		
I like to do many of the same things they like to do.		
I have not changed who I am, what my goals are, or what I believe in for this person.		
Most (over 50%) of my close friends like this person.		

My score for Is My Relationship Healthy or Unhealthy? = _____ (total number of *yes* answers).

Healthy relationships are positive connections you have with people every day. You have different kinds of relationships with the different people in your life—family members, friends, teachers, people you date, people you don't know very well—and each of those relationships is different in what you talk about and what you do together. The key to all your relationships is communication. For your communication to be effective you must be able to both talk and listen well. In this chapter you will learn more about family, friendship, and dating relationships, including how texting and social media may be a part of your relationships and how they can have both a positive and a negative impact.



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LESSON 8.1

Healthy Relationships

Terms to Learn

relationship
healthy relationship
social health
unhealthy relationship
communication
verbal communication
nonverbal communication
active listening



The Big Picture

You have many different types of relationships and connections with the different people in your life. Some of your relationships are healthy and others are unhealthy. Knowing which relationships are unhealthy will help you to be assertive and stand up for yourself and for others who need your support. Being able to communicate in face-to-face situations and through text messages and social media what it is you need from the healthy relationships in your life will help you continue to lead a positive, happy life.

Learning Targets

- Describe three characteristics of a healthy relationship.
- Explain the importance of healthy relationships for your physical and emotional health.
- Identify three characteristics of an unhealthy relationship.
- Compare and contrast verbal and nonverbal communication.
- Demonstrate how to use an *I* message properly.
- Analyze how a text message or a message on social media could be interpreted in two different ways.

SEL Connection

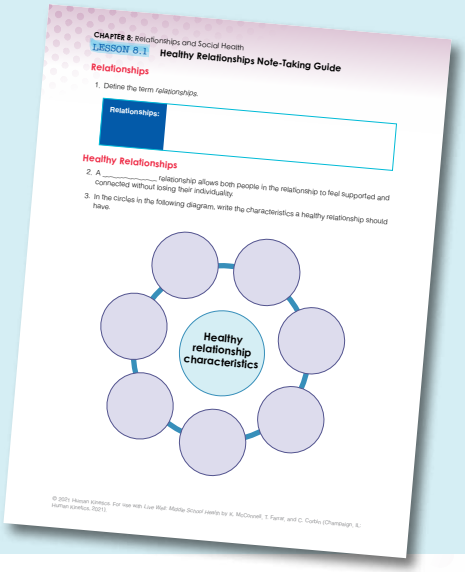
Skill-Building Challenge: Using *I* Messages and Active Listening Skills (Relationship Skills)

Write About It

Describe a text message, social media post, or conversation that was taken in a way that was very different from how you intended.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 8: Relationships and Social Health
LESSON 8.1 Healthy Relationships Note-Taking Guide
Relationships
1. Define the term *relationships*.
Relationships:
Healthy Relationships
2. A _____ relationship allows both people in the relationship to feel supported and connected without losing their individuality.
3. In the circles in the following diagram, write the characteristics a healthy relationship should have.
Healthy relationship characteristics

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Makil and Baden have been dating for a couple of months and often spend time together after school. Baden asks Makil to go to the movies with him and tells her she needs to choose the movie. Makil tells him they can go to whatever he wants to watch. Makil really wants to see the new romantic comedy that just came out but doesn't think Baden would want to see it. Baden tells her again to please pick the movie because he picked last time. She again tells him they can watch whatever he wants. Baden is growing frustrated with Makil always making him decide. Makil thinks she is being nice by letting him always decide but really neither of them is happy. Baden asks one last time and Makil gives the same response. Baden tells her they don't have to go to the movies and says he needs to go. Makil is left confused as to why Baden is mad. What could Baden say to Makil to get her to understand his frustration? What could Makil tell Baden about why she is letting him decide?

Relationships

Relationships are connections between people. You can have different relationships with each person in your family. For instance, you might be very close to your older sister and can talk to her about anything, but your little brother drives you crazy and you don't want to spend very much time with him. At school you might be very close to a few of your friends and do a lot together, or you might sit by a certain person in your math class and talk to them during math, yet never hang out together outside of math. You also have relationships with different adults in your life, such as your teachers. You might really like some of them and can talk with them while you never talk with others unless they ask you a question. Dating relationships will differ depending on how old you are and how long you have been dating.

Healthy Relationships

A **healthy relationship** allows both people to feel supported and connected without losing their individuality. Regardless of the type of relationship, there are certain characteristics your relationship should have including mutual respect, trust, honesty, individuality, good communication, empathy, and support (figure 8.1).

Social health is your ability to get along with people. The better you can get along with someone the better your relationship with that person will be. Sometimes you must take risks to get to know people. You have to step outside your comfort zone and take a chance that the people you want to get to know and create a relationship with want one with you also. Everyone needs relationships because we are social beings. People like to be around other people who make them happy, who make them laugh, who they can have fun with, and who are supportive of who they are. In relationships, we learn more about ourselves—for example, what makes us happy, sad, angry, or bored. We also learn how to communicate better, listen better, and work through conflict.

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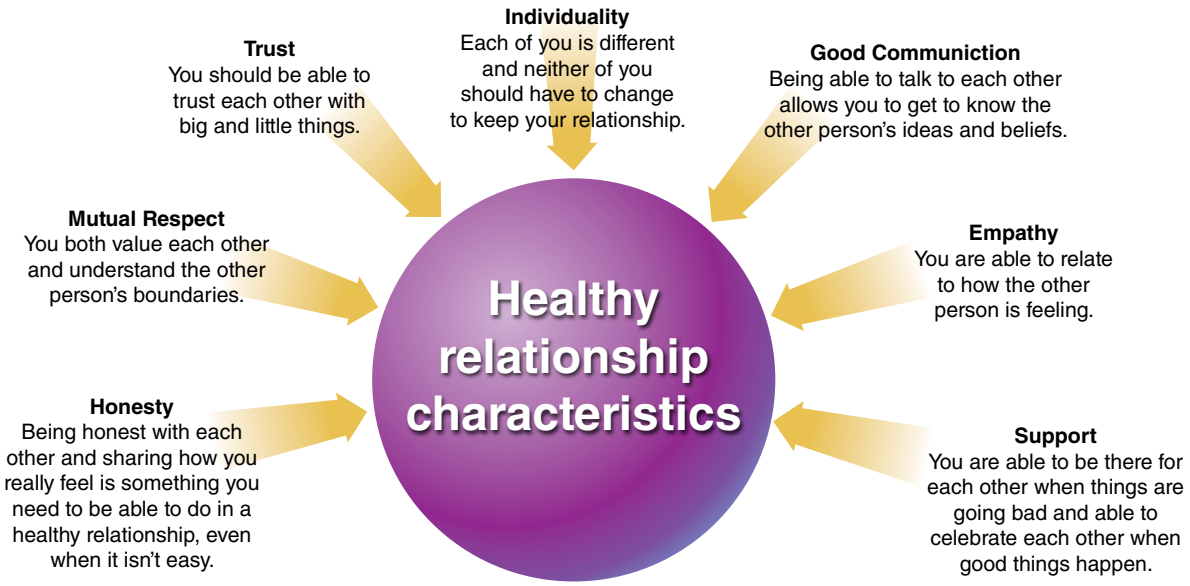


Figure 8.1 Healthy relationship characteristics.

Relationships can make us happy or they can make us sad; it's important to understand both as you continue to discover the many relationships in your life.

On the physical level, healthy relationships help you to have less stress, have a healthier immune system so you get sick less often, and help you heal faster from injuries or surgeries. Some of the mental and emotional benefits of having healthy relationships include being happier, having less anxiety and depression, and even sleeping better. The healthy relationships you have as a teen can influence lifelong friendships and can help you to stay healthy because you have people you can talk to and spend time with. Unfortunately, not all relationships are healthy. You may have already experienced some unhealthy relationships.



Unhealthy Relationships

An **unhealthy relationship** is a relationship that can leave you feeling uncomfortable, sad, or afraid. It's hard to think that someone important in your life may not be treating you well, but it does happen. Everyone has arguments and gets mad at their friends, important adults, their partner, and family members. An argument or disagreement isn't an automatic sign of an unhealthy relationship; these happen in healthy relationships also. The difference is that in a healthy relationship arguments don't happen very often, and when they do the people involved work things out and come to an agreement. In an unhealthy relationship there are often a lot of arguments

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without the people working things out and coming to an agreement. This can be a sign of an unhealthy relationship.

Regardless of the type of relationship you are in there are certain characteristics your relationship should *not* have: disrespect, controlling behavior, dishonesty, lack of communication, and constant fighting (figure 8.2). An unhealthy relationship can have a negative effect on your health by increasing your stress levels, causing difficulty in sleeping, or making you anxious or depressed.

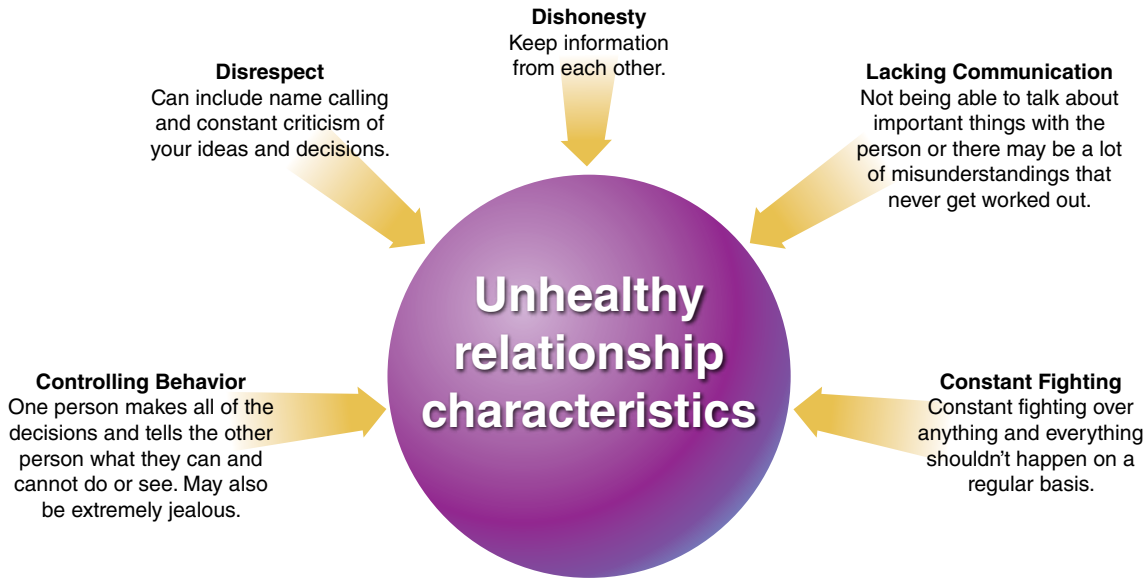


Figure 8.2 Unhealthy relationship characteristics.

Communication Is a Two-Way Street

Communication involves the exchange of information (thoughts, feelings, beliefs, etc.) between two or more people. Effective communication is a two-way street: you must be able to both talk and listen. Good communication involves verbal and nonverbal communication and active listening.

The two types of communication are verbal communication and nonverbal communication. **Verbal communication** uses words to express the information you are sharing. Words can be spoken (for example, phone calls and face-to-face conversation) or written (such as a text message, social media post, email, or note). In **nonverbal communication**, your body language expresses the information. Body language includes facial expressions, hand gestures, tone of voice, and how loud or soft your voice is. While no words are used in nonverbal communication, your nonverbal communication can sometimes speak louder than any words. Sometimes verbal and nonverbal communication are used together. It is important to pay attention to your nonverbal communication because it may be giving a different message than you intend. If you tell someone you are really interested in what they are saying yet you are looking at your phone and not at them, you are sending a mixed message and most people will stop talking or cut their story short because it is clear you aren't interested even though you said you were.

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Active Listening

The second part of the communication two-way street is active listening. **Active listening** involves giving your full attention to the speaker and actively showing verbal and nonverbal signs you are listening. You can show your interest verbally by making comments such as "yes, mmm hmm, go on" or by asking questions or paraphrasing what you have heard. You can show your interest nonverbally with such actions as making eye contact, having good posture, nodding your head, and smiling. Your nonverbal communication will make it clear whether you are really listening or not.

HEALTHY LIVING TIP

Practice your active listening skills by having a conversation with a classmate about a topic they are interested in. As your classmate is talking, focus on making eye contact with them and being engaged in the conversation by smiling and nodding when appropriate as well as by asking questions about things that are unclear or that you want more information about.

Communication Styles

Communication styles are how you interact and exchange information with others. The four communication styles are used by people every day (figure 8.3). Chances are you have either used or have seen or heard the four communication styles used.

The Four Communication Styles

1. **Passive communication** is used by people who don't like to express their feelings, who don't like to tell others no, and who often don't make eye contact when speaking or being spoken to. They are easy to get along with because they try to avoid confrontation and just follow what others are doing. They often have their feelings hurt and don't speak up for themselves when they really need to.
2. **Aggressive communication** is used by people who don't really care about other people's feelings. They usually speak loudly, issue commands rather than asking people to do things, ask questions rudely, and often fail to listen to others. People tend to be intimidated by them and feel disrespected because of this demanding communication style.
3. **Passive-aggressive communicators** often appear to be the same as passive communicators but they tend to build up resentment that leads to acting out in secretive ways. They may act as if they agree but then give the person the silent treatment or spread rumors behind the person's back. Such people often get their way due to their procrastination or negative attitude, causing others to give in to them rather than confronting them.
4. **Assertive communicators** are able to express their own needs, feelings, and goals while also showing respect for other people. They often use *I* statements, taking responsibility for their feelings without blaming anyone else. Assertive communication is the most effective form of communication. Assertive communicators are able to stay calm, they use active listening skills, and they ask questions to get the other person's input and to hear their feelings and needs. Asking these types of questions and trying to connect with the person talking shows you are trying to be empathetic and care about what the person is saying and feeling.

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Figure 8.3 The four communication styles.

I Messages

I messages are used to express how you are feeling and what it is you need. They don't point blame at anyone, compared to a *you* statement, in which blame is pointed and which often results in a defensive or argumentative response. *I* messages are an excellent way to show empathy because they let you express your understanding of how someone else is feeling.

An *I* message has four parts:

1. "I feel . . ." (taking responsibility for your own feelings)
2. "when you . . ." (stating the behavior that is a problem)
3. "because . . ." (what it is about the behavior or its consequences that you don't like)
4. "I would really like it if . . ." (offering a preferred alternative or a compromise)

An *I* message might sound like this:

- ***I feel*** like you don't really care about my day ***when you*** don't let me finish my story ***because*** you start telling me what I should do. ***I would really like it if*** you let me finish because sometimes, I don't need you to tell me what to do; I just want to vent about my day.

A response to an *I* message uses active listening, which also has four parts:

1. "You sound . . ."
2. "that / because . . ."
3. "Next time I will . . ."
4. "and I . . ."

For example, a response to an *I* message could be

- ***You sound*** frustrated ***that*** I don't let you finish your story about your day. ***Next time I will*** wait until you are done with your story before talking ***and I*** am sorry for doing that.

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Communicating and listening effectively, both verbally and nonverbally, has an impact on the person you are talking to and listening to. How you communicate and listen to your friends, family, teachers, and others shows whether your relationship is healthy or unhealthy. Paying attention to others and caring about what they have to share is an important characteristic of a healthy relationship.

Communicating Through Text Messages and Social Media

Today's technology is great for short messages and posting things you want to share with everyone, but it doesn't always tell your message in the way you meant it. When you text someone or post something on social media much of the information is shared through emojis, GIFs, and texting language such as LOL (laugh out loud), IDK (I don't know), and GTG (got to go). This kind of nonverbal communication can be misinterpreted. Pictures posted on social media can also tell a different story than what really happened or what you told others you were doing. Even though some of the social media posts, such as Snapchat, are only online for a short amount of time, or posts get deleted, all it takes is one person taking a screen shot and that picture or post you wrote lives on forever. Make sure your text messages and social media posts won't be hurtful to someone else and that they are clear and well thought out so even though the person receiving the message can't see all of your nonverbal language or hear your tone of voice or the communication style you are using, they understand the message and interpret it correctly.



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Career Connection

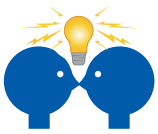
MARRIAGE AND FAMILY THERAPIST

A licensed marriage and family therapist (LMFT) may be seen by anyone in a relationship of any kind including straight, gay, young, old, dating, engaged, or married who wants to improve that relationship. The couple may have a specific problem they want to work on, or they may be experiencing a time of increased stress or transition, or there may be money problems, or health issues, or parenting conflicts. The LMFT helps them find solutions and make changes.

This career can be emotionally difficult and stressful because of the personal investment in the client's life. To become an LMFT you will need to earn a master's degree, complete a set amount of experience hours as established by each state working as a therapist intern, take and pass a licensing exam, and continue with education as part of the licensure renewal process.

Skill-Building Challenge

Using *I* Messages and Active Listening Skills



Kade and Easton are best friends. Kade decided to try out for the school play and got a lead part in it. He is very excited about it and spends a lot of time making sure he has his lines correct. Easton is happy for Kade but the two of them don't get to hang out anymore because Kade is always busy with the play. Easton starts distancing himself from Kade and has begun to start arguments with him about stupid things. Easton should tell Kade he misses playing video games with him like they used to. At lunch today Kade asked Easton to sit at a different table than usual so Kade could sit with his new friends from the play. While it was nice for Kade to include Easton, he kind of ignored Easton at lunch because he was so busy talking to his new friends.

1. Write an *I* message explaining how Easton feels, making sure to use the four parts:
   a. "I feel . . ." (taking responsibility for your own feelings)
   b. "when you . . ." (stating the behavior that is a problem)
   c. "because . . ." (what it is about the behavior or its consequences that you don't like)
   d. "I would really like it if . . ." (offering a preferred alternative or compromise)
2. Write a response Kade could make to Easton's *I* message, using active listening and making sure to include the four parts:
   a. "You sound . . ."
   b. "that / because . . ."
   c. "Next time I will . . ."
   d. "and I . . ."
3. Get a partner from the class to act out your *I* message and active listening response. Make sure you effectively use verbal and nonverbal communication.

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Healthy Living Skills

This lesson focused on healthy communication. Here are some more ways you can develop healthy living skills related to this lesson.



PROMOTING GOOD HEALTH

A healthy school environment requires that the students have healthy relationships with each other. Create a flyer, web page, poster, or other resource that could be used to advocate for healthy relationships in your school. Be sure to use your advocacy to educate people about healthy relationships and to give them tips on things they should do to make and keep healthy relationships. Use the Advocacy Skill Cues to put your plan into action.

1. What do you want to change?
2. Are there other schools who have done something similar? What do healthy relationships in a school look like?
3. Whom are you trying to reach with your advocacy?
4. What is your message?
5. If you were able to distribute your materials, do you think your advocacy campaign worked? Why or why not?



PRACTICING HEALTHY BEHAVIORS

Lately you have started using more abbreviations in your text messages. In the last three days you have gotten into three fights, one with your mom and two with friends, because the abbreviations you used were auto-corrected to something different from what you were actually saying. You realize you really need to pay more attention to what you are doing when you're texting, and that sometimes it would just be easier and faster to call the person. Using the Practicing Healthy Behaviors Skill Cues, work on texting less and talking more to your mom and friends.

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LESSON 8.1 Review: Healthy Relationships

LESSON SUMMARY

- Characteristics of a healthy relationship include honesty, mutual respect, trust, individuality, good communication, empathy, and support.
- Healthy relationships are important for your physical and emotional health. Physical benefits include having less stress and having a healthier immune system. Emotional benefits include being happier and having less anxiety and depression. Healthy relationships should also consist of good communication and active listening skills.
- Characteristics of an unhealthy relationship include controlling behavior, disrespect, dishonesty, lack of communication, and constant fighting.
- The two types of communication are verbal and nonverbal communication; both are important. Verbal communication uses words to express information. Nonverbal communication uses body language including facial expressions, hand gestures, tone of voice, and how loud or soft your voice is.
- *I* messages consist of four parts and are used to express how you are feeling and what it is you need.
- The texting abbreviations and emojis you use may not mean the same to someone else as they do to you. If people don't understand your message, they may interpret it differently than you intended; such miscommunication can cause confusion and hurt feelings.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ are connections between people.
2. Your ability to get along with people is an example of your _____ health.
3. A(n) _____ relationship allows both people in the relationship to feel supported and connected without losing their individuality.
4. A relationship that can leave you feeling uncomfortable, sad, or afraid is a(n) _____ relationship.
5. _____ involves the exchange of information (thoughts, feelings, beliefs, etc.) between two or more people.
6. _____ communication uses words to express information.
7. _____ communication uses your facial expressions, body language, hand gestures, tone of voice, and how loud or soft your voice is.
8. When you are giving your full attention to the speaker and actively giving verbal and nonverbal signs, you are practicing _____ listening.

THINKING CRITICALLY

A friend wants to copy your homework but you don't want her to. Write a conversation between the two of you that is aggressive, and then rewrite it in an assertive way.

TAKE IT HOME

Ask an adult family member or family friend how they used to communicate with their friends before there were cell phones and the Internet. Also ask them about how their communication is different now that we have so much technology. Ask them which type of communication they prefer and why.

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LESSON 8.2

Family Relationships

Terms to Learn

physical needs
emotional needs
intellectual needs
social needs
social norm
cultural norm
gender socialization
gender role
sex
gender
emotional awareness



The Big Picture

The word *family* has many different meanings because of the different types of family we have in our society. As you grow up you realize there are family, social, and cultural norms that each family member is expected to live by. Some of these are easier to live by than others. You also have different relationships with the different members of your family, which can influence the conflicts within your relationships.

Learning Targets

- Describe five types of families in today's society.
- Define the term *gender* and explain the continuum gender works on.
- Distinguish three benefits of a healthy relationship with your guardian in your life.
- Compare and contrast your relationship with your siblings with that of another student.
- Analyze two changes that occur within families and ways to adjust to them.

SEL Connection

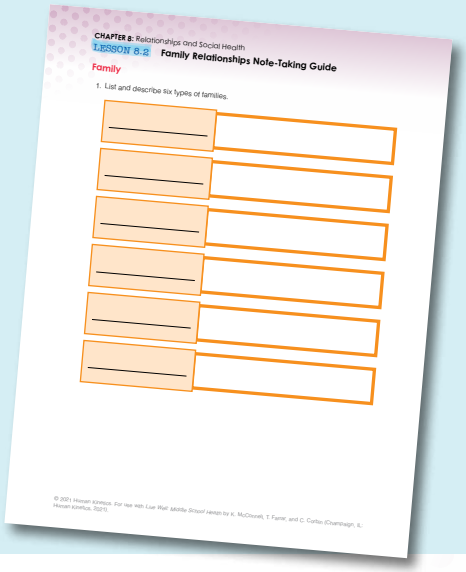
Skill-Building Challenge: How Culture, Media, and Other People Influence Your Perceptions of Gender Roles (Social Awareness)

Write About It

If you have a sibling, do you think you have a healthy or an unhealthy relationship with them? Explain why. If you don't have a sibling, do you wish you did? Explain why.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 8: Relationships and Social Health
LESSON 8.2 Family Relationships Note-Taking Guide
Family
1. List and describe six types of families.

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Whitney and Mya are sisters. Whitney is a sophomore in high school and Mya is in the seventh grade. Whitney and Mya get along but are very competitive. Whitney tends to be a better student than Mya, and Mya is more musical than Whitney. Although they are three years apart in age, their parents tend to compare them to each other a lot, which makes things hard. Both Whitney and Mya often hear how their parents wish they were more like each other. This comparison is difficult to deal with and often makes Whitney and Mya argue with each other. They are both great at what they do and want to focus on being the best they can. What could Whitney and Mya say to their parents to help their situation?

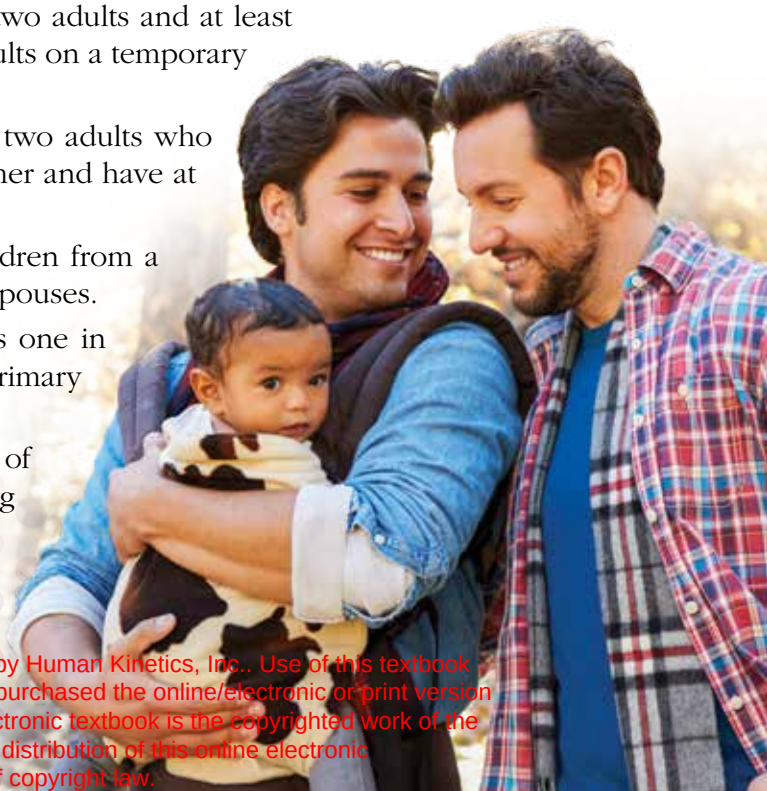
Note that in this lesson the word *guardian* refers to your mother, father, grandmother, grandfather, guardian, or other significant adult in your life who is responsible for your care.

Family

The word *family* can be used to describe the people you are related to by blood, marriage, or adoption; it can be used to describe who you primarily live with; and it can also be used to describe a group of people you feel very connected to, such as a team you play on or a group you are a part of. Family is less about who you are related to or live with and more about who you include as being significant to you.

There are many different types of families.

- A nuclear family consists of two parents and their biological children.
- A single-parent family consists of one adult and at least one child.
- A multigenerational family consists of three or more generations living together.
- An extended family includes near relatives such as grandparents, aunts, or uncles in addition to the parents and children.
- An adoptive family usually consists of two adults and at least one child who was adopted.
- A foster family usually consists of two adults and at least one child who is living with the adults on a temporary basis.
- A never-married family consists of two adults who are not married but who live together and have at least one child.
- A blended family includes the children from a previous marriage of one or both spouses.
- A grandparents-as-parents family is one in which grandparents take over the primary role of raising a child or children.
- A same-sex-parent family consists of two parents of the same sex raising a child or children.
- A childless family consists of two adults who do not have children.



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Family Needs



Families work together to try to meet the physical, emotional, mental, and social needs of everyone in the family. **Physical needs** are met when families have shelter, food, clothing, and medical care. These are the basic things that every person needs to survive. Guardians are usually the ones responsible for providing these basic needs until children are old enough to help with chores and possibly even help to buy their own clothes if they have a job, in high school and after they graduate. **Emotional needs** are met when family members have emotional security so they feel accepted, supported, and loved by their family. Emotional needs are met by members of the family and can be shown through attending events, helping with homework or projects, working through disappointments, encouraging you to be yourself, and just letting you know you are loved and valued. These needs can be met in many different ways. **Intellectual needs** are supported when family members help teach you simple things such as counting, the alphabet, dressing, and tying shoes to more challenging intellectual activities such as developing self-esteem and confidence in your abilities. Finally, **social needs** are met when the members of the family can communicate with each other, when they get along, when they accept responsibility, and when they respect each other's rights and individuality.

You began learning about physical, emotional, mental, and social needs when you were a baby. As you grew up, some responsibilities were shifted from family members to you, such as helping with chores to meet not only your own physical needs but those of other family members as well. Your emotional, mental, and social needs have all been nurtured and developed by family members helping you to be more confident and resilient as you try new activities, challenge yourself in different classes and projects, and open yourself to meeting new people and making new friends. Self-esteem and confidence can be difficult at any age, but you have been nurtured to challenge yourself and are mentally prepared for whatever happens.

Social Norms

A **social norm** is a rule that guides your behavior as a member of society or of a specific group. Your family provided you with your first set of norms when you were learning what was and was not an acceptable way to act in your family. Your family may also have cultural norms that influence how you live and act. **Cultural norms** are the standards you live by; they are the shared expectations and rules that guide the behavior of people within a specific culture.

When you started school, you had to learn new norms. In elementary school you learned to follow directions and be respectful to your teacher, who was a new authority figure; you may also have learned how to share, work together, and wait your turn. In middle school you have also learned new norms, such as getting to class before the bell rings; you may have homework for the first

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time and have to understand what happens if you don't finish it; and you may have different teachers for multiple classes, and these teachers have their own norms that you are expected to follow in their class.

There are social norms all around us. Most of us just do what's expected of us because we don't want to be embarrassed or disliked for not doing what is considered right. But you also need to be aware of problems with norms—you don't just continue to do what others have done before you. One of these problems is gender socialization, which used to say that girls should wear pink and wear dresses and be calm and quiet while boys should wear blue and wear pants and get to be loud and rowdy.

Gender Socialization

Gender socialization is how you learn your gender-related rules, norms, and expectations. The people who have the most influence over your gender socialization are your family, friends, schools, and the media. Children learn at a young age about gender socialization, including which toys, activities, and behaviors are associated with each gender. **Gender roles** involve how you are expected to act, speak, dress, and conduct yourself based on your assigned sex. It is important that you understand the difference between sex and gender when discussing gender roles and socialization. **Sex** refers to the biological and physiological features of a person's anatomy (male or female) at birth. **Gender** refers to the social and cultural roles of people being either masculine or feminine. But masculinity and femininity exist on a continuum; it really isn't one or the other. This means that males may at times take on more feminine characteristics, such as crying during a movie, and females may at times take on more masculine characteristics, such as being tough and not showing much emotion.

The jobs considered appropriate for a specific gender have also changed over the years; there really aren't "male" or "female" jobs anymore. People can have any job they are qualified for, regardless of their gender. Traditionally, not many men were nurses, elementary teachers, or cooks, while today a lot of men are doing such jobs. Similarly, not many women were CEOs, airline pilots, or construction workers, while today many women work in these traditionally male-dominated careers.



Over time, our social and cultural norms regarding gender have changed. That shift has influenced how masculinity and femininity are being portrayed in the media. There are still people who think, for example, that women don't belong in a traditionally male-dominated career, but fortunately, there are fewer of those people. Society as a whole still needs to make changes, but gender stereotypes have become less the norm.

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Family Roles

While there are still families who have the very traditional roles of the man being the provider and the woman being the nurturer and the one raising the children and organizing the family, there are many more families in which the man and the woman share those responsibilities. In today's families, the lines are becoming more blurred regarding who is in charge of what when it comes to raising a family. In a nuclear family, the father is now often the one who stays at home when children get sick, while the mother goes to work. In single-parent and same-sex-parent families, all the adults in the family may go out to work. In all families, parents now often work together regardless of gender to clean the house. The roles of our various family members are changing as the norms in society continue to change.

Guardian Relationships

HEALTHY LIVING TIP

Do something nice or say something nice to a family member you have had conflict with. Tell them you are sorry and want to work on building a healthy relationship.

Your relationship with the guardian in your life is one of the most important relationships you can have and can often last well into adulthood. At your age right now you may see your relationship with your guardian change because you're at that in-between stage where you aren't a child anymore and can take care of yourself, and yet you aren't quite ready to make all of your own decisions without any help from your family.

This is a time when there might be conflicts between you and your guardian, primarily because you want more independence from your family to make your own decisions. Independence can be difficult for your guardian to give; they want you to make your own choices, but they also want to make sure those choices are safe. There will be some choices your guardian will let you make without saying anything, while there are others they won't let you make on your own. You will need to compromise sometimes, and so will they. See table 8.1 for common problems, solutions, and benefits of relationships.



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TABLE 8.1 **Common Problems, Solutions, and Benefits of Relationships Between Teens and Guardians**

Problems	Solutions	Benefits
Arguing more than usual	Talk to your guardian on a daily basis, even if it's just about random things that happened at school. Your guardian really does want to know what you are doing.	You feel open and comfortable talking about difficult subjects.
Feeling like your guardian isn't listening to you	Spend time with your family because they still want to be part of your life.	You develop independence, confidence, optimism, and identity from having the support of your family.
Your guardian may think your friends are not a good influence	Let your guardian know the truth about what you will be doing, even if you think they might tell you that you can't go. Being honest up front is better than lying to them at any time.	You are overall happier and healthier because your healthy relationship acts as a buffer against negative influences. It reduces risky teen behavior such as alcohol and other drug use.
Restrictions you may think are unfair, such as curfew or cell phone use	If you are going to disagree with your guardian about something, do so calmly and explain why you disagree. Know what you want from the conversation before you start it.	You will have a sense of consistency and predictability knowing the rules and expectations of your behavior.

Sibling Relationships

A healthy and positive relationship with a sibling increases your ability to make and maintain friendships, to get along with people from different backgrounds, and to comfort and help others. It also increases your **emotional awareness**, which is the ability to recognize and make sense not only of your own emotions but also those of others. Being emotionally aware and having empathy for your sibling are similar; both are about being able to understand the emotions of someone else. Siblings provide emotional, social, and psychological support to each other.

The quality of your sibling relationships is one of the most important predictors of mental health in older adults. People who have healthy sibling relationships are known to have higher life satisfaction and lower rates of depression later in life. You may not think this really matters to you but it does, because this is the time you want to start building that relationship with your sibling.

Your relationship with your sibling is often one of the longest relationships you will ever have. Your experience with your sibling is completely authentic because you usually grow up in the same environment, have the same parents, and have common memories and similar experiences. Your sibling is a part

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of who you are with a shared history that makes your relationship unique and very valuable.

Sibling relationships can also be difficult, and you may not always get along, which is actually quite normal. Just as in any other relationship, you have to work on it because there will be bad times as well as good times. Some reasons you may not get along with your sibling may be

- that you have different personalities,
- that there may be an age difference,
- that you enjoy different activities, and
- that you might be competing against each other. This is known as sibling rivalry, which can lead to anger or jealousy.

You might not get along with your sibling at this point in your life but keep your mind open because your sibling may turn out to be one of your very best friends.

Changes to the Family

Just as you have changed over the years, your family may change also. Changes to the family affect everyone in the family in some way. Family structure may change if guardians decide to get a divorce; in this case the children may need to live mainly with one parent rather than the other. If your guardian isn't married, they may decide to get married or remarry so you become part of a blended family. A blended family consists of a guardian, a stepguardian, and the child or children of one or both guardians. Regardless of what the changes are, you will be affected by the changes, hopefully more positively than negatively.

Family situations may also change. At times this may be more challenging to work through than changes to the family structure. Here are some situations that families may encounter.



- **Moving.** This can be stressful regardless of how far you move. Sometimes you may also have to change schools and will need to make new friends, which can be both sad and exciting. Moving can be part of something positive, such as a promotion for your guardian. Even though it's a positive situation, it can still be difficult if you have to leave friends.
- **Financial problems.** Sometimes there are unexpected bills, which can make other financial problems even worse. Sometimes a guardian may lose a job and the whole family will need to cut down on things they buy or others in the family may need to get jobs if they are able.
- **Illness and disability.** A family member may be diagnosed with a serious illness or disability. Other family members may need to help take care of the sick or disabled person or take on other, new responsibilities around the house.
- **Substance use disorder.** A family member may have a substance use problem involving alcohol or other drugs. The other family members may feel added stress of taking care of the person.

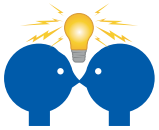
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Remember that families can be difficult at times and not everyone will always get along. Keep working on communicating how you feel and what you need from your family members. While your relationship will change with everyone in your family at different times, it is important to keep working on getting along with your family to get through the challenging times.

Skill-Building Challenge

How Culture, Media, and Other People Influence Your Perceptions of Gender Roles



Gender roles involve how we are expected to act, speak, dress, and conduct ourselves. Spend some time thinking about the following questions and write a brief response to each. When you have finished, share your answers with a partner. Remember to be respectful of the other person's opinions and try to support your own positions with factual information.

1. How does your culture influence your perceptions of gender roles?
   a. Who or what is the greatest influence from your culture?
   b. Is the influence valid or is it time for change?
   c. Do you agree with the influence culture has on the perceptions of gender roles?
2. How does media influence your perceptions of gender roles?
   a. Who or what is the greatest influence from the media?
   b. Is the influence valid or is it time for change?
   c. Do you agree with the influence media has on the perceptions of gender roles?
3. How do important people in your life influence your perceptions of gender roles?
   a. Who has the greatest influence of the important people in your life?
   b. Is the influence valid or is it time for change?
   c. Do you agree with the influence this person has on the perceptions of gender roles?

Healthy Living Skills

This lesson focused on analyzing influences. Here are some more ways you can develop healthy living skills related to this lesson.



ACCESSING INFORMATION

Research five of the family types in this lesson to understand how they are similar and how they are different. Create a table, chart, or illustration that shows how the family types are similar and how they are different. Use the Accessing Valid and Reliable Information Skill Cues, and include a list of the sources you used for your work.



HEALTHY COMMUNICATION

Getting along with your family is difficult, and conflict will happen no matter how well you get along, especially with your siblings. Think of a situation in which you and your sibling had an argument. Use the Communication Skill Cues to write out how you would resolve your conflict.

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LESSON 8.2 Review: Family Relationships

LESSON SUMMARY

- There are many different types of families: never married, blended, grandparents as parents, same-sex parents, childless, nuclear, single-parent, multigenerational, extended, adoptive, and foster.
- Gender refers to the social and cultural roles of being masculine or feminine.
- There are many benefits to having a healthy relationship with your guardian: being able to talk to your guardian openly and honestly about difficult subjects, having a buffer against negative influences, and having a sense of consistency and predictability because you know the rules and expectations of your behavior.
- Having a positive relationship with your siblings increases your ability to make and maintain friendships and also increases your emotional awareness.
- A lot of changes can occur within a family that everyone has to learn to adjust to. Families may have to move because a guardian's job changes, or an illness in the family may require family members to help take care of the person or take on other responsibilities around the house.

REVIEWING CONCEPTS AND VOCABULARY

1. A rule that guides your behavior as a member of society or of a specific group is called a _____.
2. The standards you live by and that are shared expectations and rules that guide the behavior of people within a specific culture are called _____ norms.
3. _____ socialization is how you learn your gender-related rules, norms, and expectations.
4. How we are expected to act, speak, dress, and conduct ourselves based on our assigned sex is known as _____ role.
5. _____ refers to the biological and physiological factors of a person's anatomy (male or female) at birth.
6. _____ refers to the social and cultural roles of being masculine or feminine.
7. The ability to recognize and make sense not just of your own emotions but also those of others is known as _____ awareness.
8. An important predictor of mental health in older adults is the quality of their _____ relationships.

THINKING CRITICALLY

Write a paragraph that explains your family structure. Identify how each family member is connected to you (what relationship you have) and how gender roles influence your family norms.

TAKE IT HOME

As you are watching TV tonight see how many of the different types of families you see. Think about asking a family member how many of the different families they may be familiar with. Be ready to share your answers tomorrow in class.

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LESSON 8.3

Friendships

Terms to Learn

acquaintance
virtual friend
drama
gossip



The Big Picture

Your friends play a very important part of your life during this time because you are becoming more independent from your family and more influenced by your friends. Your close friends are the ones who influence you the most, although you may also be influenced by your acquaintances, casual friends, and even your virtual friends. Friendships are just like your family in that there will be times when you don't get along. In friendships three things that can cause problems are social media, jealousy, and drama.

Learning Targets

- Identify three things you will learn from a positive friendship.
- Describe the four types of friends discussed in the lesson.
- Explain the four qualities a close friend needs to have.
- Discuss how social media, jealousy, and drama can cause problems in a friendship.
- Use healthy ways to express love in a friendship.

SEL Connection

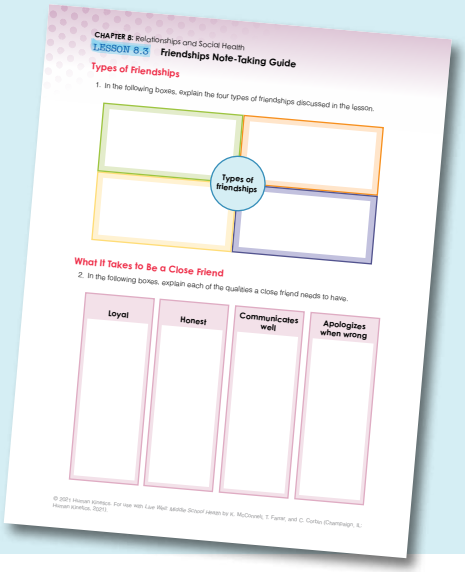
Skill-Building Challenge: Deciding to End a Friendship (Relationship Skills)

Write About It

Middle school is a time when your friends may be changing depending on the classes you are in and the activities you are involved with. This is also a time when you may move to a new school and will make new friends. Think about what qualities you want in a friend and write those down.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 8: Relationships and Social Health
LESSON 8.3 Friendships Note-Taking Guide
Types of Friendships
1. In the following boxes, explain the four types of friendships discussed in the lesson.
Types of friendships
What It Takes to Be a Close Friend
2. In the following boxes, explain each of the qualities a close friend needs to have.
Loyal
Honest
Communicates well
Apologizes when wrong

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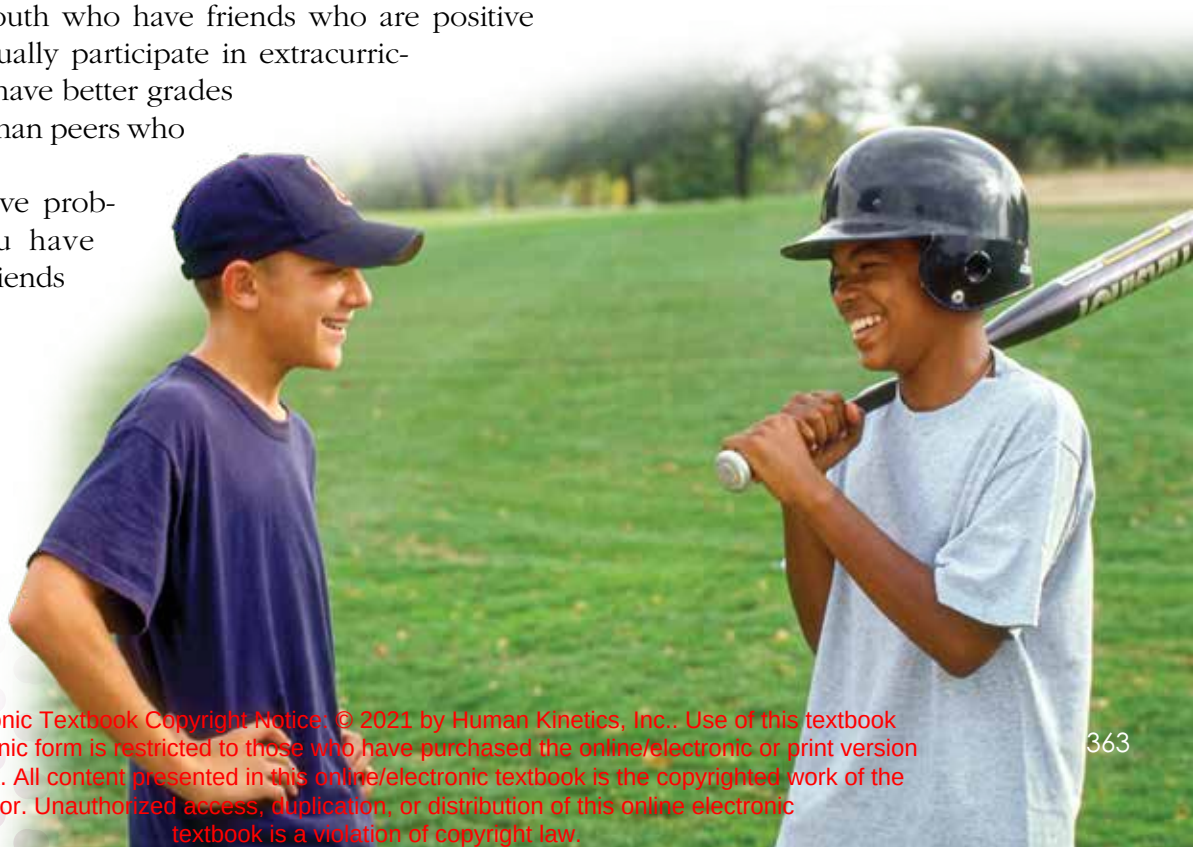
Malia and Jerome are virtual friends and only know each other through a video game they play live together. Malia and Jerome are both 13 years old, or at least that's what they have told each other. One day when they are playing, Malia asked Jerome if she could DM him. He quickly gives her his information because he really likes her and had hoped to get to know her better. For the first few days, they DM each other at different times just to say hi and to see how school is going. One night, Malia sends a DM saying "Hi Jerome, I would really like to get to know you better. I would love to know where you live and I was wondering if you would send me a picture of you. I sent one of me at the beach last summer, hope you like it. Malia." When Jerome opens the DM, he finds a picture of Malia lying on the beach wearing a bikini. What should Jerome do?

Types of Friendships

Your relationship with your friends becomes very important during adolescence. You are starting to become more independent from your family and are making more choices on your own, while your friends are becoming more important to you and will influence the choices you make. Your friendships can be a type of support for you and can help you feel like you belong and are part of something special. An important part of friendship is the emotional connection you have with your friend. The stronger the emotional connections the closer friends you will be.

Positive friendships can help you learn to cooperate with others, communicate well, and resolve conflicts. In positive friendships you also learn more about being caring and honest with your friends and who you can talk with about problems. Having friends you can talk to when things are difficult and feeling close to your friends can help you recover more quickly from problems and challenges. Youth who have friends who are positive and supportive usually participate in extracurricular activities and have better grades and more success than peers who don't.

By now you have probably realized you have different types of friends (figure 8.4).



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Figure 8.4 The four types of friendships.

Acquaintances

Some people in your life are more acquaintances than a true friends. An **acquaintance** is a person you may know, but not well. It may be a person you only talk to in health class. You and your acquaintance don't have the same friends, you don't do the same things, and you don't spend any time outside of class together unless you need to work on a project together.

Casual Friends

A casual friend is someone you have spent time with and with whom you have activities or interests in common. You may hang out together at different times and even have some friends in common. Yet you stay casual friends because you don't have an emotional connection. You don't mind hanging out with them especially when you are in a group with other friends, but that's as far as it goes.

Best Friends

Best friends are the people you have an emotional connection with and will share anything with. You spend time with each other, you are supportive of each other, you have shared experiences, and you have seen each other on your best and worst days and are there for each other no matter what.

Virtual Friends

A **virtual friend** is someone you know only online because you met them virtually, through social media or gaming. You've probably acquired quite a

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number of virtual friends, so there is always someone to chat with, play games against, or to like your pictures, videos, comments, and so on.

What It Takes to Be a Close Friend

Developing a healthy friendship and being a close friend take a lot of work. To develop a close friendship, you need to make time for each other and spend time together without being on your phone. Texting each other is a great way to communicate when you're not together, but when you *are* together you should be talking to each other, not texting other people or checking your social media. A close friend is there for you when you need them, in good times and in bad. They are also there for little things such as helping with homework. Don't ever take any of that for granted. You both need to put in the effort to keep your friendship strong and to keep it going. Figure 8.5 shows four of the qualities close friends should have.



Figure 8.5 The four qualities close friends should have.

When Friendships Have Problems

Even when you have a very close friend and you seem to get along and have fun together, there can be times when there are problems. Problems don't mean that you aren't close friends, they just mean you have things to work on if you want to stay close friends.

Sometimes, especially in middle school, you may find that you no longer want to be friends with someone you've been friends with for many years. They may change, you may change, you may no longer like to do the same things, or one or both of you may have become close friends with other people. Sometimes these things just happen, and there may not be an actual reason you can point to and say that's when you stopped being friends. Three things you can point to as causing problems in a friendship are social media, jealousy, and drama.

Social Media

Social media can be a source of a problem in a friendship. You may feel left out of things when your friends post pictures of parties or social things you weren't invited to. Not everyone is invited to everything, but with social media if your friends are doing something together and you didn't know about it, that

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can make you feel really bad. A friend may also decide to post about a fight you are having. Posting about a disagreement isn't what real friends do. Real friends call you or have a face-to-face conversation with you, but they won't post it online for everyone to see and be able to give their opinion of what should happen. Don't text your friend to try and solve problems; you never know when something you text will be taken the wrong way and make things even worse.

Jealousy

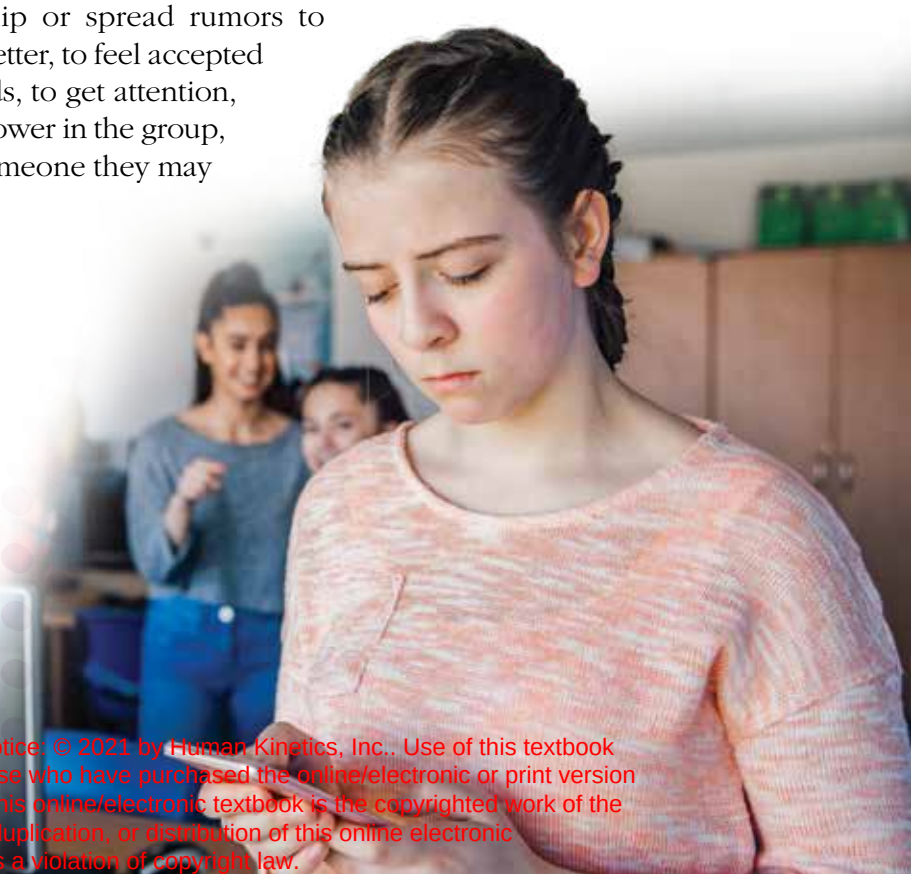
Jealousy can happen with different types of friends you have, even including your best friend. Jealousy is about competition between people or about you questioning whether you are good enough, whatever that may mean to you. When people get jealous, they often compare themselves to the other person, which isn't helpful but is a common reaction. There is nothing wrong with the feelings you have when you get jealous, but you do have to make sure your behavior, what you say and do, isn't hurtful to the person you are jealous of, especially if they are a close friend. Think back to what you just read about what it takes to be a close friend: one of those qualities is honesty. Be honest with your friend and let them know you are jealous; it's important you share your feelings with them.

HEALTHY LIVING TIP

If you hear someone gossiping about another person, stop them right away and tell them you don't want to hear it and that gossip is mean and hurtful. Gossip just spreads information that usually isn't completely true and can end up ruining people's reputations.

Drama

Drama involves gossiping about another person, and often the gossip is untruthful. When teens **gossip** or spread rumors, they share some detail of someone's life the person didn't want shared because it is something shocking you would never expect the person to do or because it is very personal. Gossip usually causes pain and embarrassment for the person being gossiped about. Middle schoolers gossip or spread rumors to make themselves feel better, to feel accepted by their group of friends, to get attention, and maybe even gain power in the group, or to get revenge on someone they may be jealous of.



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Healthy Ways to Express Love in a Friendship

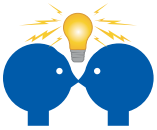
Friendships in middle school are different than they were in elementary school. Friendships in middle school have more emotional attachment because you are starting to distance yourself from your family and relying more on your friends for advice and emotional support. Your friends are the people you want to spend time with and share experiences with instead of your family. Having close friends or best friends is a special kind of love. The word love can mean many different things, and, in a friendship, it means you really care about the person. You can show a friend how much you love them in simple ways.

- Be there for them when they need you.
- Tell them how much they mean to you.
- Show them social media love by posting a picture or a memory the two of you have.
- Celebrate their accomplishments by sending a handwritten card or a gift.
- Do something you've always talked about doing but never have.
- Be a loyal and caring friend every day. Make sure they know they can count on you through good times and bad.

Skill-Building Challenge



Deciding to End a Friendship



Aliya and Rahmi have been friends their entire lives. In fact, their parents knew each other before they were born. Now that they are in middle school they don't see each other as much and each has made some new friends. Aliya likes to play sports and hang out with her other friends. Rahmi is more of a risk taker and rule breaker. Last week Rahmi asked Aliya if she wanted to hang out with her. When Aliya met up with Rahmi after school there were other people around that Aliya knew were troublemakers. Aliya was uncomfortable with their behavior, especially when a couple of them stole some vaping cartridges from the convenience store. Later that night Aliya realizes that she and Rahmi no longer have anything in common and that their values are completely different. Aliya isn't sure she wants to be friends with Rahmi anymore. What do you think Aliya should do? Answer the following questions as you work through your decision.

1. What is the problem with this relationship?
2. What are Aliya's options?
3. What are the consequences of each option Aliya has?
4. What decision do you think Aliya should make?

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Healthy Living Skills

This lesson focused on decision making. Here are some more ways you can develop healthy living skills related to this lesson.



PRACTICING HEALTHY BEHAVIORS

To be a close friend you need to be loyal, honest, able to communicate well, and able to apologize when you are wrong. Choose one of those four qualities you think you need to work on to be a better friend. Use the Practicing Healthy Behaviors Skill Cues to write out what you will do to be a better friend.



ANALYZING INFLUENCES

You may share a lot of your life on social media because you want people to know what you are doing and who you are doing it with. Sometimes you may share something on social media that can hurt people's feelings. Sometimes you do it intentionally and sometimes you don't even think about it because you just want to share a great experience. What things do you think influence the social media posts you make? Make a list of things that might influence what you and others put out on social media. For each influence, decide if you think it is a positive influence, a negative influence, or both. For each negative influence you list, try to explain how you might turn it into a positive influence or how you might eliminate that influence altogether.

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LESSON 8.3 Review: Friendships

LESSON SUMMARY

- The things you will learn from a positive friendship are how to cooperate with others, how to communicate well, how to resolve conflicts, and how to be caring and honest.
- There are four specific types of friends you may have in middle school and throughout your life: acquaintances, casual friends, close or best friends, and virtual friends.
- Qualities of a close friend include being loyal and honest, having great communication skills, and being able to know when they need to apologize and make changes. They are honest with you and will tell you what you need to hear, even if you don't really want to hear it. It's important to be able to communicate easily with your close friend. Being a close friend also means you can apologize when you are wrong.
- Three things that can cause problems in a friendship are social media, jealousy, and drama.

REVIEWING CONCEPTS AND VOCABULARY

1. A(n) _____ is a person you may know but not very well.
2. A(n) _____ friend is someone you know primarily online because you met this person through social media, chat rooms, or gaming.
3. When you gossip about another person you are causing _____.
4. _____ is sharing some detail of a person's life they didn't want shared because it is something shocking or very personal.
5. When you do something you know may be a bad decision, but your so-called friends are influencing you to do it anyway, this is often referred to as _____.
6. Some students use technology to communicate with each other and to share what they are doing. This use of technology can also be a source of problems in friendships when information is posted on _____.

THINKING CRITICALLY

Think about two or three of your friends. For each friend you think of, write down at least two things about them that make them a good friend. Make sure not to mention any quality or characteristic more than once. When you have your list, reflect on which qualities you have too. Write a response to the statement: I am a good friend because _____.

TAKE IT HOME

In this lesson you learned about four types of friends: acquaintances, casual friends, close or best friends, and virtual friends. Ask a family member who is out of high school if they have friends who fit into these four categories. Ask the family member if their relationships with their friends are different now than when they were in middle school or high school.

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LESSON 8.4

Dating Relationships

Terms to Learn

sexual orientation
heterosexual
gay or lesbian
bisexual
sexting
intimacy
boundaries
abstinence



The Big Picture

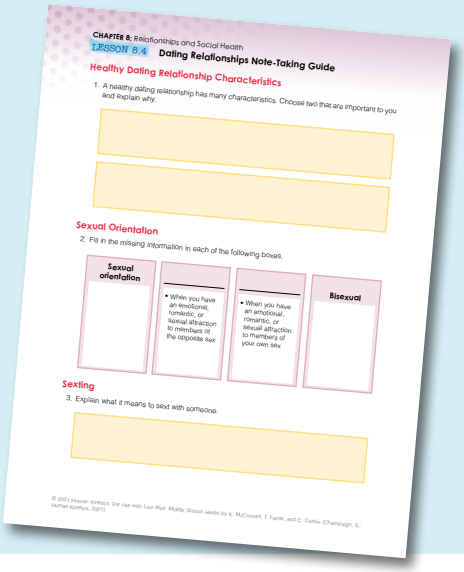
In middle school, *dating* can mean different things to different people. Middle school is also a time when you might begin to acknowledge your sexual orientation and who you may be attracted to. You may also begin to think about your emotional and physical boundaries around abstinence and safe sex. Just as with any other relationship there are healthy and unhealthy dating relationships. You need to make sure you are in a healthy dating relationship and if you aren't, you need to know how to go about breaking up.

Learning Targets

- Describe two healthy dating relationship characteristics and explain why they are important.
- Define the following terms: sexual orientation, heterosexual, gay or lesbian, and bisexual.
- Describe two unhealthy middle school dating scenarios and explain why they are unhealthy.
- Analyze your physical intimacy boundaries of what you will and will not do in a relationship.
- Evaluate three advantages to being abstinent.
- Identify two concepts you should think about when breaking up with your dating partner.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 8: Relationships and Social Health
LESSON 8.4 Dating Relationships Note-Taking Guide
Healthy Dating Relationship Characteristics
1. A healthy dating relationship has many characteristics. Choose two that are important to you and explain why.
Sexual Orientation
2. Fill in the missing information in each of the following boxes.
Sexual orientation
Bisexual
Sexting
3. Explain what it means to sext with someone.

SEL Connection

Healthy Living Skills: Healthy Communication (Self-Awareness)

Write About It

List three qualities the person you date must have and explain why you need them to have those qualities.

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Ashtyn and Kailah have been dating for a couple of months and really like spending time together. They decide to go bowling with some of their friends. Everyone knows Ashtyn and Kailah are dating and their friends treat them like any other couple. Eight people show up to bowl, so they are put on two lanes together. They divide into two teams and start bowling. Next to the teens are two families with kids of about four or five. Everyone is having a great time and there is a lot of laughing and good teasing going on. Ashtyn and Kailah are on opposite teams and are having fun challenging each other as to who will have the higher score. Ashtyn and Kailah are sitting together and sometimes hold hands or put their arms around each other. Jack and Amanda, who are also dating, are sitting next to Ashtyn and Kailah doing the same thing. During the game Amanda gets a strike and Jack hugs her and gives her a kiss. At the end of the first game Kailah beats Ashtyn so Ashtyn gives Kailah a hug and a kiss on the cheek. One of the parents next to them makes a loud comment about that being inappropriate. All of the teens hear the comment. Ashtyn and Kailah are hurt by the comment and aren't sure what to do, and their friends want to say something but also aren't sure what to do. What do you think Ashtyn and Kailah should do in this situation? What could Jack and Amanda do to support their friends?

Teen Dating Relationships

Dating is much different in real life from what you see in movies or on TV. In the movies and on TV dating looks like fun most of the time. The people dating are having a great time together, they may be on the beach or biking or traveling, and there aren't any problems. Everyone gets along and has fun, which is what you may think dating is like. Sometimes it is, but other times it can be difficult. After school there are chores and homework to do, maybe you have practice or an after-school job, or maybe you have to babysit so it may be hard to spend time with your partner. Dating in general can be difficult but first dates can be especially hard when you realize you don't really have anything in common to talk about other than your third period history class. Think about making your first date a group date. Go out with another couple who are dating that you are friends with, or multiple couples, or just a group of friends so there is always some conversation you can be a part of. Even though it's less personal than just you and your partner going on a date it might be a lot easier, especially for your first date. For some teens texting and social media posts may be much easier than meeting in person and having to actually talk to the person.



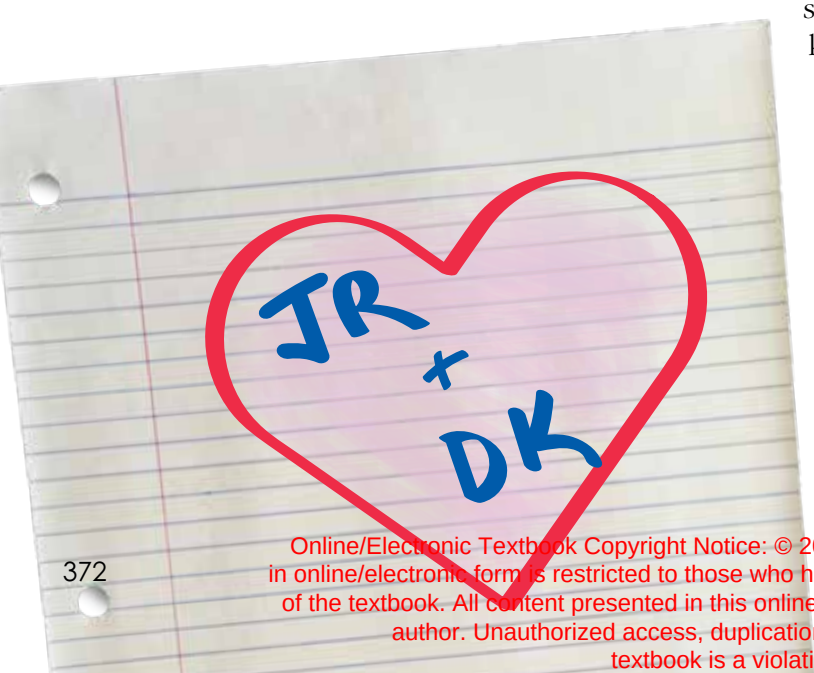
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Characteristics of a Healthy Dating Relationship

A healthy relationship, regardless of its type, has certain characteristics such as trust, honesty, good communication, and mutual respect. A healthy dating relationship has those characteristics as well as the following.

- **You like each other.** Sometimes people are interested in each other for a particular quality. For instance, you may like a person because they are athletic and you can spend time playing basketball with them. As time goes on and you spend more time together you might come to realize you don't like their personality, you don't think they're funny, or you see they aren't very nice to other people, so you begin to realize you don't really like them as a person. In order for a relationship to last you have to like the person you're with and enjoy spending time with them.
- **You are attracted to each other.** To begin with you may be attracted to a person because of their appearance, but a deeper kind of attraction that you need for a long-term relationship is also an emotional attraction. An emotional attraction is when you really have a deep bond with the person and you genuinely like being with them even if you are doing nothing; it's like dating your best friend.
- **You keep your individuality.** You don't change who you are to be with your partner, nor do you ask your partner to change who they are to be with you. Your values and beliefs, your likes and dislikes, and your friends and family are a part of what makes you who you are and shouldn't change for the person you are with. Each of you needs space to take care of yourselves as well, knowing the other person will be there for you.
- **Your relationship is stable.** While the two of you love spending time together you also like spending time with your other friends. It is important you keep a balance in your life and not shut out your friends. They need to spend time with you and you need to spend time with them.
- **You feel safe with each other.** You should always respect each other's personal boundaries and should always feel safe with your partner.
- **You are equals.** You and your partner should have an equal say in everything you do and you should both put equal effort into your relationship. At times in any relationship one person may have to do more than the other person but one person should never feel like they put in all the effort to keep the relationship going.



As you begin dating, you will begin to have different feelings for the person you are with and these dating relationship characteristics will be especially important as you begin to decide on the type of person you want to be in a relationship with.

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Dating Relationship Emotions

You will experience a lot of different emotions when you are dating someone. You may even think you are falling in love with the person. Love is a complex emotion that is difficult to describe and is often explained as involving chemistry, closeness, and commitment:

Chemistry is the electricity or magic you feel when you meet someone and are instantly attracted to them. It's that nervous, anxious, awkward way you behave when you're around someone you're attracted to.

Closeness happens after you are dating for a while. You share secrets, develop trust, and really feel like you know each other. This is when you may begin to think you love the person you are with.

Commitment is about staying together even though you are having a difficult time. Maybe you had a big fight and things were said that were hurtful, but even though it was difficult you were able to talk through it and stay together.

Teen relationships may not make it past chemistry as far as dating goes. Chemistry is the easy and fun part. Closeness and commitment take time and work; neither one is easy to get to and stay with. But that's not a bad thing: you're a teen and you shouldn't be thinking about having a serious close and committed relationship. At age 13 or 14 you don't have the life experience or the relationship skills to move past the chemistry part. Adults who have a lot of life experience and relationship skills will also tell you that the closeness and commitment parts are hard and take a lot of work.

Influences on Dating Relationships

Before you even begin thinking about dating, your guardian may make some decisions for you. It is not unusual for your guardian to decide at what age you can begin dating, what your curfew will be when you are dating, where you can or can't go on a date, who is going to drive you to your date and pick you up, and often you and your date will have to meet each other's guardians before you can go out on a date at all. Your guardian and family will also influence how you view being in a dating relationship. If your guardians have a happy, mutually respectful relationship, that may be what you expect dating to be like. Conversely, if your guardians argue all the time, that may be your expectation of what a relationship is supposed to be like.

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Dating in Middle School

In middle school, dating can mean different things to different people. Dating can mean you hang out together at lunch and hold hands when you walk down the hall; it can mean you text each other a lot throughout the day and evening; it can mean you think you are falling in love and this is the person you want to spend forever with; or it can mean you are in a serious relationship and are being sexually active. There is a big difference between holding hands in the hall and being sexually active, yet both of those dating relationships can happen in middle school. You need to think things through before doing either, because there are big responsibilities that come with being in a dating relationship.

Sexual Orientation

Middle school can be when teens begin to acknowledge their **sexual orientation**. Sexual orientation is a person's sense of identity based on emotional, romantic, or sexual attraction to other people. Sexual orientation ranges along a continuum from exclusive emotional, romantic, or sexual attraction toward your opposite sex to exclusive emotional, romantic, or sexual attraction toward your same sex and anywhere in between (including not being attracted to anyone at all, which is known as asexuality).

Individuals who are attracted to people of the opposite sex identify as **heterosexual**. Those attracted to the same sex identify as **gay or lesbian** (gay may be used by both males and females while lesbian is only used by females). Those who are somewhere else on the continuum may identify as bisexual or queer. People who identify as **bisexual** are attracted to people of the opposite sex and the same sex. Those who identify as queer often find that how they express their sexuality and gender changes over time and that they do not fit one identity.



Public Schools and Sexual Orientation Discrimination

It is against the law to discriminate based on sexual orientation. Public schools can't single out lesbians, gays, bisexuals, transgender, or queer/questioning (LGBTQ) students for negative treatment just because the school officials disapprove of or feel uncomfortable around people whose sexual orientation is different from theirs. Discrimination based on perceived sexual orientation violates a person's constitutional rights, as well as discrimination based on your friendship, family relationship, or other association with lesbians, gays, bisexuals, transgender, and queer/questioning people.

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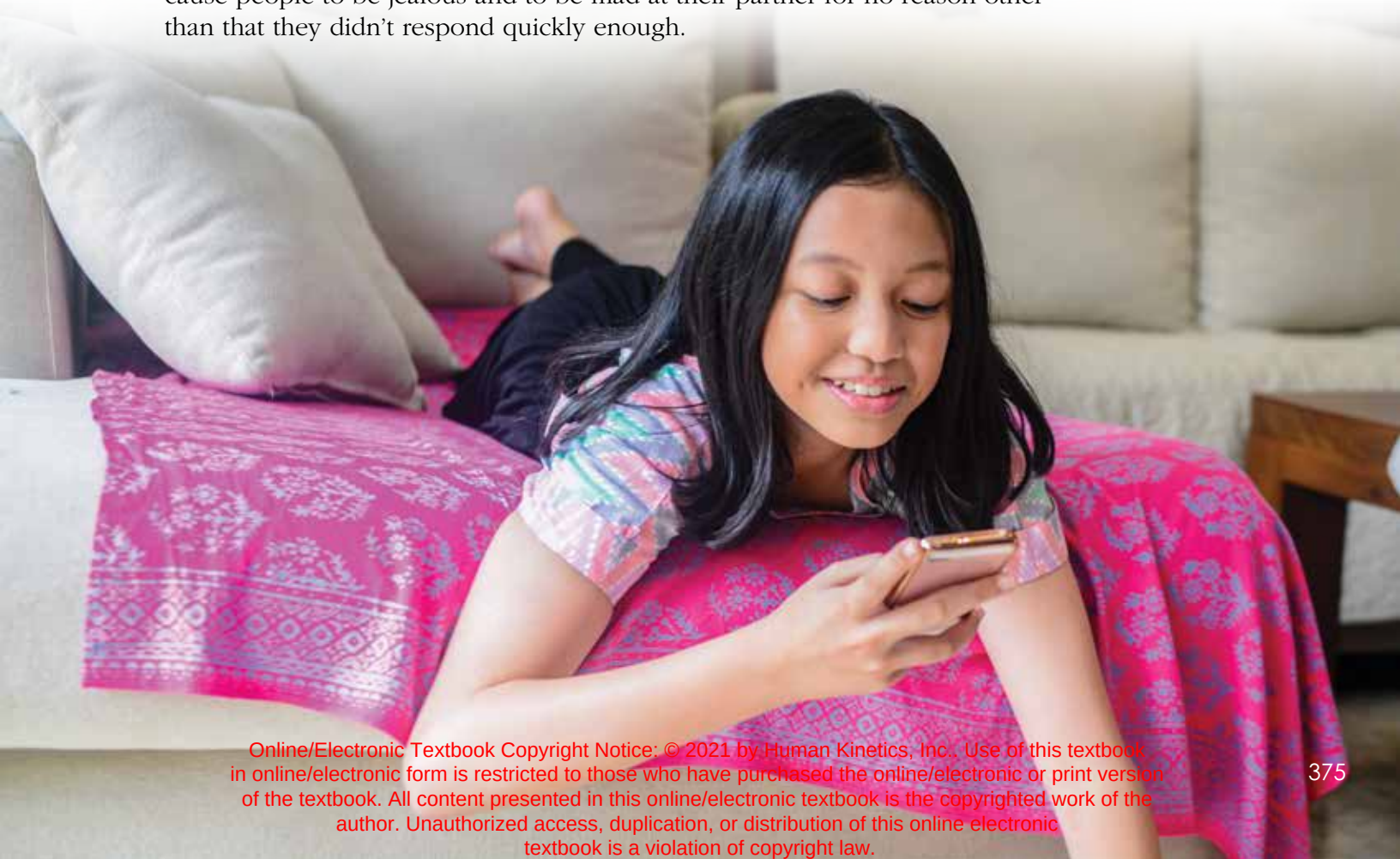
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Regardless of your sexual orientation, your desire to be in a dating relationship is exactly the same. While there isn't a right age or a right gender to begin dating there may be some social expectations that suggest everyone should date at least once in middle school. That's not really the case: in middle school some teens may date one or two people, some may not date at all, and some may date multiple people throughout middle school. Other students wait until high school or even after high school to begin dating. When you decide to begin dating and whom you decide to date should be your decision. The most important thing to know about dating is that there isn't any reason to rush into it. Having great friends, focusing on school activities, and doing things you are interested in is what middle school and even high school should be about.

Online Dating

Teens do so much online with social media and texting that you might also begin relationships online. Even if you haven't met the person you want to date or are dating online you probably spend a lot of your time texting, Snapchatting, Instagramming, and Facebooking them.

While all this technology can make you feel close to someone, it can also cause problems if your partner doesn't respond either fast enough or how you wanted them to, and this can cause hurt feelings and unnecessary fights. If your partner doesn't respond quickly to a text you may start wondering if they are mad at you, what they are really doing (they said they were going to be doing homework), what could be wrong, and on and on. Such thoughts cause people to be jealous and to be mad at their partner for no reason other than that they didn't respond quickly enough.



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Online Dating Websites and Apps for Teens

A number of online dating and friend sites have been developed just for teens, including MyLOL for teens 13 to 19, Yubo for teens 13 to 17, Skout also for teens 13 to 17, and Our Teen Network for teens 15 or older. All these sites have you enter the date of your birth to verify your age. The person on the other end of the conversation could really be 14 and looking for a friend, but they could have entered an incorrect date of birth and might actually be 39 and looking for an inappropriate relationship with a minor. Unfortunately, such things really do happen. This is why you must be careful about the kind of information you give out over the Internet, because you don't know really who it is you're talking to. Figure 8.6 lists the Dos and Don'ts of online dating.

Don'ts of Online Dating

- Don't give out your real name, address, date of birth, the school you go to, or where you work to anyone you are meeting on the Internet. The person you are talking with may not really be who they say they are, so you don't want them to know personal details about you.
- Many of the online dating sites now have apps that can be downloaded to your phone. Your phone has a built in GPS locator that you need to make sure you turn off when using a dating website so your location can't be tracked through your phone.
- Don't give out information that can identify who you really are, because someone could steal your identity.
- Don't meet online "friends" offline. If you decide to meet someone from a dating site, don't go alone; take a friend or two with you and be sure to meet in a crowded public place like a shopping mall. You also need to tell an adult and have them go with you.
- Don't engage in sex-talk or send or sext pictures. Remember that what you post online can always be traced back to you and can be shared and spread to other websites. Guard your reputation and your dignity by not posting anything offensive.

Dos of Online Dating

- Do report any offensive or negative online conversations or pictures someone sends you to the website's administrator and to your parents. This is a form of bullying and needs to be reported.
- Do keep private information private.
- Do be yourself online. If you are really serious about finding a friend or a date online you need to be yourself.
- Do assume the person you are chatting with on the Internet may not be who they claim to be. This will help to keep you from giving out information about yourself.

Figure 8.6 Keep these tips in mind if you are considering online dating.

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Sexting

Sexting means sending photos or videos containing nudity or seminudity or that show or simulate sex acts; it also refers to text messages that discuss or propose sex acts. While sexting usually occurs through text messages, it can be done via any electronic means: email, Instagram, Snapchat, Facebook Messenger, and social media sites. See figure 8.7 for reasons why some teens sext and for reasons not to sext.

Anything shared electronically may not stay with the person it was intended for and may be shared worldwide. Consequences of sharing any type of sexting image or message may include arrests, jail time, and fines as well as the possibility of being charged with the distribution or possession of child pornography, which can carry the designation of sex offender. This is a very serious offense; each state has different laws around sexting.

Another consequence of sexting is that you may have to deal with the embarrassment and humiliation of the picture being seen by many people if

Reasons Why Teens Might Sext

- Teen girls say they are pressured by guys to send explicit pictures or messages.
- Teens might send photos of themselves as a way to flirt or to get compliments, or they might send them as a joke or because someone dared them.
- Teens who are dating might exchange photos as proof of their commitment to each other.
- Teens might also sext photos of other teens after a relationship ends, as revenge, or they might send photos they took in the bathroom or the locker room without the other person knowing, in order to bully or humiliate them.

Reasons Not to Sext

- Once you hit send or post the photos, your message is out there and you can't get it back. Even if you delete it, there's no guarantee someone else hasn't already downloaded it or taken a screenshot of it.
- You should always ask yourself, "If everyone at school saw this, what would they think of me?" If you don't like the answer, don't hit send.
- Whether you are the person who sent the sext (even if it is of you) or the person receiving the sext (whether you asked for it or not), both of you may be charged with child pornography, depending on your state laws. Even if you aren't charged with child pornography, you can be charged with some other offense because you are both in possession of nude or seminude photos of a minor or sex messages from a minor.
- People may use the sext to sexually bully you. This is known as slut shaming, because people assume you are willing to engage in sexual activity. It is also called cyberbullying if the sext is used to embarrass or humiliate you.

Figure 8.7 Teens might sext for many reasons, but there are also many reasons not to sext.

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the picture didn't remain with the person it was sent to. You may even lose friends if they distance themselves from you for fear they will also be bullied for being your friend. Sexting never seems to only be between two people, and the consequences of the sext will affect many people whether they even knew about it or not.

Unhealthy Middle School Dating

Dating in middle school can be so difficult that it leads to depression and moodiness. You and your partner may not be very good at communicating with each other, so you often find yourselves mad. But if you don't really explain why you are mad, there is this happy-with-each-other and then mad-about-something and then happy-again mood swing that tends to take place. Depression can occur after a breakup, especially if you didn't see the breakup coming, or afterwards when you see the person you were dating with someone else.

If you are in a dating relationship you may find that you've neglected your friendships. You may be spending more time with your partner and less time with your friends and even less time with your best friends. You may be missing out on some really fun things your friends are doing. You may even end up losing friends if you don't spend time with them. It can also happen that your friends don't like the person you are dating. What makes this difficult is that you may be stuck between wanting to date your partner and wanting to be



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with your friends, and if they don't like each other, doing something together isn't an option. It's not always easy to listen to your friends, but you should get their thoughts on the person you want to date before you do. They might have some important insight that can help you make your decision. You may also be neglecting your family because you want to spend more time with your partner; this can lead to conflicts as well.

You may not be ready to make certain significant decisions if you are in a dating relationship. Middle schoolers who are in a steady dating relationship will likely need to decide whether they want to be sexually active or not. You may be with a partner who wants to pressure you into doing something you're not ready for. Other risky behaviors associated with teen dating include using alcohol, lying to your friends and family, and stealing, which you may feel pressured to do in order to keep your partner happy. Any time you are feeling pressured by your partner to do something you don't want to do, you need to think about whether this is really the right person for you.

Dating Relationships: Intimacy and Boundaries

In a healthy dating relationship, you will eventually experience some type of emotional intimacy and physical intimacy. **Intimacy** involves feelings of emotional closeness and connectedness with another person. Developing emotional intimacy takes time; it's the ability to be vulnerable with your partner and share anything with them. You can share the very best of you and the very worst of you and they will still be there for you. Emotional intimacy may also include saying *I love you*. You and your partner may not get to that point at the same time. Never feel pressured to say it back if you aren't ready. Tell your partner how you feel when they say it to you and let them know how you feel about them and what your dating relationship means to you. Don't feel bad if you aren't ready to tell your partner you *love* them. You may just not be ready yet. If your partner doesn't respect your feelings, you need to think about whether this is really the dating relationship you thought it was.

Physical intimacy is something you will eventually experience in a healthy dating relationship. Physical intimacy may be as simple as holding hands and kissing to being sexually active. As your dating relationship becomes more serious it is important that you think about how you feel about physical intimacy and what you may or may not be comfortable with; this will determine your boundaries. **Boundaries** define what behavior you will and will not accept from others. Once you've determined your boundaries it's important to share them with your partner and to enforce them throughout your relationship. If your partner is pushing to be more physical than holding hands and kissing, you need to reevaluate how you feel about your relationship and what you may or may not be ready for. Your boundaries might even change, and if they do you need to let your partner know what the new boundaries are. There is no rush to be sexually active. Being physically intimate should be an ongoing conversation with your partner so each of you knows how far the other person

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HEALTHY LIVING TIP

Write out what your boundaries are for physical intimacy. That way you will have thought about what you are and are not comfortable doing, and will already know rather than trying to figure it out when you're being pressured to make a decision.

will go, and you both need to communicate if something changes. There is no timeline at any age for emotional or physical intimacy; you will know when it is time for you to move to another level. No matter who you are with and how in love you both think you are, keep things at a level you are comfortable with.

Abstinence

One of the physical boundaries you may decide on in a dating relationship is to practice abstinence. **Abstinence** is avoiding all forms of sexual activity and genital contact including vaginal, oral, or anal sex. Abstinence is the only method that is 100 percent effective in preventing pregnancy and sexually transmitted infections (STIs). There may be advantages and disadvantages to being abstinent (figure 8.8).

Advantages to Being Abstinent

- There are no health risks, you will not get pregnant or get your partner pregnant, and you will not contract a sexually transmitted infection (STI).
- You can choose to be abstinent whenever you want to be.
- Being abstinent is free and readily available.
- Abstinence reduces emotional problems because you have nothing to feel guilty about.
- Abstinence reduces social problems because you have nothing to hide from anyone.
- You may want to wait until you know you are ready for a sexual relationship.
- You want to honor your personal, moral, or religious beliefs.

Disadvantages to Being Abstinent

- It is sometimes hard to abstain from having sex.
- There may be pressure from your partner or friends to have sex.

Figure 8.8 The advantages to being abstinent far outweigh any disadvantages.

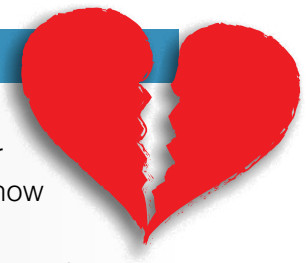
Breaking Up

Relationships end for many reasons. Couples grow apart because their interests and feelings may not match up as expected. Sometimes you change your mind or your feelings change for the person you are with. Breaking up is not an easy decision, and it may take time for you to completely decide that breaking up is what you want to do. Make sure you completely understand why you want to break up, and then have a face-to-face conversation. Never break up by text message, social media, or email, or have someone else do it for you. When breaking up, think about the concepts shown in figure 8.9.

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Breaking Up



- Make sure you know what you want to say and how the other person might react. Will they be surprised or sad or mad or relieved, or will they have all of those feelings? Think about how you will deal with their reaction.
- Be honest, but not mean. Tell the person why you want to break up, but don't point out all the qualities you don't like about them. Keep the focus on what you need and why you have made this decision.
- Stick to your decision even if the other person promises to change. Change should have been part of a conversation long before you break up.
- Don't just avoid the person and hope they will get the hint you don't want to date any longer. That isn't fair to them, and you wouldn't like it if someone did it to you. Make a time to have the breakup conversation.
- After the breakup, don't gossip about or be mean to the person. Even if you have to see them every day because they are in a class with you, you can still be respectful and say hi. If they don't respond, it's probably because they are hurt and maybe even embarrassed, so give them time.
- There is no reason to untag, delete, unfriend, or block your former partner after a breakup.

Figure 8.9 Breaking up with someone can be difficult, but following these concepts can make it easier.

Skill-Building Challenge

Advocating for Safe and Respectful Dating Relationships

You have decided you want to advocate for safe and respectful dating relationships. You want teens to understand that a dating relationship should be fun and safe, and each person should have an equal say in what they are doing and put equal effort into the relationship. It should also include trust, good communication, and respect for what the other needs. You also want to help teens understand that they deserve better than an unhealthy relationship and that they need to make a change. Use the Advocacy Skill Cues to answer the following questions.

1. Look at the different dating relationships in your school. What do you think are the most important things to change?
2. How can you change those things in your school?
3. What is the message you want students to know?
4. How will you spread your message and who will help you?
5. If possible, work with your teacher to share your messages.

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Healthy Living Skills

This lesson focused on promoting good health through advocacy. Here are some more ways you can develop healthy living skills related to this lesson.

ACCESSING INFORMATION

Look up three online teen dating websites. You can use the websites listed in this lesson (MyLOL, Yubo, Skout, and Our Teen Network) or find others you've heard of. The websites must be for students in middle school or junior high (teens 13 and up). Use the Accessing Valid and Reliable Websites Skill Cues to evaluate each site. Once you have gathered the information, write down three to five things you learned about online dating from each site.

HEALTHY COMMUNICATION



You should practice using your refusal skills before you actually need them. Write out what you would say and do if your partner tried to pressure you to do more than you are comfortable with in an emotionally or physically intimate situation. Use the Communication Skill Cues to write out your response.

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LESSON 8.4 Review: Dating Relationships

LESSON SUMMARY

- Healthy dating relationship characteristics include liking each other and enjoying spending time together, being emotionally attracted to each other, keeping your individuality and not changing who you are in order to be with the other person, still being able to spend time with your other friends, respecting each other's personal boundaries, and always feeling safe with your partner. Both of you should have an equal say in everything that happens and both of you should put equal effort into the relationship.
- Sexual orientation is a person's sense of identity based on emotional, romantic, or sexual attractions to males, females, or both sexes. Heterosexuals are emotionally, romantically, or sexually attracted to members of the opposite sex. Gays and lesbians are emotionally, romantically, or sexually attracted to members of their own sex. Bisexuals are emotionally, romantically, or sexually attracted both to males and to females.
- Unhealthy middle school dating relationship scenarios may include neglecting your friendships to be with your dating partner, friends not liking your dating partner and your dating partner not liking your friends, or neglecting your family to spend time with your dating partner.
- Setting physical intimacy boundaries as to what you will and will not do in a relationship is important. Teens should consider boundaries involving holding hands, kissing, and various levels of sexual activity.
- Advantages to abstinence include the fact that it is 100 percent effective in preventing pregnancy and sexually transmitted infections (STIs), that you can choose to be abstinent whenever you want, that it is free and readily available, that it reduces emotional and social problems, that you may want to wait until you know you are ready for a sexual relationship, or that you want to honor your personal, moral, or religious beliefs.
- When breaking up with your dating partner make sure you know what you want to say, be honest but not mean, stick to your decision if they promise to change, don't avoid them hoping they'll get the hint that you want to break up, and don't gossip or be mean to them after the breakup. There is no reason to untag, delete, unfriend, or block them.

REVIEWING CONCEPTS AND VOCABULARY

1. A person's emotional, romantic, or sexual attraction to other people is known as _____.
2. A person is _____ if they have emotional, romantic, or sexual attractions to members of the other sex.
3. When a person has an emotional, romantic, or sexual attraction to members of their own sex they are _____ or _____.
4. A person is _____ if they have emotional, romantic, or sexual attractions both to men and to women.

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5. _____ refers to feelings of emotional closeness and connectedness with another person.
6. Determining what behavior you will and will not accept from others is known as having _____.
7. Avoiding all forms of sexual activity and genital contact such as vaginal, oral, or anal sex is known as _____.
8. Sending seminude or nude photos or videos electronically is called _____.

THINKING CRITICALLY

What are your own, your friends', and your family's expectations when it comes to dating? Are your expectations about when to start dating and what rules apply to dating the same as those of your friends and family? Write a paragraph explaining your response.

TAKE IT HOME

Talk to a family member or trusted adult who is older than 21 and ask them how old they were when they went on their first date. Ask them if they can remember anything about the date or the person they dated and if they still know that person.

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Chapter Review

ACTION PLAN: Open Communication With a Guardian

Use the My Action Plan Worksheet to keep communication open with your guardian. Here is an example.

My Action Plan: Communicating With My Guardian

STEP 1: Identify the health behavior you are going to work on.

I want to be able to communicate better with my guardian.

STEP 2: Write SMART goal(s).

Write one or two short-term goals (one day to one month long).

I will tell my guardian at least one thing about my day when they ask.

Before I say things that are mean I will count to 10 and think about my response when I am angry with my guardian 50 percent of the time.

Write a long-term goal (one to six months or more).

I will use *I* messages 50 percent of the time when I get into a disagreement with my guardian.

STEP 3: Make a plan.

Identify two or three action steps (strategies) you could do to meet your goal.

On my way home from school I will think of one thing I can share with my guardian if they ask.

I will practice counting to 10 before I react in a mean way to my friends. This may make it easier to do when my guardian and I disagree.

I will practice using *I* messages in other parts of my life so it will be easier when I try to use them when I'm in a disagreement with my guardian.

STEP 4: Do your plan and track your progress.

Short-term goal 1	☒ Met	☐ Not met	Date: April 15
Short-term goal 2	☒ Met	☐ Not met	Date: April 25
Long-term goal	☐ Met	☒ Not met	Date: _____

If you met your goal, what helped you to be successful?

On the way home from school I thought about what I wanted to share with my guardian. I practiced counting and pausing before I said anything, which helped me make better comments instead of being mean.

If you did not meet your goal, what things made it harder for you to be successful?

Sometimes when I'm in a disagreement I don't want to think about using *I* messages, I just want to say what's on my mind, which isn't always helpful. I will continue to work on this because when I have used *I* messages, the disagreement has gone better for both of us.

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Test Your Knowledge

Select the best answer for each question.

1. The four specific types of friends you have throughout your life are
   a. casual friends, good friends, acquaintances, online friends
   b. acquaintances, close friends, online friends, good friends
   c. acquaintances, casual friends, close friends, virtual friends
   d. casual friends, acquaintances, close friends, online friends

2. Avoiding all forms of sexual activity is known as
   a. contraceptives
   b. abstinence
   c. sterilization
   d. casual sex

3. Using facial expressions and body language is what kind of communication?
   a. nonverbal
   b. interpersonal
   c. verbal
   d. written

4. What are the three things that can cause problems in a friendship?
   a. social media, partners, gossip
   b. social media, jealousy, gossip
   c. social media, drama, partners
   d. social media, jealousy, drama

5. The social and cultural roles of people being masculine or feminine is known as
   a. gender roles
   b. gender socialization
   c. gender
   d. gender orientation

6. Your ability to get along with people is known as
   a. social health
   b. physical health
   c. emotional health
   d. mental health

7. A person's sense of identity based on emotional, romantic, or sexual attractions to males, females, or both sexes is known as
   a. heterosexual
   b. sexual orientation
   c. bisexual
   d. gay or lesbian

8. Having a higher overall life satisfaction and lower rates of depression later in life are two characteristics of what kind of relationship?
   a. guardian
   b. sibling
   c. healthy
   d. unhealthy

9. Knowing the expectations of how we should act, speak, dress, and conduct ourselves based on our assigned sex is known as
   a. gender
   b. gender socialization
   c. gender orientation
   d. gender roles

10. Having feelings of emotional closeness and connectedness with another person is known as
    a. emotional intimacy
    b. social intimacy
    c. intimacy
    d. physical intimacy

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PROJECT-BASED LEARNING: Keeping Healthy Friendships

What to Remember

Healthy relationships are an important part of good overall wellness. Healthy relationships provide us with the support we need in order to make healthy choices.

What to Do

Practice using active listening skills and *I* messages in order to become a better friend.

Who It Is For

You and your friends.

Why It Is Important

It is important to understand the benefits of healthy relationships with friends. Middle school is a challenging time because a lot of changes are happening at once. One of the bigger changes is in the importance of your friendships. Middle school is often when you start spending more time with your friends and relying on them more. It also seems to be the time when friends begin to turn on each other and start to spread rumors, ignore each other, and create drama in their lives. Learning to listen effectively is important to maintaining healthy relationships.

How to Do It

Work with a partner or a group of three. Begin by creating three realistic scenarios that you and your friends might face and might want to talk about. Describe each scenario by writing it out in a paragraph. Next, take turns acting out each scenario and practice using active listening and *I* messages in your practice. Give each other feedback on how the conversation went using the *I* messages and Active Listening Skills Cues as guides. Be willing to use your listening skills with friends and others in your school, and keep track of how many times you were able to help others by using these skills.

CROSS-CURRICULAR CONNECTIONS: Speaking and Listening

Engage in one-on-one and group discussions about the benefits of healthy friendships. Develop scenarios of negative conversations that friends might have so you can practice your *I* messages and active listening. By practicing with different scenarios, you will be better prepared when the real situation arises.

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UNIT IV

Destructive and Damaging Behaviors

CHAPTER 9 Violence and Conflict
CHAPTER 10 Alcohol
CHAPTER 11 Tobacco and E-Cigarettes
CHAPTER 12 Legal and Illicit Drugs



What advice would you give to the people making these comments and asking these questions? Revisit your advice after reading the unit to see how your advice might change.

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9

Violence and Conflict

LESSON 9.1 Understanding Violent Behavior
LESSON 9.2 Anger, Aggression, and Conflict
LESSON 9.3 Youth Violence, Bullying, and Gangs
LESSON 9.4 Relationships and Violence



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Understanding My Health

My Knowledge of Anger and Conflict

This self-assessment is designed to examine your behaviors related to anger and conflict. Understanding how to recognize and deal with anger and with conflict will help you be more successful in relationships, in school, and eventually in your career. Count the number of items you agreed with. The closer your score is to 24, the more you seem able to deal with anger and conflict in productive ways.

	Always	Sometimes	Never
When I feel angry, I am able to control my emotions.	3	2	1
When I feel angry, I know how to calm myself down without being violent to myself or others.	3	2	1
I understand that conflict is a normal part of life.	3	2	1
I refuse to stand by and do nothing if I see bullying or other aggressive behavior.	3	2	1
I know an adult I could talk to if I felt threatened or unsafe.	3	2	1
I appreciate diversity and celebrate differences in others.	3	2	1
I avoid saying things online that I wouldn't be willing to say in person.	3	2	1
I am clear on what my personal boundaries are, and I don't allow others to change them.	3	2	1

My score for My Knowledge of Anger and Conflict = _____ (total number of points)

Conflict, anger, and violence can all be uncomfortable and scary to deal with. Good health doesn't require people never to feel angry or never to experience conflict. Staying healthy and safe does require us to understand how to avoid risk, manage conflict, and get out of violent situations.



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LESSON 9.1

Understanding Violent Behavior

Terms to Learn

violent behavior
physical violence
sexual violence
emotional violence
offender
victim
prejudice
bias
intolerance
witness



The Big Picture

Violence comes in many forms and can happen between strangers, couples, family, friends, and acquaintances. Understanding what things lead to violent behavior and the consequences of violence can help you keep yourself away from violence and encourage others to do the same.

Learning Targets

- Compare and contrast physical and emotional violence.
- Identify eight things that influence violent behavior.
- Explain how prejudice, bias, and intolerance are related to violent behavior.
- Identify five consequences of violent behavior.
- Communicate respect for others.

SEL Connection

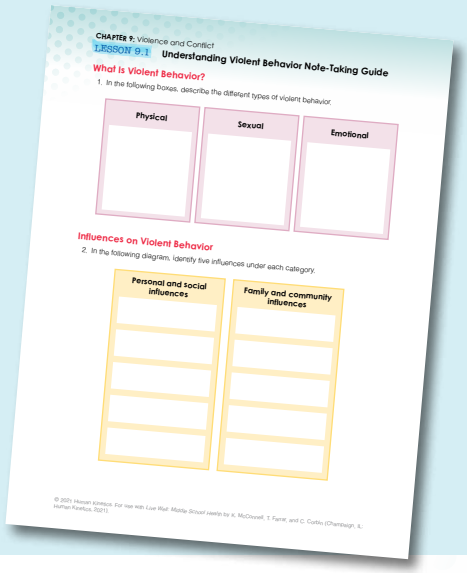
Prejudice, Bias, and Intolerance (Social Awareness)

Write About It

How might your opinion of someone else influence the way you treat that person? Do you think opinions can lead to violent behavior? How so?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 9: Violence and Conflict
LESSON 9.1 Understanding Violent Behavior Note-Taking Guide
What Is Violent Behavior?
1. In the following boxes, describe the different types of violent behavior.
Physical
Sexual
Emotional
Influences on Violent Behavior
2. In the following diagram, identify five influences under each category.
Personal and social influences
Family and community influences

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Abdul noticed that his friend Rasheed was wearing long-sleeved shirts to school even though it was pretty hot outside. He also saw a bruise on Rasheed's face. When Abdul asked what the bruise was from, Rasheed said that he got hit in the face with a baseball when he was playing with his brother. Rasheed was also quieter than usual and seemed nervous and anxious. Abdul worried that his friend had been beaten up by someone but he couldn't get Rasheed to say anything, and Abdul didn't want to make him uncomfortable. Rasheed is showing signs that he might have been a victim of violence. What should Abdul do to best support his friend?

What Is Violent Behavior?

Violent behavior includes the intentional use of words or actions that cause or threaten to cause injury to someone or something. Violent behavior often starts with words and can quickly become a physical act (figure 9.1). **Physical violence** uses bodily force and includes things like hitting or kicking someone, forcing someone to do something against their will, or destroying property. **Sexual violence**, or any sexual activity against another person's will or without their consent, is a specific form of physical violence.

While we often think of violence as being a physical act, it is also possible to be violent in other ways. Threatening others, destroying another person's reputation, or causing damage to another person's relationships are also forms of violent behavior. This type of violence is called **emotional violence** and can result in psychological injury or injury to another person's emotional and social well-being. Emotional violence is often harder for others to see and can be difficult to talk about.



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Bullying
Repeated aggressive behavior toward someone that causes the person injury or discomfort

Hazing
The use of pressure by a group to make someone do something embarrassing or even dangerous in order to be accepted by the group

Cyberbullying
A form of bullying that occurs electronically or through social media

Neglect
When an adult or caretaker fails to meet the basic physical, emotional, medical, or educational needs of a child or other dependent

Physical abuse
An intentional act that causes physical harm to someone else

Emotional abuse
Attitudes or controlling behaviors that harm a person's mental health

Sexual abuse
Any sexual activity that is done without the other person's consent or when a person cannot consent (for example, because of age or condition)

Child abuse
Any intentional act done to a child that threatens or causes harm to the child

Sibling abuse
Physical, emotional, or sexual violence between siblings

Elder abuse
Physical, emotional, or sexual violence against an elder person; also includes financial abuse and neglect

Animal abuse
Torture, abuse, or neglect of an animal

Hate crimes
Threats or attacks against someone because of their race, ethnic origin, disability, sexual orientation, gender, or religion

Homicide
Taking the life of another person

Terrorism
The use of violence or threats to frighten and control groups of people

Human trafficking
The forcing of individuals to perform any type of job or service against their will

School violence
Violent behavior that occurs on school property, at school-sponsored events, or on the way to or from school

Gang violence
Violent behavior carried out in a group as part of membership and inclusion in the group

Figure 9.1 Categories of violent behaviors.

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Influences on Violent Behavior

A person who commits a violent act is referred to as the perpetrator or **offender**. Offenders are different in different situations. A person who acts out in violent ways in one situation (like at home) may not act out in another situation (like at work or school). The person on the receiving end of the violent behavior, known as the **victim**, may also be different in different situations. Children, minorities, women, and elders are more commonly the victims of violence, but anyone can be a victim. Some forms of violence leave physical evidence—like bruises, scratches, or broken bones. Other forms of violence may be impossible for others to see. In these ways, violent behaviors are very different.

Despite the differences in perpetrators and victims, there are some common influences on, and risk factors for, violent behavior (figure 9.2). Risk factors and influences only suggest that a person might be more likely to commit violence. It is possible to be surrounded by influences and not experience violence or become violent yourself.

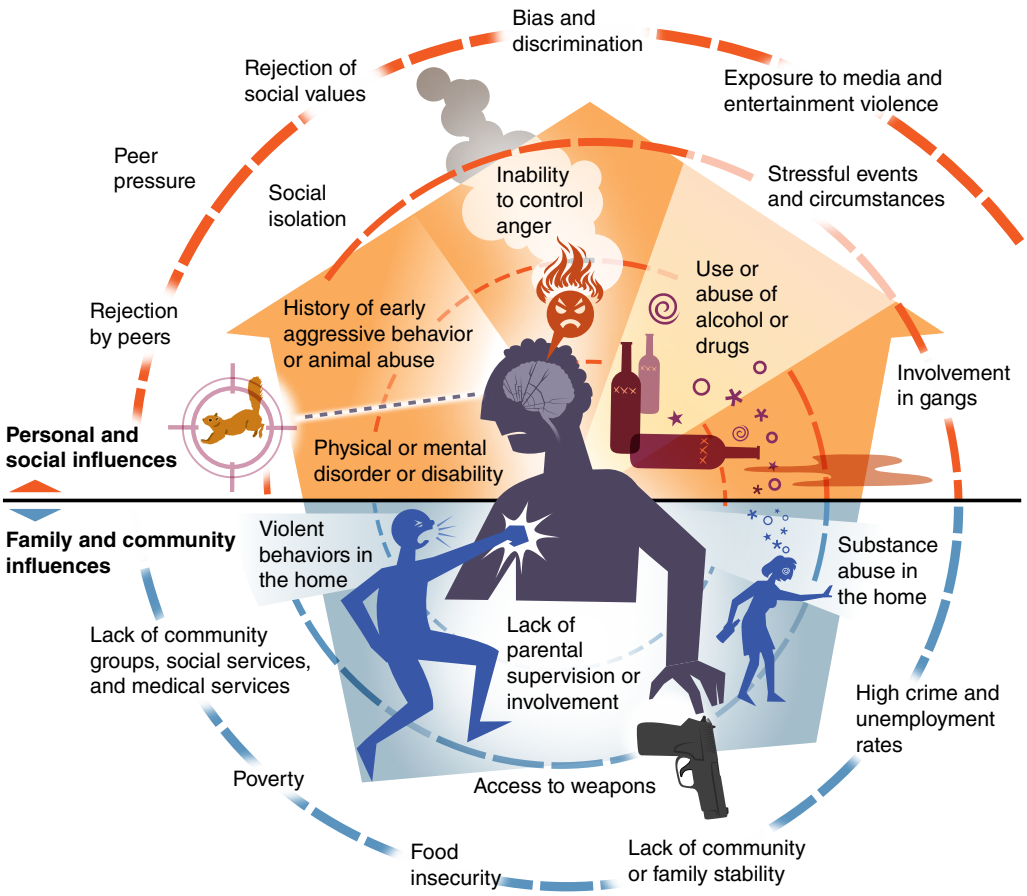
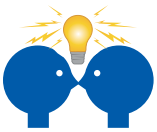


Figure 9.2 Influences and risk factors for violent behavior.

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Prejudice, Bias, and Intolerance



Unfortunately, violent behaviors are often associated with prejudice and bias. **Prejudice** is having an opinion about someone or something that is not based on reason or actual experience. People most often have prejudice toward others they think are different from themselves. **Bias** occurs when we treat a person, thing, or group differently based on how we think about them. Biased behavior is also called discrimination, especially when the bias affects the legal rights of a person or group.

People have a lot of different prejudices. We learn prejudice through socialization—that is, adapting our behaviors, values, and beliefs in order to fit in with a particular culture or social group. If you have a negative opinion about women, or about a particular race or religious group, you have a prejudice against them. If you treat the people in that group differently because of what you assume about them, you are being biased. When people aren't willing to examine their prejudices and biases and are unwilling to accept the beliefs or behaviors of others, it is called **intolerance**. Intolerance can lead to hate. When this happens, violent acts can follow.

HEALTHY LIVING TIP

Join a club, organization, or activity in your school or community that provides you and your family the opportunity to interact with people who are different from yourself. Engaging in common activities with others can help you appreciate differences and similarities in cultures, values, and traditions and can provide safe alternatives to violent behaviors such as in gangs.

Consequences of Violent Behavior

Violent behavior always comes with consequences for victims, offenders, and bystanders (figure 9.3). A bystander, or **witness**, is someone who sees the violent act but does not participate in the act. Violent acts themselves may only last a short amount of time but their consequences can last a lifetime for those affected.

Violence can affect a person's physical health directly (broken bones, internal injuries, head injuries, etc.) as well as their emotional health. Anxiety and related disorders are particularly common following a violent encounter. Violence can also lead to a wide range of other longer-term effects on health and well-being. For example, victims of child abuse may run away from home. This can cause the individual to drop out of school, become a victim of street crimes, go hungry, lose sleep, and experience extreme stress. All of these outcomes can increase the risk of other diseases and disorders. In fact, the violence a child or young person experiences can affect them for a lifetime.

Reporting Violence

People who witness a violent act can help by calling 911 to report the crime or by telling a trusted adult about the situation. Quickly responding to a violent act can help the victim get the medical assistance they need and can also help the authorities find the offender. Reporting violence is the right thing to do, even when it feels scary.

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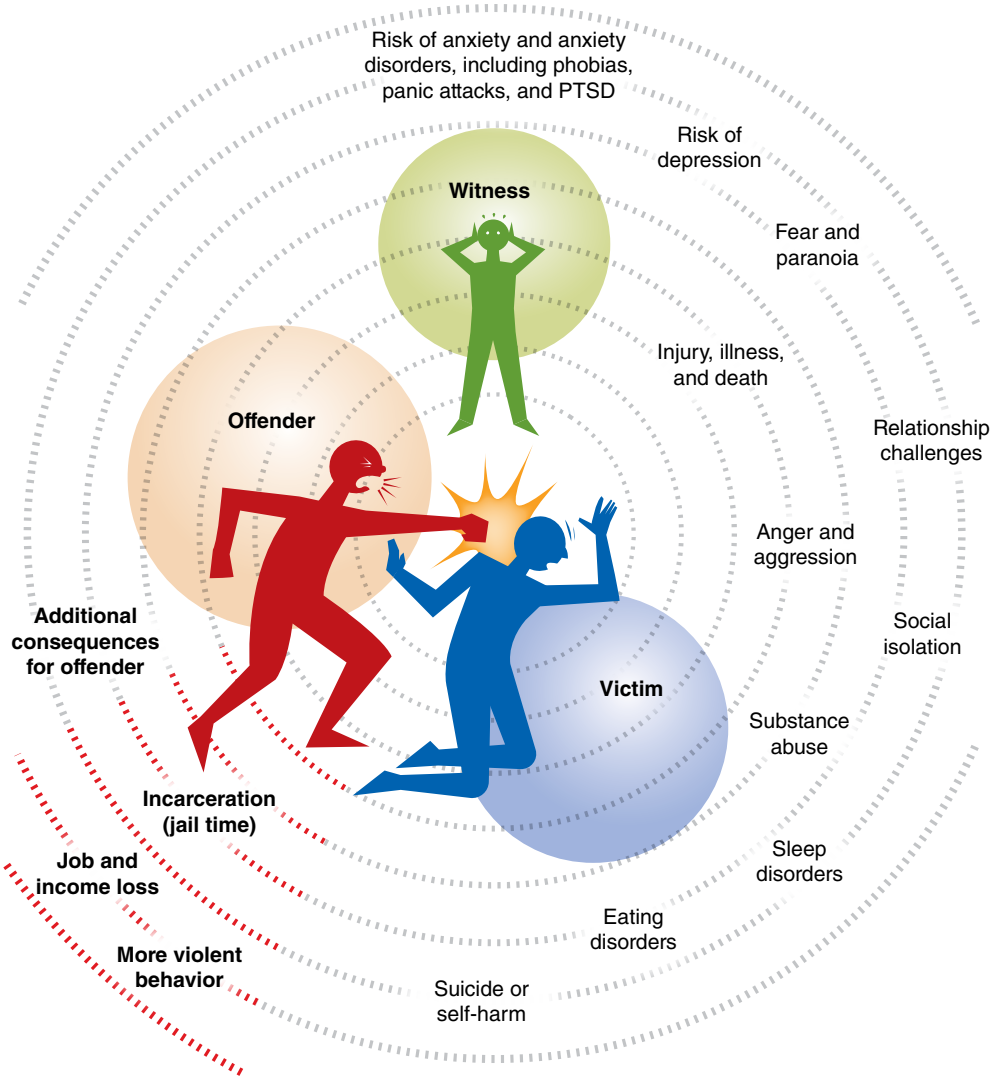


Figure 9.3 Consequences of violent behavior.

Preventing Violence

Violence is complicated, which makes preventing it challenging. There are things we can do to help as individuals, in our relationships with others, as a community, and as a society.

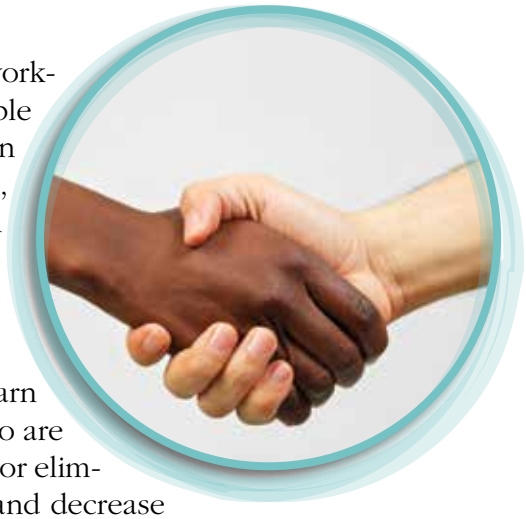
Individuals and Relationships

Individuals can help prevent violence by examining the attitudes, beliefs, and behaviors they have toward others. Recognizing that it is okay to be different from others and understanding that all people deserve to be treated with respect is a good start. Individuals can also pay attention to risk factors that might make them more likely to be a victim of violence in order to recognize and avoid potentially risky situations. This includes examining our closest social circle of friends, family, and peers and working hard to surround ourselves with people who are supportive, respectful, and accepting.

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Community and Society



Communities and societies can help reduce violence by working to improve access to public transportation and affordable housing and by supporting employment and education opportunities for all. Working to develop processes, policies, procedures, and laws that ensure equity for all individuals in a society also helps to reduce violence.

Communicating Respect for Others

One of the very best ways to help prevent violence is to learn to communicate effectively and respectfully with people who are different from yourself. Effective communication can reduce or eliminate misunderstandings, conflict, hurt feelings, and anger and decrease the chances that a situation may become violent. The RESPECT acronym can help you communicate respectfully with others (figure 9.4).

R	Recognize how others respond to what you are saying. Pay attention and watch for signs that you are aggravating or upsetting the other person. Watch your tone and use good nonverbal skills.
E	Eliminate negative words and phrases from your vocabulary. Don't use slang or other words that can be hurtful, offensive, or misinterpreted.
S	Speak with people, not at them or about them. Engage in a conversation, not a debate, or a lecture.
P	Practice appreciation. If a conversation is challenging, pause to notice something you appreciate about what the other person said or did.
E	Earn respect from others by modeling respectful behaviors. Don't expect respect from others if you are being mean or dismissive yourself.
C	Consider others' feelings and point of view before speaking and acting.
T	Take time to listen. Don't interrupt. Always listen first.

Figure 9.4 Talk with RESPECT to help reduce violence.

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Skill-Building Challenge

Communicating Respect for Others

Select one of the following topics, or use the topic your teacher assigns, and discuss with a partner or in a group of three. As you discuss your topic, use the RESPECT acronym to guide how you engage in the conversation. At the end of the conversation, or when the teacher tells you to stop, reflect on how you did. Evaluate yourself on each part of the RESPECT acronym.

- What your gender identity is and what it is like to have that identity.
- What race you are and what it is like to be that race.
- What your family is like and how it feels to be you in your family.
- What your hobbies and interests are and how that influences what others think of you.

Element of RESPECT	How I did
Recognized how others respond to what you are saying	
Eliminated negative words or phrases	
Spoke with people, not at them	
Showed appreciation for something they said	
Modeled respect by making eye contact and being kind	
Considered others' feelings and perspectives before talking	
Listened without interrupting	

Healthy Living Skills

This lesson focused on healthy communication. Here are some more ways you can develop healthy living skills related to this lesson.

ANALYZING INFLUENCES

Look through the influences and risk factors for violent behavior identified in this lesson. Create a list of the risk factors that apply to you. Determine whether you can or cannot make changes to reduce each risk factor. If you can, identify what that change may be.

ACCESSING INFORMATION

Select one of the types of violence defined in the chapter. Using valid and reliable Internet searches, write a one-page summary about that type of violence. Include a description, risk factors, statistics, and consequences in your report.

PRACTICING HEALTHY BEHAVIORS

If you observe someone being bullied or teased, speak up and tell the bully that what they are doing is not okay. Show respect and kindness to the victim and then reflect on your actions.

PROMOTING GOOD HEALTH

Work with other students in your class to design a campaign that promotes respect for individual differences in your school.

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LESSON 9.1 Review: Understanding Violent Behavior

LESSON SUMMARY

- Physical violence uses bodily force to inflict harm.
- Sexual violence involves any sexual activity done against a person's will.
- Emotional violence causes psychological, emotional, or social injury to another person.
- There is a wide range of influences on violence, including personal, social, family, and community influences.
- A prejudice is an opinion about someone or something that is not based on reason or experience. If you treat the people in that group differently because of what you assume about them, you are biased.
- Violence has consequences for the victim, the offender, and the witness.

REVIEWING CONCEPTS AND VOCABULARY

1. Violent _____ includes the intentional use of words or actions that cause or threaten to cause injury to someone or something.
2. Threatening someone or destroying their reputation are examples of _____ violence.
3. A person who commits a violent act is known as a perpetrator or _____.
4. If you have an opinion about someone or something that is not based on experience, it is called a(n) _____.
5. If you are unwilling to accept the beliefs or behaviors of others, it is called _____.
6. A(n) _____ is someone who sees a violent act but does not participate in it.
7. It is important to communicate with _____ when talking to people, especially when they have different beliefs, thoughts, or opinions than you.

THINKING CRITICALLY

Research one form of violent behavior and gather information about that particular behavior. Focus on statistics, data, and facts. Write down at least five pieces of information that you learned. Put the information that you think is most important for people to know at the top of the list, and the least important at the bottom.

TAKE IT HOME

Ask a sibling, friend, teammate, or other peer in your community about their cultural, ethnic, or religious background and use the RESPECT acronym to help you listen and understand their perspective.

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LESSON 9.2

Anger, Aggression, and Conflict

Terms to Learn

aggression
assertiveness
conflict
escalate
conflict resolution



The Big Picture

Anger and aggression are not the same as violence, and aggression is not the same as assertiveness. It is important to know how to manage anger and be assertive without being violent.

Learning Targets

- Compare and contrast aggression and assertiveness.
- Explain a common cause of conflict.
- Compare and contrast two styles of managing conflict.
- Practice the steps of conflict resolution.

SEL Connection

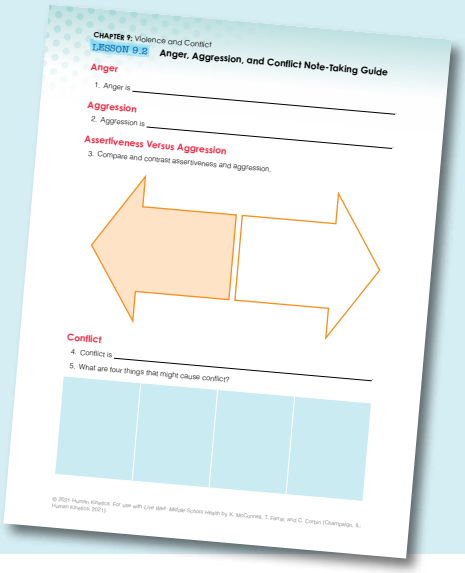
Skill-Building Challenge: Resolving Conflicts (Responsible Decision Making)

Write About It

When you experience a conflict, how does it make you feel? How do you usually handle conflict?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 9: Violence and Conflict
LESSON 9.2 Anger, Aggression, and Conflict Note-Taking Guide
Anger
1. Anger is _____
Aggression
2. Aggression is _____
Assertiveness Versus Aggression
3. Compare and contrast assertiveness and aggression.
Conflict
4. Conflict is _____
5. What are four things that might cause conflict?

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Jordyn was feeling really angry because his parents told him he couldn't wear his favorite T-shirt to school. They worried that the shirt would offend some people at school and said it didn't matter what he thought. His best friend Devon tried to encourage him to brush it off. Jordyn kept to himself most of the day. When he got home, he went straight to his room and slammed his door really hard. Jordyn's dad came back and yelled at him for slamming the door and told Jordyn that he was grounded for a week. Jordyn refused to talk to his dad the rest of the night. How could Jordyn have handled this situation differently? If he did handle it differently, how might the outcome change?



Anger

Anger is a normal emotion all people feel. When we express our anger appropriately, others are able to understand that we are frustrated, fearful, or hurt and we are better able to control our anger. It is okay to feel angry, but it is not okay to direct anger toward other people in aggressive and violent ways.

HEALTHY LIVING TIP

If you find yourself feeling angry, take a deep breath and calm yourself down before taking any action. When you are ready to communicate your feelings, remember to focus on using *I* statements to express how you feel. Even if someone did something to make you feel angry, try not to start out with *you* statements. For example, instead of "you messed up, and now I lost my turn," try "I am frustrated that I didn't get a chance to play."

Aggression

Aggression happens when someone engages in a forceful action with the intent to dominate or control another person or situation. Aggression is a behavior, not an emotion. Sometimes people act aggressively in nonviolent ways. For example, a person may cut in front of another person in a lunch line or change lanes often and quickly while driving. In certain situations, like in some competitive sports, we may refer to someone as being aggressive in the way they play the game. Usually this means they are giving a full, hard effort in an attempt to win the competition or dominate their opponent's play. On the other hand, aggressive behavior can also be violent. Using force to push someone out of line is aggressive behavior that is violent, as is shoving someone out of your way when walking.

Assertiveness Versus Aggression

Sometimes people confuse assertiveness with aggression even though they are not the same thing. Aggression is forceful or violent, while **assertiveness** is a nonviolent and confident way of expressing your needs and point of view (figure 9.5). There are significant differences between the two behaviors. Usually being assertive is viewed as a positive thing, while being aggressive is viewed more negatively.

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Assertiveness

- Show self-confidence and strength
- State opinion in a respectful way
- Help others feel comfortable and safe
- Make eye contact, remain calm and open
- Value yourself as equal to others
- Seek to express yourself without hurting others

Aggression

- Use forcefulness or violence
- Attack others and force your opinions on others
- Not in tune with others or focused on what they want
- Stare and appear irritated with others
- Value yourself as more important or better than others
- Seek to hurt others

Figure 9.5 Assertiveness versus aggression.

Understanding Conflict

Conflict is unavoidable. We all experience conflict with others and within groups and organizations. Not all conflict is bad. In fact, conflict can motivate us to grow and appreciate others, solve problems, and find solutions to challenges.

Conflict occurs when two or more people disagree on an issue and feel threatened in some way. Conflict itself usually does not lead to aggression or violence. Sometimes conflict can make people feel angry. When a person feels angry and is threatened by a situation, they can have a hard time managing their emotions. This can lead to difficulty listening, empathizing, and remaining neutral and open in the situation. This can create further conflict and make a situation worse. Conflict can be caused by different things.

Some common causes of conflict include

- **values**—when someone has different values and you disagree on an important decision,
- **relationships**—when others have different personalities, styles, and personal boundaries than you do and it leads to disagreements about what to do, how to handle a situation, or what is acceptable in the relationship,
- **interests**—when you like different things than other people do and you can't reach agreement, and
- **resources**—when there isn't enough of something to go around (including time) and you disagree with others on how to manage the resource, causing the conflict.

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Managing Conflict

When we don't manage conflict effectively the situation can **escalate**, or become more intense. When conflicts are not resolved they can also lead to increased feelings of stress and anxiety, which can harm health and well-being. Unresolved conflicts can also cause us to lose our relationships with others and can lead to violent confrontations. Even though it can be hard to deal with conflict, it is important to try.

People have different approaches, or styles, when it comes to managing conflicts in nonviolent ways. As individuals, we each have characteristics and traits that will affect how we tend to solve conflicts with others. Having self-awareness about how you handle conflict will help you improve your conflict resolution

Styles for Managing Conflict

Accommodating Approach

This is when you cooperate to a high degree, even letting go of your own goals, objectives, and desired outcomes in order to reach a solution. This approach works best when the other party is the expert or has a better solution. Sometimes we use this approach when the situation is not serious, and we want to avoid hurting a friendship or relationship.

Avoiding Approach

This is when you simply avoid the thing that is causing the conflict. People choose avoidance when the issue is not important, or when they have no chance of having things go their way. Sometimes people avoid conflict if the situation is very emotional or if serious consequences, like violence, are likely to occur. Generally speaking, avoidance is not a good long-term solution for resolving conflict, but it may be necessary in the short term.

Collaborating Approach

This is when you work together to try to achieve everyone's goals. Some people refer to this as trying to find the win-win solution because there is no loser. When a conflict is really complex, this approach is useful. Collaboration does require a lot of trust, time, and effort to make sure everyone is truly satisfied with the outcome.

Competing Approach

This is the win-lose approach. In this approach, the goal is to achieve your own goals without concern for the other party. Generally speaking, this approach results in people feeling hurt or left out. However, it may be necessary in an emergency or when a quick decision is called for.

Compromising Approach

In this approach, neither party really achieves all of what they want. Compromising is good for short-term solutions to conflict, but it can leave people feeling unsatisfied. It is often easier to compromise than to collaborate, but collaboration generally has better long-term results.

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skills. The styles for managing conflict can also be viewed as strategies, or options. Each has pros and cons.

Conflict Resolution

Conflict resolution is the informal or formal process that two or more individuals or groups use to find a peaceful solution to their disagreement. When you are working to resolve a conflict, follow the steps to conflict resolution shown in figure 9.6 to help you find a solution.

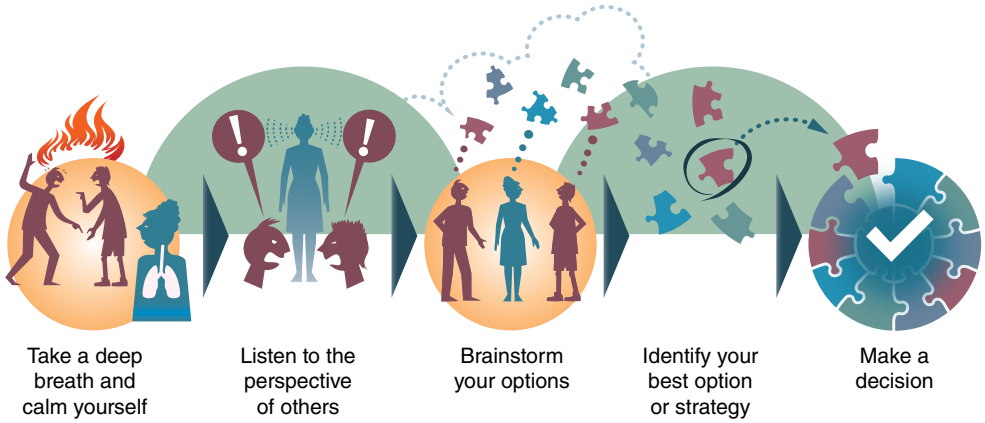


Figure 9.6 Steps to conflict resolution.

Career Connection



SOCIAL WORKER

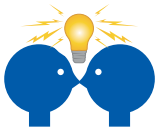
Social work is a large field that includes a variety of professionals who serve people in need. Social workers can serve children and families, they can work in medical and public health, and they can focus on mental health and substance abuse. Social workers often provide counseling and education and they connect people in need with appropriate public and private resources. Social workers often deal with victims of violence—especially children and victims of domestic violence. Most states require at least a bachelor's degree from a university offering an accredited program for someone to practice as a social worker.

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Skill-Building Challenge

Resolving Conflicts



Read through each of the following scenarios and decide how best to resolve the conflict. Remember to brainstorm your options and identify the best strategy or strategies to use. Once you have made your decision, explain the possible short- and long-term consequences of your choice.

SCENARIO 1

Emily and Zoe are both friends with Mateo and they both have a crush on him. Emily has more classes with him and gets to see him often, but Zoe lives next door to Mateo's family. Lately Zoe has been hanging out with Mateo between classes and after school and Emily is jealous. Emily feels like Zoe is trying to keep her away from Mateo and she is angry. Yesterday they had a fight and they just don't seem to be getting along at all anymore.

SCENARIO 2

Thomas and Dylan have been friends a long time. Last week Dylan was giving Thomas a hard time about a picture he posted of himself on Twitter. Thomas texted Dylan and told him to lay off. Instead, Dylan made a sarcastic comment back to Thomas on Twitter. Thomas is really mad at Dylan and Dylan thinks Thomas is blowing everything out of proportion.

Healthy Living Skills

This lesson focused on making healthy decisions. Here are some more ways you can develop healthy living skills related to this lesson.



ACCESSING RESOURCES

Identify when you should tell an adult about a conflict you are having with someone at school. Explain what types of conflicts might need adult help in order to avoid violence.



COMMUNICATION

Demonstrate the difference between assertive and aggressive communication. Think of a common conflict you or your peers experience. Role-play how the conflict might end differently depending on whether the people involved are assertive or aggressive in expressing their perspectives.

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LESSON 9.2 Review: Anger, Aggression, and Conflict

LESSON SUMMARY

- Anger, aggression, and assertiveness are all different. Anger is an emotion you feel. Aggression is when you do something forceful with the intent to control another person or situation. Assertiveness is a nonviolent way to express your needs and point of view.
- Conflict occurs when people disagree on an issue or feel threatened in some way. Some common sources of conflict include differences in values, differences in relationship expectations, differences in interests, and when there isn't enough of something to go around.
- There are different ways to manage conflict, including accommodating others, avoiding conflict, collaborating with others, and competing for a winner.
- If you are in a conflict, try to take a deep breath or do something safe and appropriate that will calm you down. Then listen to the perspective of the other person or persons. Brainstorm all of your options for a solution and identify your best strategy. Then make the decision.

REVIEWING CONCEPTS AND VOCABULARY

1. Aggression is a _____, not an emotion.
2. Stating your opinion in a respectful way and valuing others as equal to yourself are important parts of being _____.
3. _____ occurs when two or more people disagree on an issue and feel threatened in some way.
4. A situation can escalate when it gets _____ over time.
5. Conflict _____ occurs when people are able to find a peaceful solution to their disagreement.

THINKING CRITICALLY

Conflict can lead to positive outcomes. Write a paragraph about a situation in which a conflict, if handled well, might lead to a positive outcome for the people involved. Explain the situation and why the outcome might be positive.

TAKE IT HOME

Share the conflict management strategies with someone in your family or community and ask them which approach they think they use the most. Ask questions and try to get an example of a time they used the approach and what happened as a result.

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LESSON 9.3

Youth Violence, Bullying, and Gangs

Terms to Learn

youth violence
bullying
bully
cyberbullying
gang
suspicious activity



The Big Picture

Youth violence is a serious problem in many schools and communities. Bullying, fights, and gang activity are examples of youth violence. If we are to reduce or stop youth violence, we need to understand what causes it and how it affects us individually and as a community.

Learning Targets

- Explain how bullying and cyberbullying are similar and how they are different.
- Describe common characteristics of a bully and a victim.
- Explain how victims of bullying can help themselves.
- Describe the risks and consequences of gang involvement.
- Identify places where school violence may occur.
- Explain how to avoid and report gang violence.

SEL Connection

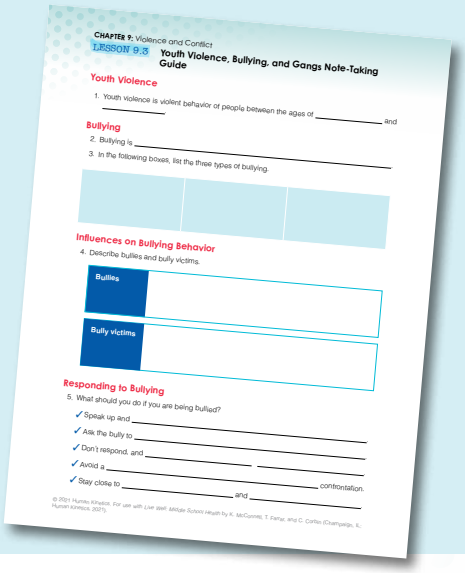
Responding to Bullying (Social Awareness)

Write About It

Do you think teasing someone is the same as bullying? Explain your answer.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 9: Violence and Conflict
LESSON 9.3 Youth Violence, Bullying, and Gangs Note-Taking Guide

Youth Violence

1. Youth violence is violent behavior of people between the ages of _____ and _____

Bullying

2. Bullying is _____

3. In the following boxes, list the three types of bullying.

Influences on Bullying Behavior

4. Describe bullies and bully victims.

Bullies

Bully victims

Responding to Bullying

5. What should you do if you are being bullied?

- ✓ Speak up and _____
- ✓ Ask the bully to _____
- ✓ Don't respond, and _____
- ✓ Avoid a _____
- ✓ Stay close to _____ and _____ confrontation.

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Steven is a pretty small guy. In fact, he is the shortest guy in his class. He also wears glasses and describes himself as a nerd. Every day on the bus ride to and from school the bigger guys sit behind him and tease him. They pull at his hair, throw pieces of paper at his head, and call him names. Steven tries to ignore them. The worst part is that all the other kids on the bus just watch and sometimes laugh. Steven is a nice kid, but no one seems to want to hang out with him at school. Why do you think the other kids choose to be mean to Steven?

Youth Violence

Youth violence refers to violent behavior by young people aged 10 to 24. Most often, youth violence is peer-to-peer violence involving fights, bullying, threats with weapons, and gang violence. Perpetrators of youth violence often show aggressive behavior at a very young age. Lack of impulse control, emotional control, and social and problem-solving skills are also associated with youth violence.

Youth violence is a common occurrence. Consider some of these statistics:

- One in five high school students reports being bullied on school property.
- One in seven high school students is a victim of cyberbullying (texting, Instagram, Facebook, or other social media).
- Bullying is most common in middle schools compared to high school or elementary school.
- Homicide (murder) is the third leading cause of death for people aged 10 to 24. Every day in the United States, about 14 young people are victims of homicide.
- Every day in the United States, 1,300 youth aged 10 to 24 are treated in the hospital for nonfatal assault-related injuries.



Youth violence doesn't just affect the young people involved. It can also harm the safety or sense of safety in a community. Violence can mean that more young people need emergency medical care; it can mean that people don't want to live in certain neighborhoods, causing those neighborhoods to be less desirable for other businesses and services; and it can keep social services like social workers, police, and public defenders from adequately helping the victims of other crimes.

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Bullying

Bullying is the most common form of youth violence. Bullying refers to any unwanted aggressive behavior by another youth or group of youths who are not siblings or dating partners. Bullying involves a real or perceived difference in power and is repeated multiple times. In other words, the person doing the bullying, or **bully**, thinks they are more important or powerful than the person they are bullying. Bullying can be physical, emotional, or social (figure 9.7). Examples of bullying can include tripping, hitting, name-calling, teasing, spreading rumors, or leaving someone out of a group. Bullying can also occur through technology; this is called electronic bullying, or **cyberbullying**.

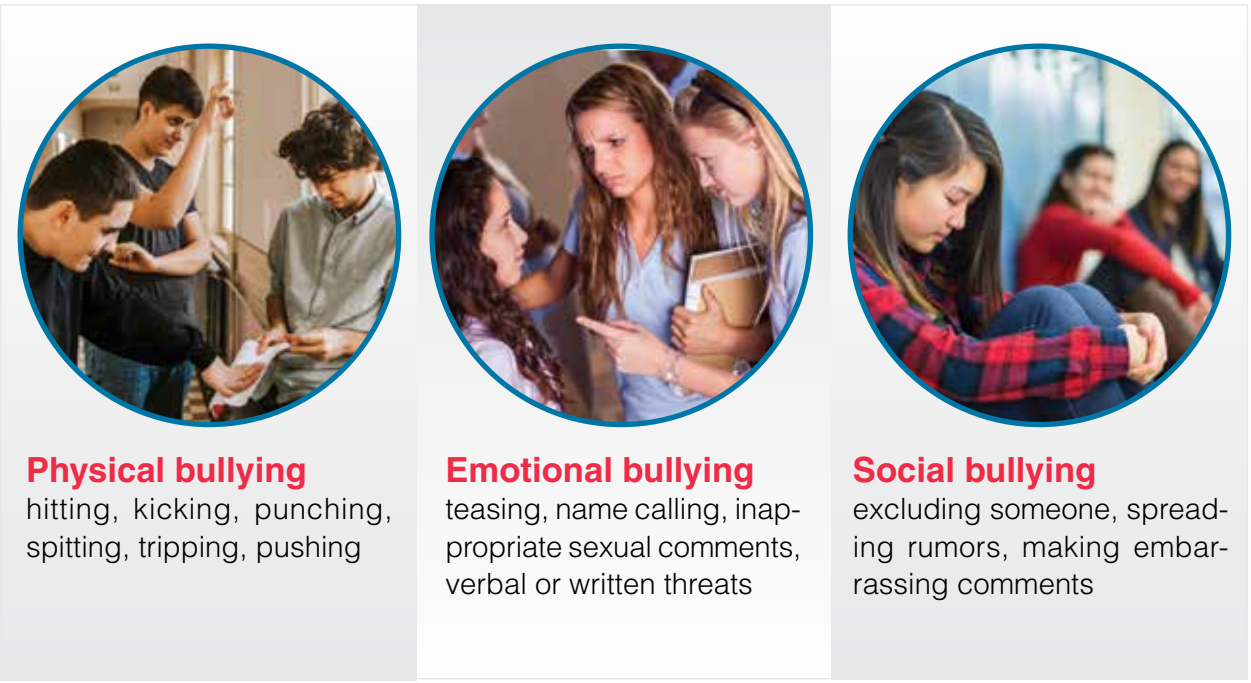


Figure 9.7 Types of bullying.

Influences on Bullying Behavior

People often become bullies when they have been bullied themselves, or when they have been the victim of other forms of abuse or violence. A person who is both the victim of bullying and the offender is called a *bully victim*. There are common characteristics among many bullies, and among many bully victims (figure 9.8).

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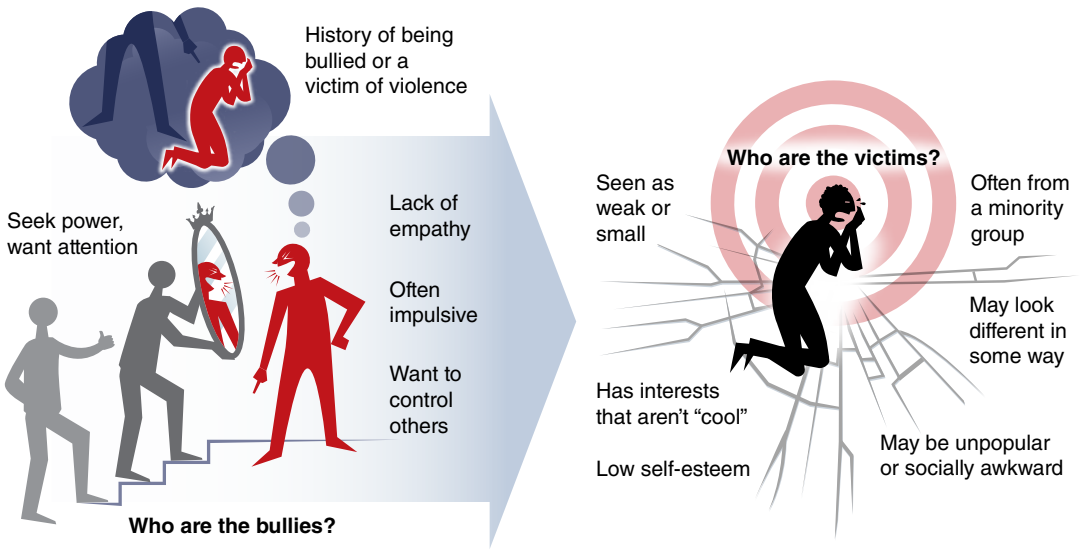


Figure 9.8 Bullies and bully victims.

Consequences of Bullying

Bullying is not an acceptable social behavior. It can have short- and long-term consequences and can even lead to the suicide of the victim. Young people who experience bullying may be afraid to go to school and may have difficulty concentrating. This can lead to poorer academic performance or dropping out of school. Bullying can also lead to depression, anxiety, and sleep difficulties, and can make a person fearful or distrusting of others. This can negatively affect relationships and social support.



Recognizing Bullying

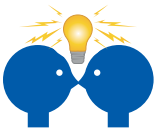
A victim of bullying may display a variety of signs, including

- anger and aggression,
- feeling lonely and being withdrawn,
- feeling sad or being depressed,
- feeling afraid and helpless, and
- being afraid to go to school or be in social situations with their bully.

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Responding to Bullying



If you are being bullied, it is important to do something to try to stop the behavior. Remember, you want to work toward an assertive, not aggressive, communication style in these situations. If you respond to aggressive behavior with more aggression the situation will get worse. When someone is assertive, they express themselves effectively and stand up for their point of view while also respecting the rights and beliefs of others. When someone is aggressive, they don't consider the rights and beliefs of others. Here are some tips to help you be assertive when standing up to bullying or other forms of peer violence.

- **Speak up and tell someone.** The most important thing you can do if you are being bullied is to tell someone. A coach, teacher, school counselor, or other trusted adult is a good choice. Use your school reporting system if you have one. Remember that you are valued and that no one deserves to be bullied. Advocating for strong school policies that prevent bullying can also be a good way to turn a negative experience into a positive outcome.
- **Ask the bully to stop.** Use assertive communication to firmly and confidently ask the bully to stop. Use a calm, even tone of voice, make eye contact, and be honest and direct. Being assertive with a bully works best when it is done early, before the bullying becomes aggressive or excessive. It is also helpful to tell an adult about the situation and to be assertive with others around you who will support you.
- **Don't respond; instead walk away.** If it is possible, avoid the bully and walk away from verbal comments. Bullies want to get a response, especially fear. If you remain emotionless in your expression and walk away from the situation you are preventing them from getting what they want.
- **Avoid a physical confrontation.** Whenever possible avoid fighting back if a bully shoves or pushes you. If a situation turns violent, self-defense may be necessary. Otherwise, don't stoop to the bully's level but be stronger and better than they are.



- **Stay close to friends and adults.** Avoid being isolated or alone when the bully is around. Staying near teachers or monitors during lunch breaks and walking with friends between classes can help. You are more likely to be bullied if you are alone.

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Don't Be a Bystander

If you are a bystander to bullying it is also important that you do something. It is not okay to know someone is being bullied and not speak up. Consider these options:

- **Say something to the bully.** People who bully may think they're being funny or cool. If you feel safe, tell the person to stop the bullying behavior. Tell them that you don't like it and that it isn't funny.
- **Don't bully back.** It won't help if you use mean names or actions, and it could make things worse.
- **Be a friend to the victim.** Be kind to the person being bullied. Say something like, "I'm sorry about what happened," or "I don't like it!" Help them see that it isn't their fault. Be a friend and invite the student to do something with you, like sitting together at lunch or working together on a project. Tell the student being bullied to talk to someone about what happened, and offer to go along.
- **Say something to other bystanders.** Speak up if there are other bystanders and tell them that it isn't okay to just watch and not help.
- **Tell an adult.** Think about whom you could tell in your school—a teacher, counselor, cafeteria or playground aide, principal, bus driver, or coach.



Cyberbullying

Cyberbullying is similar to traditional bullying in a lot of ways. It shares most of the same influences and consequences. In other ways it is quite different and can even be worse. Electronic media is fast, and rumors, lies, and hurtful posts can spread quickly and widely. People are often more aggressive online because they can hide behind the screen and remain anonymous (unknown). This can make cyberbullying even more aggressive and cruel than traditional bullying. See figure 9.9 for examples of what cyberbullying looks like.

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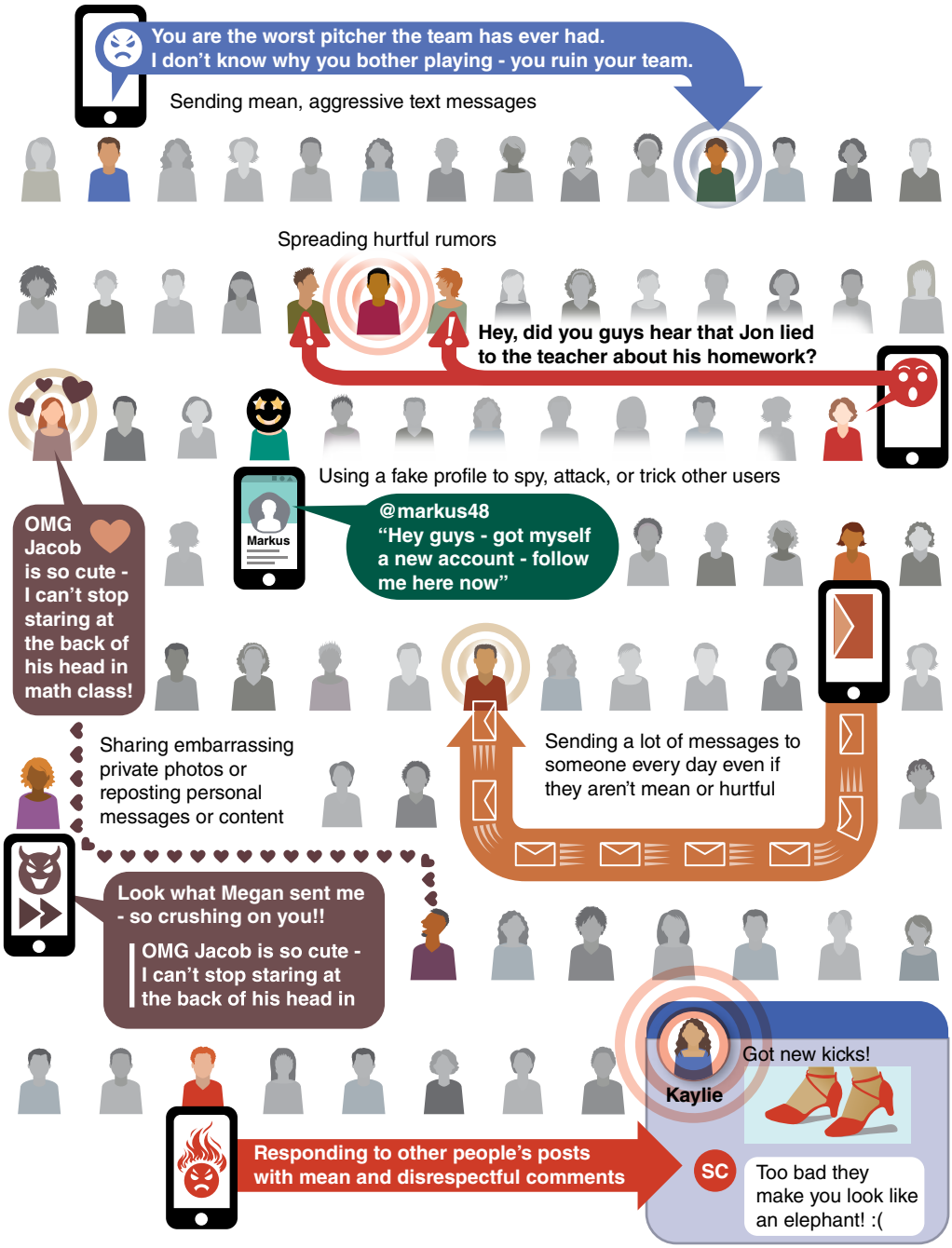


Figure 9.9 What cyberbullying looks like.

Sometimes people are trying to be funny and to get attention on social media and they hurt someone else in the process. If this happens rarely, it is not cyberbullying. True cyberbullying happens repeatedly over time and is intentional (on purpose). If you hurt someone online by accident it is important to apologize to the person. Removing a hurtful post and apologizing publicly online shows maturity.

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Responding to Cyberbullying



You can respond to cyberbullying in ways that are similar to responding to traditional bullying. It can be hard to talk to others about cyberbullying, especially if it means sharing an embarrassing photo or post in the process. It is important to tell a trusted adult about what is happening. The sooner you let someone know, the sooner the situation can be addressed. Also remember:

- Don't join in on cyberbullying. Pay attention to group chats you join or are added to. Avoid adding or supporting mean comments and becoming part of the problem.
- Reach out to the person being cyberbullied and offer support.
- Block the person who is cyberbullying you.
- Do not respond. When you respond it reinforces the bully and will make them do more.
- Take a screen shot of an image and keep it as proof that you have been cyberbullied by the person. That way if the post is removed from a site, you still have evidence of what happened.
- Consult the social media site you are using for guidelines and policies about how to handle bullying on their site.

HEALTHY LIVING TIP

Take the time to learn about privacy settings on the social media platforms you use and be cautious about sharing too many details about your life. Criminals and other people who might want to harm you can use that information to gain your trust or to attack your character.

Gang Violence

Often young people join a gang as a way to find a sense of belonging and identity. Gangs can provide a feeling of safety and protection from other violent youth, but gangs are actually unsafe and dangerous because they involve violent behaviors. Gang violence is another form of youth violence. A **gang** is a group of people who commit violent and illegal acts. There is no single thing that makes a group into a gang, but some common features seem to exist. Characteristics of a youth gang include the following.

- They have three or more members.
- Members share an identity, often linked to a name and other symbols.
- Members view themselves as a gang and are recognized by others as a gang.
- The group has some permanence and a degree of organization.
- The group is involved in an elevated level of delinquent or criminal activity.

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Risks of Gang Violence

The things that put a young person at risk for gang involvement are similar to the risks seen in other forms of youth violence. There are individual, peer, school, family, and community risk factors (figure 9.10).

INDIVIDUAL	Illegal gun ownership
	Drug trafficking
	Aggression
	Alcohol or drug use
	Previous delinquency
	Previous victim of violence
PEER	Knowing gang members
	Friends who use drugs
	Strong friendships with delinquent peers
SCHOOL	Poor performance
	Low motivation
	Negative labeling by teachers
	Lack of role models
	Low connection to school
FAMILY	Parent drug or alcohol abuse
	Family members in a gang
	Lack of role models
	Family violence or neglect
COMMUNITY	High poverty
	High crime
	Drug availability
	Firearm availability
	Cultural norms around gangs

Figure 9.10 Risks of gang violence.

Consequences of Gang Violence

Even if a young person is only a member of a gang for a short time, the consequences can last a lifetime. Gang members who are not killed or seriously injured often abuse alcohol or drugs or both, and develop extensive police records that can limit education and employment opportunities in the future. Gang members are also more likely to go to prison and to become victims of violent crime themselves.

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Avoiding Gang Violence

Young people can help reduce gang violence by not joining gangs in the first place. Joining clubs, sport teams, and student organizations is a better way to find a place where you belong that is healthy and safe. It is also important to avoid gangs and areas frequented by gangs whenever you can. Even if you aren't part of a gang, you can become a victim of gang violence. If someone is pressuring you to get involved in a gang, remember to use refusal skills to help you say no.

- Use a strong voice, stand up tall, and be clear that your answer is no.
- Give a reason why you are saying no.
- Walk away and go to a safe place like your classroom, home, or a community center.

Reporting Gang Violence

It is important to talk to adults you trust if you feel pressured by gang members or are a victim of gang violence. Others can help you make decisions that will keep you safer in dangerous situations. It is also possible to get help in safely leaving a gang. If you are a victim of gang violence and you don't know where to turn for help you can call the National Center for Victims of Crime (855-484-2846) or text or call the HopeLine (919-231-4525 or 877-235-4525).

School Violence



School violence can be any violent act committed on school grounds or at school functions. It can occur in hallways, on buses, in classrooms, in bathrooms, and at concerts or events. A fight, the use of weapons at school, and bullying are examples of school violence. Schools should be a safe place for all students, faculty, and staff. Violence in school can have consequences for an offender's education and can result in criminal charges. Most schools maintain violence-prevention programs and have school policies and procedures in place in the event of a violent act. The best way to prevent violence at school is to follow the rules designed to keep you safe and to report violent or suspicious activity. A **suspicious activity** is anything that causes a feeling that something is wrong or that someone is doing something wrong. Something out of place or where it doesn't belong, someone hanging out where they don't belong or usually don't hang out, or a group of people who are trying to hide what they are doing are examples of suspicious behavior you might see at school.

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Skill-Building Challenge

Analyzing Influences

Reflect on yourself and your own circumstances. Think about whether or not you are at risk for engaging in bullying or cyberbullying, or if you are at risk of being a victim of bullying or cyberbullying. Write down as many positive and negative influences that you can think of that are related to your risk. Positive influences are those things that protect you from becoming a bully or a bully victim. Negative influences are those things that make it more likely that you will be a bully or a bully victim. Consider individual, peer, family, media, technology, and societal influences.

Healthy Living Skills

This lesson focused on analyzing influences. Here are some more ways you can develop healthy living skills related to this lesson.



ACCESSING INFORMATION

Make a list of adults you trust and would feel safe talking to if you were a victim of violence or were being pressured to join a gang or participate in violence. Try to identify two adults at your school and two at home or in your community. Write down their names and how to find or contact them. If possible, enter their contact numbers or email addresses into your phone.



HEALTHY COMMUNICATION

Write out how you would talk to an adult if you were in a threatening situation. Remember to explain the situation, describe the threat, and identify the risks to you and others. Be sure to also ask for help.



DECISION MAKING

What are the short- and long-term consequences of becoming involved in a gang? Develop a decision tree or write a short story that illustrates what might happen to someone who chooses to join a gang versus someone who does not.



PRACTICING HEALTHY BEHAVIORS

Identify the individuals and places in your life that might make you more likely to engage in violent behaviors or be the victim of violence. Consider ways to avoid or limit your exposure to the people and places on your list and follow through with some of your ideas.

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LESSON 9.3 Review: Youth Violence, Bullying, and Gangs

LESSON SUMMARY

- Bullying is an unwanted aggressive behavior. It is often done in person or face to face, like hitting or shoving someone.
- Cyberbullying is done through technology. Starting rumors, saying cruel things, and harming someone's reputation are common in cyberbullying.
- Bullies are often people who want power and attention. They may have been the victim of bullying or violence themselves. Victims of bullying are often minorities or are different in their appearance. Victims are often viewed as weak or small and they may be socially awkward or different.
- Victims of bullying can speak up and tell an adult, ask the bully to stop, walk away, avoid a confrontation, and stay close to friends and adults.
- A gang is a group of people who commit violent and illegal acts.
- School violence can happen anywhere on campus or at a school event. Hallways, restrooms, playgrounds, isolated areas, and buses are common places where school violence might happen.
- Gang violence can be avoided by joining other safe and healthy clubs or organizations like sport teams, bands, or other student organizations.
- It is critical to report gang violence to a trusted adult or to the National Center for Victims of Crime (855-484-2846).

REVIEWING CONCEPTS AND VOCABULARY

1. Violence committed by people aged 10 to 24 is called _____ violence.
2. _____ is more common in middle school than it is in high school.
3. Bullying can be physical, emotional, or _____.
4. Sending mean, aggressive text messages is an example of _____.
5. A group of three or more people who share an identity and are involved in violent activity are known as a _____.
6. Someone hanging out where they don't belong or usually don't hang out, or a group of people who are trying to hide what they are doing, are examples of _____ activity.

THINKING CRITICALLY

What kinds of things could be done in your community to help prevent kids from joining gangs? Come up with at least one idea and explain why you think it would work.

TAKE IT HOME

Reach out to a younger kid in your neighborhood or community and teach them what they should do if they are ever bullied.

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LESSON 9.4

Relationships and Violence

Terms to Learn

abuse
neglect
sibling abuse
elder abuse
domestic violence
sexual assault
coercion
sexual coercion
human trafficking
sex trafficking
personal boundaries



The Big Picture

Humans are social creatures and we benefit from being in healthy relationships with others. A healthy relationship is one that is free from coercion, violence, and intimidation. Sometimes relationships are not healthy, and they can become violent. Understanding the ways in which relationships can be violent can help you make smarter choices and stay safe.

Learning Targets

- Compare and contrast abuse and neglect.
- Identify signs and symptoms of child abuse.
- Explain what domestic violence is.
- Provide examples of how coercion may be used in a relationship.
- Summarize what human trafficking is and how to recognize it.

SEL Connection

Breaking the Cycle of Abuse (Relationship Skills)

Write About It

How does the media you use (television, social media, movies) portray violence in relationships? Do you think it is accurate? Why or why not?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 9: Violence and Conflict
LESSON 9.4 Relationships and Violence Note-Taking Guide
Understanding Abuse
1. Abuse is _____
2. List three facts about abuse.
Child Abuse and Neglect
3. Neglect is _____
4. Identify four consequences of child abuse and neglect.
1 _____
2 _____
3 _____
4 _____
Sibling Abuse
5. Sibling abuse is _____
Elder Abuse and Neglect
6. Elder abuse is _____
Domestic Violence
7. Domestic violence is often the result of one person trying to _____ another person.

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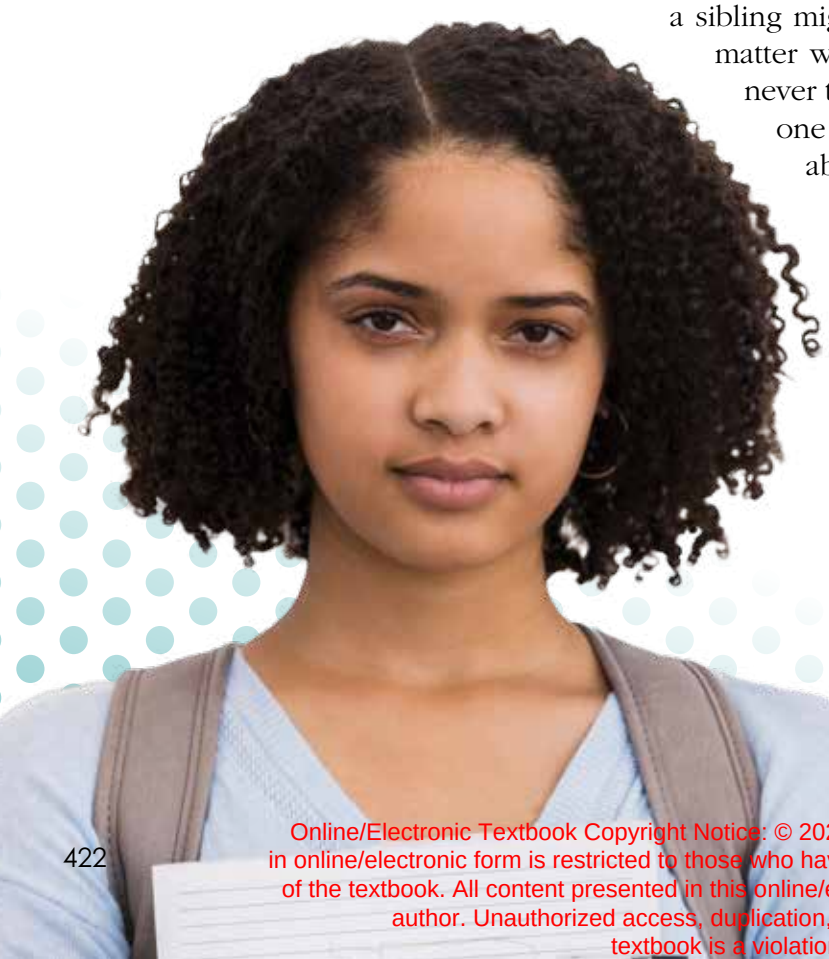
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Sara really liked dating Jeremy. They spent time at sporting events and liked to go to movies together in the summer. After a couple of months, Jeremy started to call Sara almost every hour of the day to see what she was doing. One day Sara was talking to another guy at a baseball game. They were talking about a popular movie. Jeremy saw them talking and came over and told Sara it was time to go. When she said she didn't want to leave yet, Jeremy grabbed her by the arm and made her come with him. When they were alone, Jeremy accused Sara of flirting and told her that if she talked to him again, she'd be sorry. Do you think Sara and Jeremy have a healthy relationship? Do you think these events should concern Sara? Why or why not?

Understanding Abuse

Healthy relationships are not violent relationships. You should not experience violence or be afraid that violence might happen when you are in a relationship. When a relationship is violent in some way it is called an abusive relationship. **Abuse** refers to the consistent and violent mistreatment of a person. A parent who hits their child, a brother who locks his sister in her room, and someone who shoves their partner into the wall are all being abusive in their relationships. Abuse can occur in all types of relationships.

Abuse is a type of violence, so it can be physical, emotional, or sexual in nature. Because abuse happens in relationships where people love and care for one another it can be especially confusing and hard to understand. Often the abuser tries to blame the victim for the abuse. A spouse might say, "I wouldn't have to treat you like this if you didn't dress the way you do," or a sibling might say, "I'm doing it for your own good." No matter what the relationship or the situation, abuse is never the fault of the victim. The abuser is always the one responsible for the abuse. The victim of the abuse may also be afraid to speak up or defend themselves because they don't want things to get worse, they don't have the financial ability to leave the relationship, or they are afraid of losing the relationship completely. These complexities and challenges can be hard for others to understand. Abuse is not okay, and it should be reported to the police.



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Child Abuse and Neglect

A report of child abuse is made every 10 seconds in the United States. Child abuse is when a parent or caregiver causes injury, death, emotional harm, or risk of serious harm to a child. Child abuse can occur through a violent action like hitting the child. It can also happen when adults fail to meet the basic physical, emotional, medical, or educational needs of a child. When this happens, it is called **neglect**. Child abuse and neglect can cause multiple long- and short-term consequences for the victim (figure 9.11).

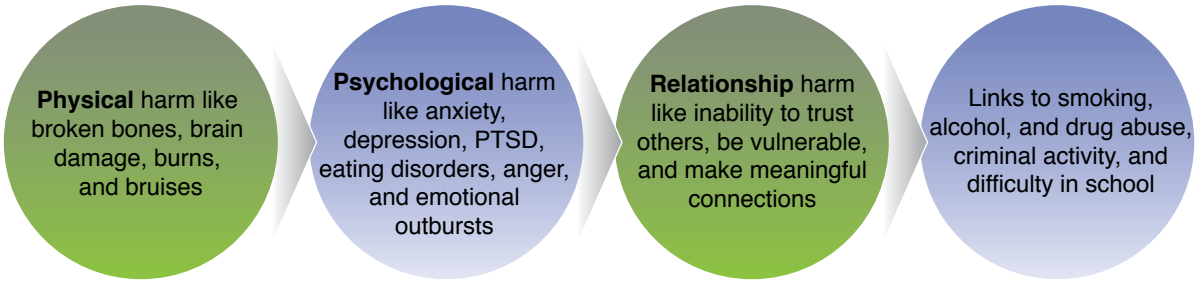


Figure 9.11 Consequences of child abuse and neglect.

Risk Factors for Child Abuse and Neglect

Child abuse and neglect are forms of violent behavior and share many of the same risk factors as other forms of violence, such as stress, substance abuse, and poverty. In addition, child abuse and neglect are associated with teen pregnancy, marriage difficulties, and lack of parenting knowledge, and with difficulties with a child, such as disobedience, frequent crying, or challenging medical conditions.

Recognizing and Reporting Child Abuse and Neglect

A person who suspects that a child is the victim of abuse or neglect should report it to authorities. See table 9.1 for signs and symptoms of child abuse. States often maintain specific hotlines for reporting the abuse of a child and a national hotline is available at 800-4-a-Child (800-422-4453). The Childhelp website (www.childhelp.org) also maintains a searchable database of local child protective services numbers.

People in certain professions are considered mandatory reporters. A mandatory reporter is a person who, because of his or her profession, is legally required to report any suspicion of child abuse or neglect to the relevant authorities. Laws about mandatory reporting vary by state. Professions typically included in these laws are social workers, teachers, health care workers, childcare providers, law enforcement, mental health professionals, and other educators and medical professionals. In some states, all citizens are required to report suspected cases of child abuse.

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TABLE 9.1 **Signs and Symptoms of Child Abuse**

Type of abuse	Examples of abuse	Signs of abuse
Physical abuse	Burns the child Hits, kicks, or bites Holds the child under water Shakes or throws the child Throws objects at the child Ties up the child	Bruising Severe injuries like broken bones Lots of injuries spread over the body Injuries over a period of time
Emotional abuse	Abuses others when the child is around Fails to show love and affection Ignores the child and doesn't give emotional support and guidance Shames, belittles, criticizes, or embarrasses Teases, threatens, bullies, or yells	Withdrawn Anxiety Difficulty sleeping Difficulty concentrating Aggressive or inappropriate behavior
Sexual abuse	Forces a child to take part in sexual images Has any sexual contact with the child, including kissing Sends emails, texts, or other messages that are sexual in any way Shows the child the abuser's genitals, as with flashing Shows pornography to the child Tells dirty jokes or stories	Fear of being touched Pain when walking or sitting Torn clothing Bruising around genitals Sexual knowledge not typical for child's age Inappropriate touching
Neglect	Fails to provide clothing Fails to provide food Fails to provide heat in cold weather Forces the child to live in unclean or unsanitary conditions Does not provide needed medical care	Missing school Poor hygiene Underweight Lack of development

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Sibling Abuse



Sibling abuse is the mistreatment of one sibling by another. About half of children report some degree of sibling abuse at some point in their childhood. Sibling abuse is most common between an older brother and a younger sibling, especially a sister, but it can occur in any sibling relationship. It is common for siblings to verbally fight on occasion, or to have a healthy rivalry, but aggressive or violent interactions should not occur. When injury occurs between siblings it can be hard for parents to accept and the victim can feel embarrassed or ashamed to come forward. In a healthy family environment, any act of violence should be discussed, and appropriate actions should be taken to stop the behavior.

Elder Abuse and Neglect



When older adults are mistreated in their home, in nursing homes, in hospitals, or in other settings, it is called **elder abuse**. Caregivers or family members are the most likely people to commit elder abuse. As with children, abuse against older people can be physical, emotional, or sexual, or it can involve neglect. Many older adults cannot care for themselves fully and are dependent on the care and kindness of others. Older adults in nursing homes are particularly vulnerable.

Domestic Violence



Violence between people in a romantic relationship, or between a married couple, is called **domestic violence**. In the United States, 20 people are victims of domestic violence every minute. Most often this type of violence is used by one person in the relationship to try to control the other person. Domestic violence can occur in male-female relationships, male-male relationships, and female-female relationships. It can also occur between former partners and ex-spouses. Domestic violence among teenagers is called teen dating violence, or TDV.

- Nearly 1 in 11 female and approximately 1 in 15 male high school students report having experienced physical dating violence in the last year.
- About 1 in 9 female and 1 in 36 male high school students report having experienced sexual dating violence in the last year.

Domestic violence can begin at any point in a relationship. Most typically it begins with verbal insults and controlling behavior. Examples of controlling behavior might include a partner monitoring what the other person is doing all the time (including stalking the other person), a partner who limits who

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the other person can talk to or spend time with, or a partner who controls how the other person spends their own money. Over time these behaviors become more common and can lead to violent confrontations. Assaults, batteries, rapes, and even murders occur in domestic violence situations.

Domestic violence is never okay, and abuse has no place in a healthy romantic relationship. When someone is the victim of domestic violence they should leave and seek help right away. Domestic violence leads to physical and emotional injuries. Anxiety and depression are common among abuse victims. Fear of coming forward, combined with a controlling partner, can also lead to social isolation and hopelessness.

Sexual Assault

Sexual assault, which is any forced or unwanted sexual contact, can occur between romantic partners or between strangers. It is most common for a sexual assault victim to know the offender. Both males and females can be the victims of sexual assault, and teenagers are more likely to be victims of a sexual assault. Sexual assault is not part of a healthy relationship. If you are the victim of a sexual assault it is critically important to report the assault as soon as possible so that evidence can be collected and you can be provided with the resources and support you need in order to recover.

Coercive Relationships

Relationships can also be abusive when they involve **coercion**. Coercion is the act or process of persuading someone to do something they don't want to do. It can exist in any type of relationship, including friendships and family relationships. Coercion is not healthy and can result in risky behaviors, violence, and abuse.

In romantic relationships, or in dating situations, **sexual coercion** may happen. This is when someone uses pressure, alcohol, drugs, or force to have sexual contact with the other person against their will. You have control over your body and your choices in a relationship and a person who loves and respects you should not use sexual coercion.

Here are some examples of coercion.

- The other person tries to make you feel like you owe them something.
- The other person uses extreme compliments to get you to agree to do something.
- The other person uses the fact that you are in a relationship to get you to do something to prove you love them.
- The other person pressures you after you say no.

Human and Sex Trafficking

Coercion is also used by perpetrators of **human trafficking**. Human trafficking happens when people are forced to perform a service or job against their will or in exchange for a basic human right like food or water. When the victim is required to

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perform sexual acts, it is called **sex trafficking**. It is estimated that about 80 percent of human trafficking cases involve sex trafficking.

Human trafficking and sex trafficking are inhumane. Victims are taken or coerced from their lives and placed in exceptionally painful situations where they are separated from family members, confined to small spaces, and regularly abused and mistreated. Human trafficking and sex trafficking are global issues and are major crimes that should be reported.

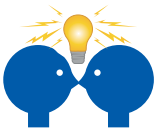
Victims of Sex Trafficking

Young children and young teenagers are especially vulnerable to sex trafficking predators. The average age of a sex trafficking victim is 12, and any gender can be victimized. Predators will use coercion to make a young person feel desired, wanted, appreciated, and loved. Older individuals may use online chat rooms and apps to deceive others into thinking they are innocent, younger peers, who just want to meet up for fun. They may also use flattery and seduction and establish a dating relationship with a younger victim before forcing them into the sex trafficking world.

Protect Yourself From Human Trafficking

Protecting yourself and others from human trafficking involves paying close attention to your personal safety. Avoid walking alone or going to public places alone. Do not give out personal information online or talk to strangers. Always take an adult with you if you are meeting up with someone you met online. If the person really is someone worth being friends with, they will respect that you are protecting your safety. Finally, no older person should pursue a romantic relationship or friendship with you and tell you not to tell anyone about it. This is a very dangerous sign that the relationship is not healthy and may be coercive. See figure 9.12 for signs of human trafficking.

Breaking the Cycle of Abuse



In all cases of abuse the most important first steps are to get the victim necessary medical help for their injuries and to report the abuse. However, abuse is not a one-time situation and it will repeat. Even when it appears that the abuse has stopped, chances are the change is only temporary.

Signs of Human Trafficking

- ☐ Appearing underweight
- ☐ Showing signs of physical injuries and abuse
- ☐ Avoiding eye contact
- ☐ Missing school
- ☐ Lying or not answering questions
- ☐ Spending time with someone older
- ☐ Appearing to be in poor physical or mental health
- ☐ Anxiety, depression

Figure 9.12 Signs in victims of human trafficking.

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For abuse to stop, it is important to do the following.

- Acknowledge the abuse. Don't make excuses for others or for the abuser.
- Avoid trying to be the hero. Abusive situations need professional help. Victims need support and resources and abusers need professional help if they are to stop their behavior.
- Be brave and help an abuse victim leave the situation. Help the victim by identifying crisis shelters and providing them with contact information.

HEALTHY LIVING TIP

Other people, especially romantic partners, need to know what your personal boundaries are. Being open and honest with what is and is not acceptable to you will help your partner to understand and respect your wishes.

Setting Personal Boundaries

Personal boundaries can be understood as the limits we set with other people (figure 9.13). Establishing personal boundaries will help you know when a situation isn't good for you or is potentially dangerous or abusive. Personal boundaries are like other types of boundaries in that they help you know which lines you should not cross or should not let others cross. The ability to know your boundaries generally comes from valuing yourself and respecting yourself. Your personal boundaries may differ from someone else's and may be intellectual, emotional, physical, social, or spiritual.

Intellectual Boundaries

You are entitled to your own thoughts and opinions.

If someone tries to silence your perspective or doesn't value your thoughts, they may be crossing this boundary.

Emotional Boundaries

You are entitled to your own feelings.

If someone tries to tell you how you should feel or dismisses how you feel, they may be crossing this boundary.

Physical Boundaries

You are entitled to your own space.

When someone touches you without permission or tries to coerce you into sexual acts, they may be crossing this boundary.

Social Boundaries

You are entitled to your own friends and your own social activities.

When someone tries to isolate you from others, they may be crossing this boundary.

Spiritual Boundaries

You are entitled to your own spiritual beliefs.

When someone disrespects your religion or beliefs, they may be crossing this boundary.

Figure 9.13 Types of personal boundaries.

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Skill-Building Challenge WWW

Making Healthy Decisions

Read through each scenario below and use the decision-making process to decide what the person should do. After you have made your decisions, identify one short-term and one long-term consequence of the decision.

SCENARIO 1: COLBY AND COLIN

Colby and Colin are brothers. Colby is three years older than Colin. Both boys are athletes and Colin is also a musician. Colin practices guitar with some of his friends in their family's garage. Colby is tired of listening to what he calls the bad music, and he and his friends just want to play video games without all the background noise. Colby doesn't want his friends to stop coming over because of his little brother. That night, Colby forced Colin's hand into their bedroom door and slammed it shut. Colin couldn't play guitar for a couple of weeks because of the injury. What should Colby do in this situation?

What is a potential short-term consequence of your decision? What is a potential long-term consequence of your decision?

SCENARIO 2: JADEN AND MORGAN

Jaden and Morgan are friends and they have liked each other for a while. Jaden bought Morgan an expensive gift last week. Today Jaden said, "Come on Morgan, won't you just kiss me? I bought you that expensive gift last week. I think you kind of owe me something." What should Morgan do in this situation?

What is a potential short-term consequence of your decision? What is a potential long-term consequence of your decision?

Healthy Living Skills

This lesson focused on making healthy decisions. Here are some more ways you can develop healthy living skills related to this lesson.

ACCESSING INFORMATION

Use valid and reliable Internet sites to conduct research on teen dating violence. Use at least two sources and make sure your information is accurate. Use what you learn to create a poem or song about the issue. Make sure you include important facts and information in your work.

PRACTICING HEALTHY BEHAVIORS

Think about your personal boundaries and what is and is not acceptable to you in your relationships. Make a list of your boundaries and practice maintaining those boundaries in your relationships with others. For example, "It is not okay for people to call me names because of my race and I won't be friends with anyone who does that" or "I don't like it when people put their arms around me without my permission and I will ask people not to if they do." Keep track of how well you do in honoring your personal boundaries.

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LESSON 9.4 Review: Relationships and Violence

LESSON SUMMARY

- Abuse is a type of violence that can be physical, emotional, or sexual in nature. Neglect happens when a person's basic human needs like food or medical care are not being met.
- Child abuse can involve physical abuse that results in broken bones, bruises, or burns. Emotional abuse of a child happens if the child is not shown love or affection or is shamed, teased, or bullied. Sexual abuse happens if a child is forced to engage in any sexual contact or activity.
- Domestic violence occurs in romantic relationships or marriages.
- Coercion can be used in any relationship for one person to control another or to get what they want from the other person.
- Human trafficking is a modern form of slavery. Sex trafficking is a specific type of human trafficking where people are forced to perform sexual acts in exchange for basic human needs like food and shelter.

REVIEWING CONCEPTS AND VOCABULARY

1. Abuse is a type of _____.
2. When a person's basic needs are not being met by their parent or caregiver, it is called _____.
3. The abuse of an older person in a nursing home or other setting is called _____ abuse.
4. Violence between a married couple or people in a romantic relationship is called _____ abuse.
5. _____ assault is any forced or unwanted sexual contact.
6. Modern-day slavery is called human _____.
7. Establishing personal _____ will help you know when a situation isn't good for you or is potentially dangerous or abusive.

THINKING CRITICALLY

Research elder abuse and write a paragraph explaining why you think elder abuse happens. Consider the types of elder abuse and the risk factors of elder abuse as you write your response.

TAKE IT HOME

Research the local hotlines and resources available for victims of child abuse in your community. Provide a brief explanation of each service and how it can be contacted. Show your list to someone in your family to see if they know of any other resources you should add.

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Chapter Review

ACTION PLAN: Preventing Violence

Use the My Action Plan Worksheet to set goals and practice preventing violence. An example follows.

My Action Plan: Violence Prevention

STEP 1: Identify the health behavior you are going to work on.

I am going to respect others and help prevent bullying at school.

STEP 2: Write SMART goal(s).

Write one or two short-term goals (one day to one month long).

I will tell an adult the next time I see bullying happening at school.

I will not post or like any posts on social media this week that could be hurtful to another person.

Write a long-term goal (one to six months or more).

I will support a victim of bullying by offering to walk with them to class or eat lunch with them at least one day each week for the rest of the semester.

STEP 3: Make a plan.

Identify two to five action steps (strategies) you could do to meet your goal.

I will focus on making positive comments on social media.

I won't participate in any group chats that include cyberbullying comments.

If I see bullying, I will reach out to the victim and tell them it isn't their fault and that they did nothing wrong.

I will tell my friends about my plan to help victims of bullying and ask them to support me.

STEP 4: Do your plan and track your progress.

Short-term goal 1	☐ Met	☒ Not met	Date: _____
Short-term goal 2	☒ Met	☐ Not met	Date: February 25
Long-term goal	☐ Met	☒ Not met	Date: _____

If you met your goal, what helped you to be successful?

I paid extra attention to my social media posts and only posted positive things.

I told my friends I wasn't going to like any post that I thought was mean to others. This helped them know why I might not respond to something they post.

If you did not meet your goal, what things made it harder for you to be successful?

I saw a kid bully another kid and didn't report it to an adult. I was afraid of the bully and got scared in the moment.

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Test Your Knowledge

Select the best answer for each question.

1. Threatening others, destroying another person's reputation, or causing damage to another person's relationships is
   a. physical violence
   b. sexual violence
   c. emotional violence
   d. neglect

2. The person who commits a violent act is called the
   a. victim
   b. offender
   c. bystander
   d. witness

3. When you have an opinion about someone or something that is not based on reason or actual experience, you are being
   a. biased
   b. prejudiced
   c. violent
   d. victimized

4. A nonviolent and confident way of expressing your needs and point of view is called
   a. anger
   b. aggression
   c. assertiveness
   d. conflict

5. When you work together to achieve everyone's goals and resolve a conflict you are using the _____ approach to conflict management.
   a. accommodating
   b. avoiding
   c. competing
   d. collaborating

6. Teasing someone, calling someone names, or using verbal or written threats is _____ bullying.
   a. physical
   b. emotional
   c. social
   d. gang

7. If you are a bystander to a bullying situation you should
   a. avoid the situation and leave
   b. be a witness but do nothing
   c. bully the bully
   d. ask the bully to stop, and tell an adult

8. If someone is bruised in lots of places and has injuries over a period of time, they might be the victim of
   a. physical abuse
   b. neglect
   c. cyberbullying
   d. any of the above

9. Violence between people in a romantic relationship, or a married couple, is called
   a. elder abuse
   b. sibling abuse
   c. sexual assault
   d. domestic violence

10. When someone tries to isolate you from friends and family, they may be crossing which type of personal boundary?
    a. emotional
    b. social
    c. spiritual
    d. physical

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PROJECT-BASED LEARNING: Creating Resources for Violence Prevention

What to Remember

It is important to know what community resources exist to help with violence prevention.

What to Do

Create resources focused on different types of violence.

Who It Is For

The other students in the school and their families.

Why It Is Important

If people do not know what resources exist to them they are not able to get help. It is important to know the resources available to you in the community.

How to Do It

1. Work in a small group or team on the focus area your teacher assigns you from the following list.
   a. conflict
   b. bullying
   c. cyberbullying
   d. child abuse and neglect
   e. domestic violence
2. Using this book and the Internet to conduct searches, gather as much information as you can about the focus area your group is assigned. Use the information you find to create a pamphlet, poster, website, or social media page that highlights what you learned. Decide as a class what format you are going to use so that you can combine the information when everyone is done. As part of your information you must also include the following.
   a. A story about a victim of the type of violence you are assigned. The story must be realistic and accurate and should reflect the risk factors, patterns, and consequences of the type of violence being highlighted. Pay special attention to issues of bias, prejudice, and intolerance in your work.
   b. A list of community resources or services related to your assigned focus area. Consider shelters, counseling services, law enforcement services, hotlines, social services, and any other appropriate community resource. Make sure your class agrees on what you are considering your community to be. You might look for services and products within a certain number of miles of your school, or within a neighborhood or town limit. Make sure you consider services at school too. Consider asking other teachers, parents, and adults for recommendations on what to include in your resource list.
3. Share your creation with the other groups in your class. Create a Violence Prevention campaign that pulls together your resources and makes them available to other students in your school.

CROSS-CURRICULAR CONNECTIONS: Reading Comprehension

Read through all of the lessons in this chapter again and summarize the five most important things that teenagers should understand about violence.

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10

Alcohol

LESSON 10.1 Alcohol Use
LESSON 10.2 The Effects of Alcohol
LESSON 10.3 Influences and Alcohol
LESSON 10.4 Saying No to Alcohol
LESSON 10.5 Treating Alcohol Use Disorders







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Understanding My Health

What Do I Know About Alcohol?

Complete the following self-assessment by putting an X in the box below the word *true* or *false* for each question to help you understand your knowledge about alcohol.

	True	False
1. Alcohol is a stimulant.		
2. Alcohol is legal for people 20 years of age and older.		
3. A long-term effect of drinking alcohol could be brain damage and cirrhosis of the liver.		
4. Binge drinking is when females drink 8 or more drinks in a week and males drink 15 or more drinks in a week.		
5. Blood alcohol content is the amount of alcohol found in a person's bloodstream to determine how intoxicated they are.		
6. Two main reasons people drink are to fit in with their friends and to decrease their risky behavior decisions.		
7. Teens who use social media are three times more likely to drink alcohol.		
8. Alcohol is banned from all schools, meaning you cannot have any type of alcohol on school grounds.		
9. The designated driver is the person who agrees to have only one drink at the party, so they can still safely drive home.		
10. Alcohol use disorder means a person depends on alcohol to get through their day.		

Answers: 1. false, 2. false, 3. true, 4. false, 5. true, 6. false, 7. true, 8. true, 9. false, 10. true

My score for What Do I Know About Alcohol? = _____ (total number of correct answers)



Alcohol is a drug that can have short-term and long-term consequences for you. You are influenced daily by many people such as family and friends and by things such as media and technology. Some influences may be positive, and some may be negative. These influences may affect your decision to drink or not to drink alcohol. Choosing to be alcohol free can keep you safe and healthy and can also keep you out of trouble with your family, your school, and the law. Knowing how to avoid situations that include alcohol can also help you stay alcohol free. If you do end up in a situation in which you need help avoiding alcohol, there are a lot of prevention and treatment options available.

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LESSON 10.1

Alcohol Use

Terms to Learn

alcohol
depressant
blood alcohol content (BAC)
moderate drinking
binge drinking
intoxicated
hangover
minor in possession (MIP)
misdemeanor
designated driver



The Big Picture

Alcohol is a depressant that slows your physical and mental abilities to think and react. The amount of alcohol people drink affects how they feel and how they act. There is zero tolerance for underage drinking. Even a few sips of alcohol can get you in trouble with the law, which can affect your life right now and possibly your future as well.

Learning Targets

- Describe what alcohol is.
- Identify standard drink sizes of alcoholic beverages.
- Differentiate the terms associated with drinking: moderate drinking, intoxicated, hangover, binge drinking, and heavy drinking.
- Define *blood alcohol content.*
- Explain the term *minor in possession*.

SEL Connection

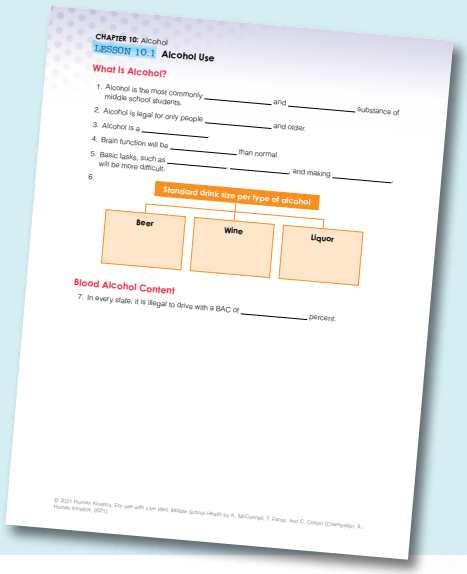
Healthy Living Skills: Accessing Information (Social Awareness)

Write About It

What do you know about the different types of alcoholic drinks? Do they all contain the same amount of alcohol?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 10: Alcohol
LESSON 10.1 Alcohol Use
What Is Alcohol?
1. Alcohol is the most commonly _____ and _____ substance of middle school students.
2. Alcohol is legal for only people _____ and older.
3. Alcohol is a _____
4. Brain function will be _____ than normal.
5. Basic tasks, such as _____ _____ and making _____ will be more difficult.
6.
Standard drink size per type of alcohol
Beer
Wine
Liquor
Blood Alcohol Content
7. In every state, it is illegal to drive with a BAC of _____ percent.

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Sanjay just moved to a new town and doesn't know anyone at his new school. Most of the kids aren't interested in meeting a new kid so he spends a lot of time by himself. He noticed a few guys shooting hoops and decided to sit and watch for a while. One of the guys asked him if he wanted to play, so he did. The guys seemed nice and he began hanging around with them at school. One Friday afternoon one of the guys asked Sanjay if he wanted to come over to his house on Saturday. His parents would be gone, and the group of guys was going to get together and shoot hoops and drink beer. Sanjay hadn't ever drunk before but he wanted to hang out with his new friends, so he agreed to come over. When he got to his friend's house, he started drinking beer and found he liked it and it made him feel more relaxed, so he kept drinking. That night Sanjay ended up passing out at his friend's house after drinking five beers. The other guys didn't know what to do so they called their parents and had to get them to drive Sanjay home. The next day Sanjay was very sick and had a horrible hangover, besides being in trouble with his family. Did Sanjay have to drink to fit in with the other guys? Explain your answer. Why do you think Sanjay chose to drink so many beers? What do you think are the consequences Sanjay will face from his family? Do you think Sanjay should be trusted to hang out with that group of guys?



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What Is Alcohol?

Alcohol is one of the most used and abused substances of middle school students. Alcohol is only legal for people 21 and older. Underage drinking, drinking by someone under the age of 21, in elementary or middle school may lead to lifelong alcohol use as well as injuries to yourself and others, violence, failing grades, social problems, and even death. Alcohol is a **depressant** because it slows down the functions of the central nervous system. This means your brain function will be slower than normal, and it will be more difficult to do such basic tasks as walking, talking, and making simple decisions (figure 10.1).

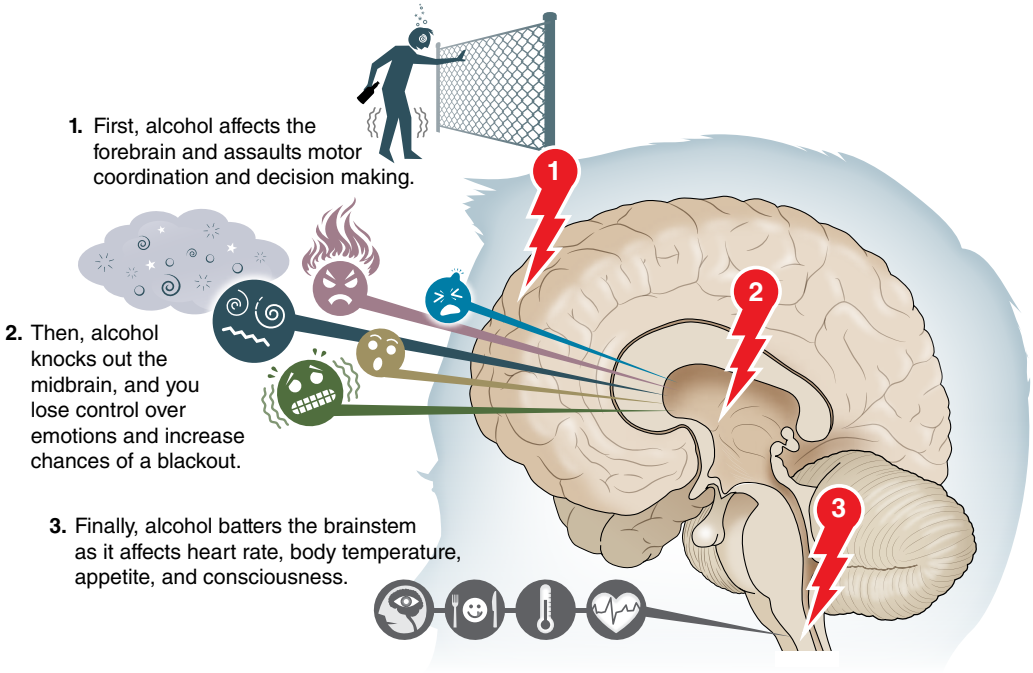


Figure 10.1 How alcohol affects the different parts of the brain.

The most common types of alcoholic beverages are beer, wine, and liquor such as vodka, rum, and whiskey. Each type of alcohol has a standard drink size: a 12-ounce can or glass of beer, a 5-ounce glass of wine, and a 1.5-ounce shot of liquor (figure 10.2). Each of these drinks, in its standard serving size, contains approximately the same amount (14 grams) of alcohol.



Figure 10.2 Standard sizes of alcoholic drinks. Each of these has about the same amount of pure alcohol.

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Blood Alcohol

Blood alcohol content or **BAC** is the amount of alcohol in the bloodstream (figure 10.3). The amount of alcohol in your bloodstream indicates how intoxicated you are. In every state it is illegal to drive with a BAC of .08 percent. There is no average amount of drinks a person can have before they reach a BAC of .08 percent because of many factors such as body size, how fast the person drinks, and any medications they may be taking. Even one drink will cause people to feel the effects of alcohol.

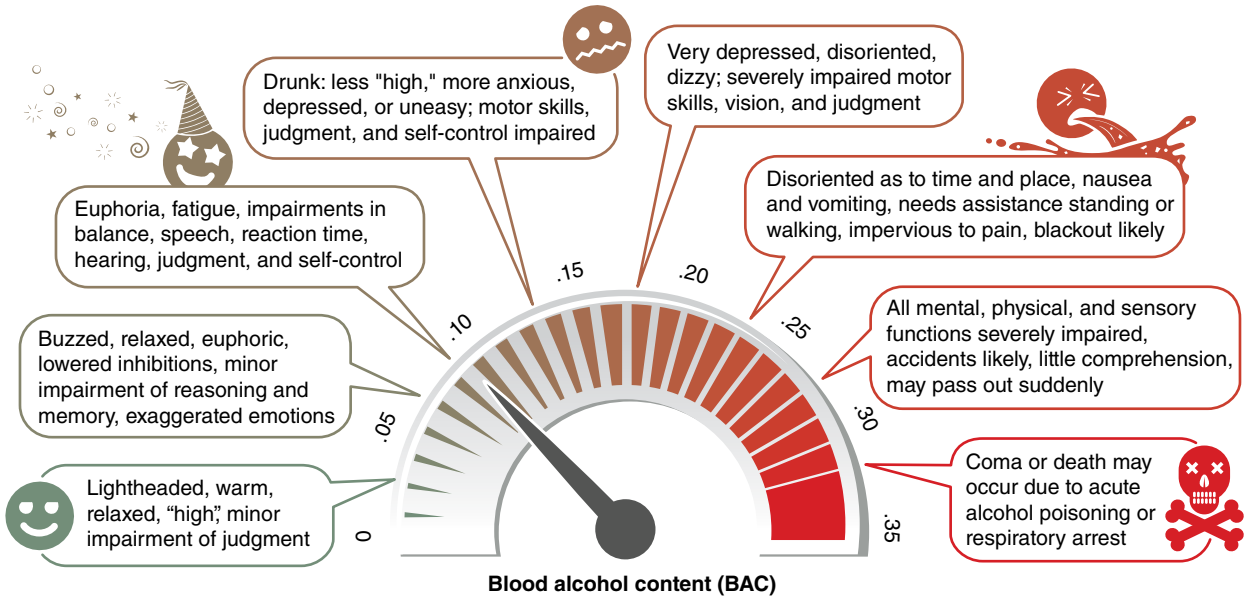


Figure 10.3 Blood alcohol content and its effects.

Drinking Levels Defined

In the United States it is illegal for anyone under the age of 21 to drink alcohol. People who are 21 years of age and older are able to drink but should do so in moderation. **Moderate drinking** is usually seen as having up to one drink per day for women and up to two drinks per day for men. People who drink moderately do not drink every day. They drink only occasionally, such as at a special event.

Binge drinking describes someone who consumes many drinks in a short amount of time, on a regular basis. Typically for males it means drinking five or more drinks and for females four or more drinks during a two-hour period. Binge drinking happens twice as often in males as in females.

Heavy drinking happens when a male drinks more than 4 drinks a day or 15 drinks or more per week and a female drinks more than three drinks a day or eight drinks or more per week. The more drinks you have in a day or a week, the more likely you are to have health and personal problems related to your drinking problem. While drinking is legal for people 21 years of age and older it should only be done occasionally and in moderation or not at all.

People who drink too much become **intoxicated**, which means the alcohol has made it difficult for them to do simple tasks like walking and talking, and they may act happier or sadder than would be typical for them.

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STEM in Health

THE BREATHALYZER

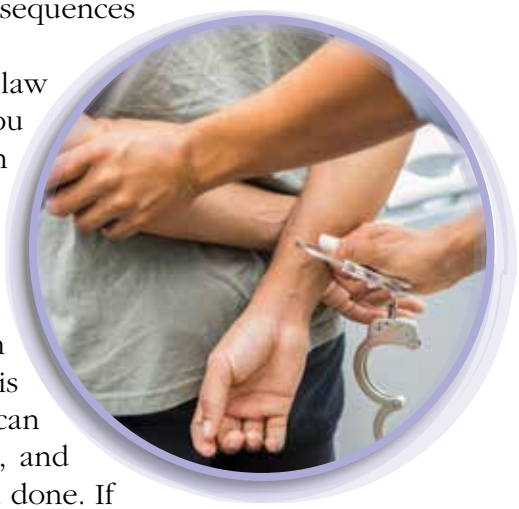
Law enforcement uses a breathalyzer to determine if you have been drinking alcohol. You blow into the mouthpiece. The breathalyzer has two chambers. One chamber contains a liquid that changes from reddish-orange to green if you have been drinking. The other chamber contains the same liquid, but it isn't affected when you blow into the mouthpiece. The photocell sensor compares the color of the two chambers and produces an electrical current that is converted into a BAC number. The degree of the color change is directly related to the level of alcohol.



Drinking too much alcohol at one time may cause a **hangover**. A hangover is a group of unpleasant symptoms. Hangover symptoms can include feeling tired, having a headache, vomiting, dizziness, dry mouth, and feeling nauseous. The more alcohol you drink, the more likely you are to have a hangover the next day. Most hangovers go away within 24 hours.

Consequences of Alcohol Use

All elementary, middle, and high schools ban alcohol on school grounds. Each school has its own rules about what happens if you have alcohol at school. There may be different rules if you have the alcohol at school but have not drunk any of it, or if you are caught drinking at school, or if you are intoxicated on school property. While all schools have their own rules there are some similar consequences regardless of where you live.



If you are found with alcohol at school, most of the time law enforcement will be called. You may or may not be arrested. You will probably be charged as a **minor in possession (MIP)**. An MIP means you are under 21 and are in possession of alcohol. Possession can mean you have it on you, you are intoxicated, or it is in the same area as you. Each state has specific laws regarding minors possessing alcohol, consuming alcohol, and being in the same area as alcohol. In many states if you are charged with an MIP you will be charged with a **misdemeanor**. A misdemeanor is a criminal offense that carries up to a year in jail. Misdemeanors can also result in payment of a fine, probation, community service, and payment for property damage or personal injury if any has been done. If you are charged with an MIP, most states have you pay some fines, take an alcohol

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education class, or meet with a substance abuse counselor, and do community service. You will also usually be suspended from school for a specific amount of time. If you are an athlete there is usually some type of suspension from the team as well. There may also be consequences if you are involved in a school club. Not only will there be immediate consequences but there could also be long-lasting consequences that could affect your future life and career goals.

Drinking and Driving

Although you are not old enough to drive, it is important you know the risks that come with using alcohol and driving or of riding in a car with someone who has been drinking. If you are under the age of 21 there is zero tolerance when it comes to using alcohol. Even a couple of sips of alcohol if you are under the age of 21 could put you in the position to receive a driving under the influence (DUI) ticket. Some states have a driving while intoxicated (DWI) rather than a DUI, but this is essentially the same thing with the same consequences. If a teenage driver is convicted of a DUI or DWI, their driver's license will be suspended, and they may be fined and jailed.

Drinking alcohol and driving increases the risks of car accidents. Alcohol slows your reaction time, reduces your concentration, impairs your judgment, and decreases your coordination. Consider the following:

- Two out of three people will be involved in a drunk driving crash in their lifetime.
- Car crashes are the leading cause of death for teens. About a quarter of those crashes involve an underage drinking driver. Even though you can't drive you need to know the risks of getting in a car with someone who has been drinking.

If your friends have been drinking and you can drive, volunteer to be the designated driver. The **designated driver** is the person who agrees not to drink any amount of alcohol so they can safely drive their friends' home. It would be best if underage drinking didn't ever happen, but if it does, it is good to be prepared by having a designated driver.



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Skill-Building Challenge

Promoting an Alcohol-Free Lifestyle

Advocate for your school to set up their own chapter of Students Against Destructive Decisions (SADD), if you don't have one yet. Use the Internet to research the national SADD organization. Look at their website and under Initiatives choose a topic you are interested in. Once you have decided on a topic, look under the Resources tab and determine how you can get your school involved.

Using the information you gained from the SADD website, explain how you would advocate for having a chapter of SADD at your school. Use the following steps to complete the challenge.

STEP 1: Understand and define the issue. What is the reason you need a SADD chapter at your school? Who would you be helping if you had a SADD chapter at your school?

STEP 2: Create solutions. What is happening in your community concerning destructive decisions by middle school students? What is the message you will use to promote the development of your SADD chapter?

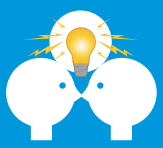
STEP 3: Gather support. Who will help you create and support your SADD chapter?

STEP 4: Implement your plan. Who do you need to present your plan to?

Healthy Living Skills

This lesson focused on advocating for good health. Here are some more ways you can develop healthy living skills related to this lesson.

ACCESSING INFORMATION



Using your school handbook, find the school policies for the following questions.

- What are the consequences for being in possession of alcohol at school, b/ut not drinking it?
- What are the consequences for drinking alcohol at school?
- Are there different rules for athletes?
- What about students in clubs or who hold leadership positions in the school. What are the rules for them when it comes to alcohol?
- Do you think the rules help the student or just punish the student?
- Do you think the rules are strict enough?

MAKING HEALTHY DECISIONS

Have a discussion with a friend about how your life could be different if you were charged with a misdemeanor for drinking at school. Think about the following immediate things that might be affected by your decision to drink at school and write down your response to each of the questions.

What would change between you and your family?
What would change for you at school?
What would change between you and your friends?
Now think what might be different long-term with regard to your future if you chose to drink at school today and were charged with a misdemeanor.

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LESSON 10.1 Review: Alcohol Use

LESSON SUMMARY

- Alcohol is a depressant that slows your central nervous system. The standard drink size varies depending on the type of alcohol you are consuming. A 1.5-ounce shot of liquor, a 5-ounce glass of wine, and a 12-ounce glass of beer are standard drink sizes.
- Blood alcohol content (BAC) is the amount of alcohol in the bloodstream. The BAC amount can be an indicator for how intoxicated a person is. The higher the BAC the more intoxicated the person is and the more likely they will have a hangover the next day. People who binge drink and people who are heavy drinkers both consume large amounts of alcohol.
- An underage drinker may be charged as a minor in possession (MIP) if they are in possession of alcohol. Being in possession of alcohol will mean different things in different states. Regardless of the state you live in there is zero tolerance for underage drinkers who are found to have had even a couple of sips of alcohol and are then driving.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ is one of the most commonly used and abused substances of middle school students.
2. When a person has drunk too much alcohol and has unpleasant symptoms, they have a(n) _____.
3. _____ drinking is described as a female having up to one drink a day and males up to two drinks a day.
4. _____ means the alcohol has made it difficult for people to do simple tasks like walking in a straight line.
5. _____ drinking is when males consume five or more drinks and females consume four or more drinks in around a two hour period of time.
6. The amount of alcohol in the bloodstream is the _____.
7. If you are under 21 years of age and in possession of alcohol you could be charged with a(n) _____.

THINKING CRITICALLY

If your friend is intoxicated, how might you be affected if you are at a party with them? How might the family members of the intoxicated person be affected?

TAKE IT HOME

Talk to a trusted adult about what you should do if you find yourself at a party where there is alcohol. Regardless of whether you knew it was a party where alcohol was going to be, or you had no idea alcohol would be available, how can you get out of the situation without getting in trouble? Have a conversation with the trusted adult about giving you a get-out-of-trouble-free card if you make the choice to call them and do the right thing by leaving.

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LESSON 10.2

The Effects of Alcohol

Terms to Learn

alcohol overdose
cirrhosis of the liver
fetal alcohol spectrum disorder (FASD)
fetal alcohol syndrome (FAS)
alcohol-related birth defects (ARBD)



The Big Picture

Alcohol is the number one most commonly used drug by teens. Understanding how alcohol affects all aspects of your life both now and in the future is important. Those effects can alter your physical, mental, and social health. You also need to be aware of life-changing consequences that can come with underage drinking.

Learning Targets

- Identify signs of alcohol use.
- Explain short- and long-term effects of alcohol use on the body.
- Describe what alcohol may do to an unborn child if drunk during pregnancy.
- Discuss two social consequences of underage drinking.

SEL Connection

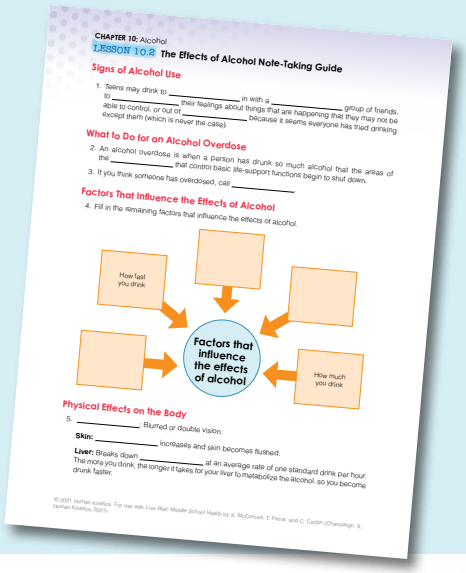
Skill-Building Challenge: Deciding to Be Alcohol Free (Responsible Decision Making)

Write About It

What do you know about the physical, mental, emotional, and social effects of drinking alcohol?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 10: Alcohol
LESSON 10.2 The Effects of Alcohol Note-Taking Guide

Signs of Alcohol Use

1. Teens may drink to _____ in with a _____ group of friends, to _____ their feelings about things that are happening that they may not be able to control, or out of _____ because it seems everyone has tried drinking except them (which is never the case).

What to Do for an Alcohol Overdose

2. An alcohol overdose is when a person has drunk so much alcohol that the areas of the _____ that control basic life-support functions begin to shut down.
3. If you think someone has overdosed, call _____.

Factors That Influence the Effects of Alcohol

4. Fill in the remaining factors that influence the effects of alcohol.

How fast you drink
Factors that influence the effects of alcohol
How much you drink

Physical Effects on the Body

5. _____ Blurred or double vision.

Skin: _____ increases and skin becomes flushed.

Liver: Breaks down _____ at an average rate of one standard drink per hour. The more you drink, the longer it takes for your liver to metabolize the alcohol, so you become drunk faster.

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Mila doesn't think it's a big deal to drink on the weekends with her friends. Most of the time she only drinks four or five beers in a night. She often doesn't remember everything that happened but is having a good time with her friends, so she doesn't really care that she doesn't remember. Mila lives with her mom and grandma. She has to come home after school every day and take care of her grandma until her mom gets home from work. Her grandma has a hard time getting around and remembering things, so Mila has to do most of the chores and cooking to help her mom out. By the time the weekend comes around, Mila is ready for a break, so she has a few beers with her friends. Mila is using alcohol to avoid her feelings because she is really stressed out about school and things going on at home, but she doesn't want to talk to her mom about it because her mom already has enough to deal with. Having a few beers on the weekend helps Mila forget what she's worrying about and have a good time. Who else might Mila talk to about her feelings of being stressed out with school and home? What are some positive ways Mila could deal with the stress she is under rather than drinking?

Signs of Alcohol Use

Teens may drink for a lot of different reasons. Sometimes it's to fit in with your current group of friends, sometimes alcohol is used to hide your feelings about things that are happening that you may not be able to control, and other times drinking is done out of curiosity because it seems everyone has tried drinking except you (which is never the case). Signs of underage drinking are shown in figure 10.4.

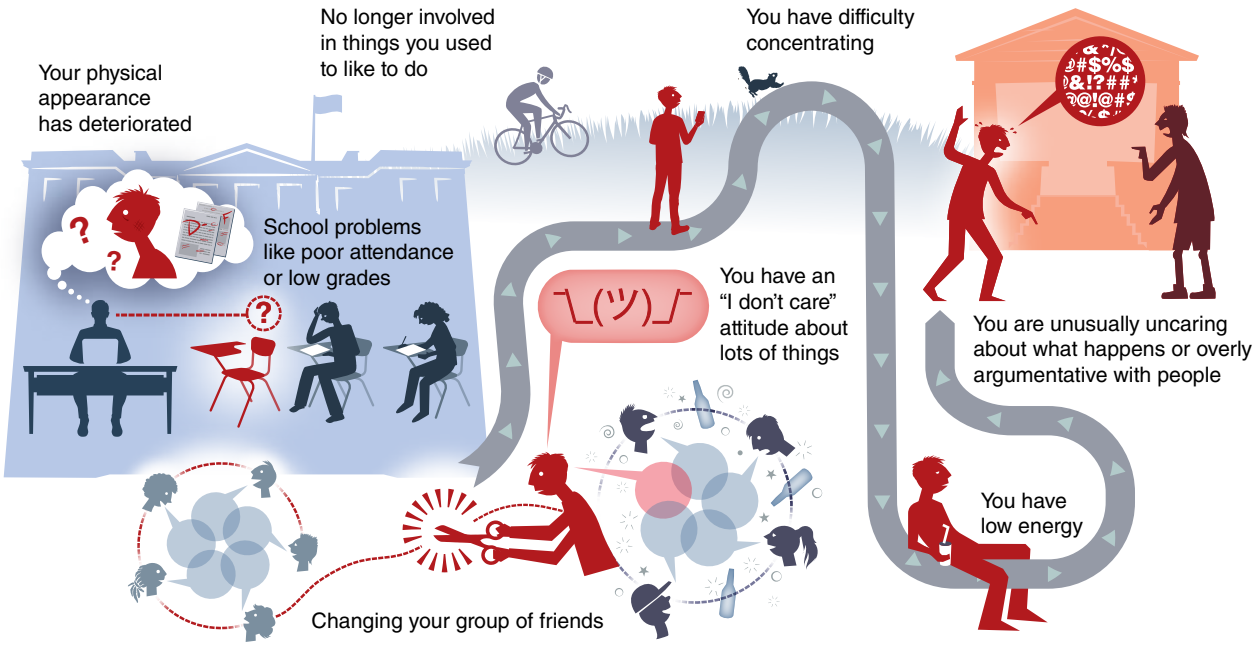


Figure 10.4 Signs of underage drinking.

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A single sign by itself does not mean there is a drinking problem, but it can be a sign there is something going on. As you continue reading this lesson, you will learn about the effects of alcohol on your body, brain, and emotions, and the consequences of underage drinking. While the signs of underage drinking may be a beginning indication that there is a problem, the lasting effects of drinking can affect the rest of your life.

An **alcohol overdose** happens when a person has drunk so much alcohol that the areas of the brain controlling basic life-support functions begin to shut down. Figure 10.5 shows you what to do if you think someone has overdosed on alcohol.

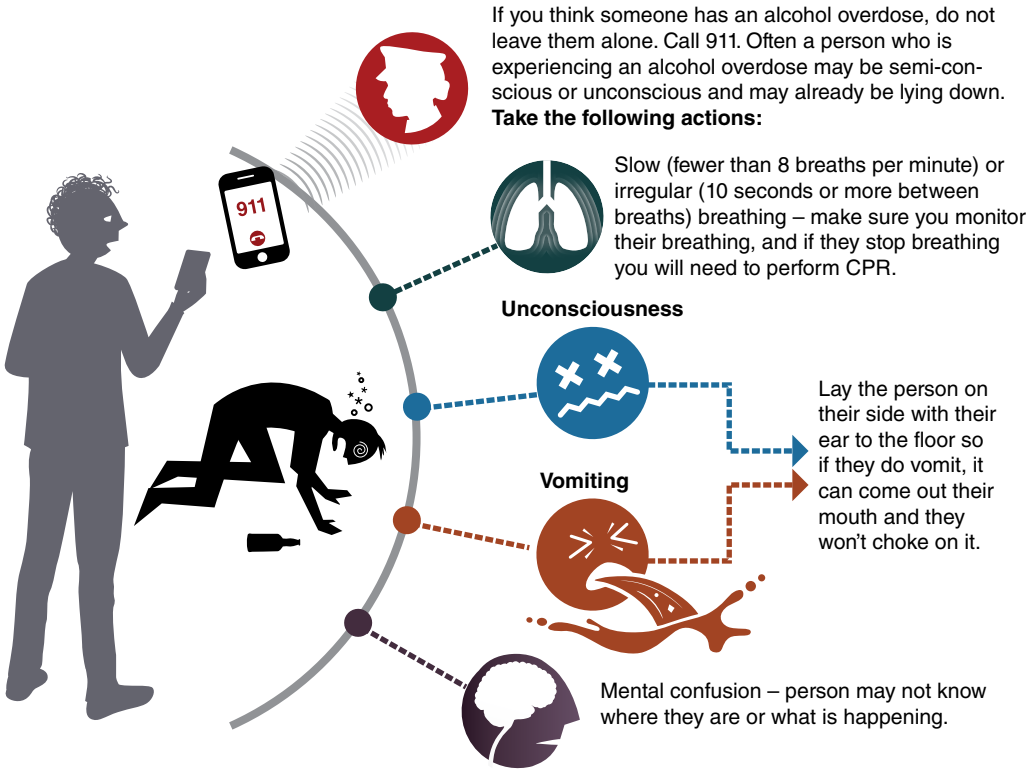


Figure 10.5 Follow these guidelines if you think someone has overdosed on alcohol.

Factors That Influence the Effects of Alcohol

Several factors influence how alcohol affects a person. Each person reacts differently to the amount of alcohol they have drunk. Even a small amount of alcohol can affect a person in a negative way. The following are examples of factors that will influence how alcohol affects a person.

- Body size. The larger you are the more drinks it will take for you to become intoxicated, or drunk, and even the simplest of tasks, like walking, is difficult to do. If two people drink the same amount of alcohol it will have a greater effect on the smaller person than on the larger person, regardless whether they are male or female.
- How fast you drink. The faster you drink alcohol, the faster you will get intoxicated.
- Food. Food that has already been eaten and digested helps to slow down how fast alcohol gets into your bloodstream. If you drink on an empty stomach, your alcohol level will be higher faster than if you ate before you started drinking.

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- Medications. Taking medicine and alcohol at the same time can be dangerous and even deadly. Sometimes alcohol will make medicines work differently in your body than they should. The medicine can also make the effect of alcohol stronger.
- How much you drink. The more you drink, the higher the level of alcohol is in your bloodstream. If the level of alcohol becomes too high, an alcohol overdose will occur. When there is an overabundance of alcohol in the bloodstream, areas of the brain controlling basic life-support functions, such as breathing and heart rate, begin to shut down. An alcohol overdose can be deadly, so it is important to get medical attention.

Physical Effects on the Body

When a person drinks alcohol it is quickly absorbed into their bloodstream. The blood then carries the alcohol throughout the body, affecting every organ (figure 10.6). These are a few short- and long-term effects of alcohol use on your body.

Short-term effects

- Eyes. Blurred or double vision.
- Skin. Sweating increases and skin becomes flushed.
- Liver. Breaks down alcohol at an average rate of one standard drink per hour. The more you drink, the longer it takes for your liver to process the alcohol, so you become drunk faster.

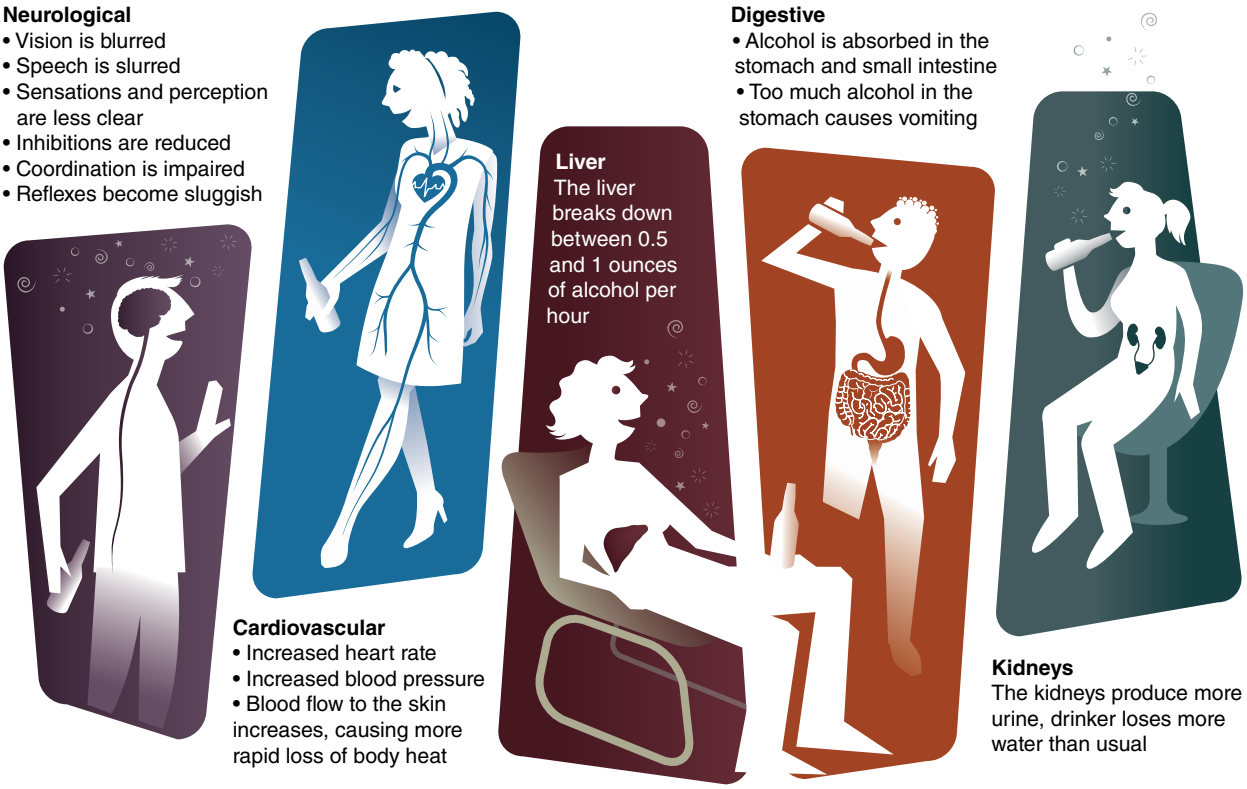


Figure 10.6 Effects of alcohol on the body.

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- Kidneys and fluid balance. Dehydration occurs.
- Stomach. Nausea, vomiting, diarrhea, and indigestion may happen.

Long-term effects

- Brain and nervous system. Brain damage, memory loss, stroke.
- Heart and circulation. Cardiovascular disease and high blood pressure.
- Liver. Cirrhosis of the liver and cancer. **Cirrhosis of the liver** is irreversible scarring of the liver. The scar tissue blocks the blood flow through the liver and eventually keeps the liver from working properly.
- Immune system. Less ability to fight off infections.
- Stomach and esophagus. Inflamed lining and bleeding and cancer of the esophagus.

Effects of Alcohol Use During Pregnancy

There is no safe time or amount of alcohol for a pregnant woman to drink. If a woman drinks alcohol when she is pregnant, her baby also absorbs the alcohol. Alcohol in the mother's blood passes to the baby through the umbilical cord. Drinking alcohol during pregnancy can cause miscarriage, stillbirth, and **fetal alcohol spectrum disorder (FASD)**. FASD refers to a group of conditions that can cause physical, behavior, and learning problems. The terms **fetal alcohol syndrome (FAS)**, alcohol-related neurodevelopmental disorder (ARND), **alcohol-related birth defects (ARBD)**, and neurobehavioral disorder associated with prenatal alcohol exposure (ND-PAE) are used to describe FASDs depending on the symptoms the child has (figure 10.7).



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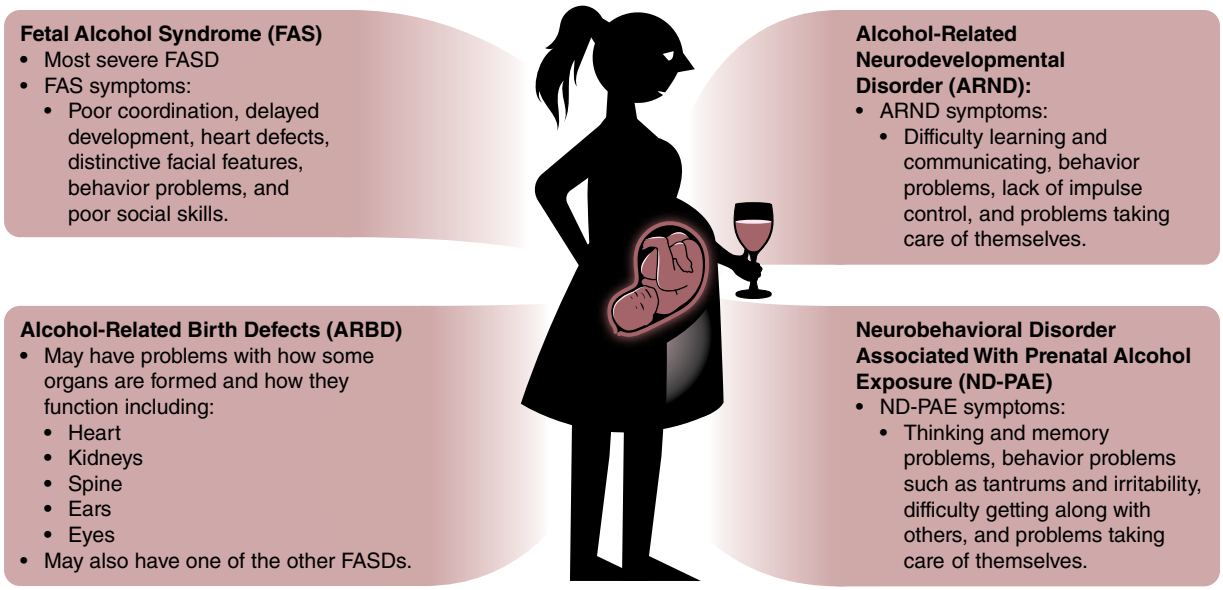


Figure 10.7 Types of fetal alcohol spectrum disorders.

Mental Effects of Alcohol Use

Alcohol affects your brain and your ability to do simple, routine tasks. Even one or two drinks can affect your ability to walk, see, speak, react, and think clearly. Short-term effects of drinking alcohol may last a few hours depending on how much you have had to drink. You may think alcohol only affects you while you are drinking, yet repeated drinking can cause long-term effects as your brain continues to grow and develop. Long-term effects of drinking alcohol may be permanent and last a lifetime.

Short-term effects of drinking may include

- difficulty in decision making,
- engaging in inappropriate or risky behavior,
- being less likely to recognize potential dangers, and
- aggressive or violent behavior.

Long-term consequences may include

- difficulty understanding information,
- difficulty learning new information, and
- an increase in the risk of developing an alcohol use disorder later in life.

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Alcohol affects your brain and if you drink for years there will be long-term effects that you may never be able to change. Alcohol has a more dramatic effect on your brain as a teen than on an adult because your brain continues to develop until you are about 25. Because of how your brain develops, you tend to be more prone to taking risks than adults who have been drinking and your developing brain is more easily damaged by the alcohol than a fully developed brain (figure 10.8).



Figure 10.8 Brain activity in a teen who drinks alcohol versus one who doesn't.

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HEALTHY LIVING TIP

There are many reasons for you not to drink, but if nothing else has convinced you, think about the damage you may be doing to your brain by drinking as a teen. There are long-term effects to your developing brain that may be happening to you if you are drinking that you don't even know about yet. Why take the risk? Don't drink!

Emotional Effects of Alcohol Use

People may choose to drink alcohol because it can initially change their mood and how they feel. There are four main reasons why people drink: to increase a positive mood, to gain approval of others or membership in a group, to reduce the pain of negative feelings, and to fit in. People also hope alcohol will help them be able to express their feelings better, mask their feelings, or avoid their feelings all together.

- **Express feelings.** When you drink alcohol, you may do and say things you wouldn't normally do. Sometimes this can be a good thing if you are able to talk to people more openly about your feelings, but often things are said or done that hurt people's feelings. Friendships can be lost because of things you said while drinking.
- **Mask feelings.** Sometimes you might drink alcohol to pretend everything is alright or to pretend you aren't upset or angry. The truth is you aren't alright. The alcohol is only masking or hiding how you really feel. Being able to talk about how you are feeling with someone can help you feel less alone. Knowing that others are feeling the same way you are can make a positive difference.
- **Avoid feelings.** Drinking alcohol may allow you to forget about your problems or feelings for a while. But when the alcohol wears off, the problems or feelings will still be there. Everyone has problems or feelings they may not want to deal with, but drinking won't make anything better. Talking to someone and working through your feelings may be hard to do but it is much better than creating another problem by drinking.

Drinking won't fix your feelings for you and may add guilt for drinking on top of your other feelings.

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Risks of Underage Drinking

You don't always think about all the things that may go wrong when you decide to drink. In the moment, you just want to have a good time and aren't thinking past that moment. The consequences of underage drinking range from something simple like making someone mad at you to the extreme of someone being killed. It often happens just that quickly: one moment everything seems to be going well and the next moment people are fighting and are seriously injured or killed.

Social Consequences

If you choose to use alcohol there may be some social consequences you haven't thought of.

- You may lose some of your friends. Some of your friends may not want to be around you when you drink. If you begin choosing drinking over friends, you will lose people you are close to. While you may think you will make other friends, the friends you may make will usually only be there when you are drinking and won't want to be your friend except when you're partying.
- Family and friends may not trust you, because you may lie to them in order to go to a party. You may begin sneaking out of your house or skipping school in order to drink.
- You may have hangovers and not feel well if you drink too much. This may cause you to lie to your friends and family also.
- You may act more impulsively, meaning you don't really think before you do something, and you don't think about the consequences of your behavior. You may embarrass friends and family; or worse, you or someone else may be hurt or even killed by your actions.

Risk Taking

While it may not seem like a big deal to have a drink or two at a party, drinking can result in some risky decisions. These risks may include the following:

- **Unintentional injuries.** An unintentional injury happens when you did not hurt yourself or someone else on purpose. When you're drinking you may take unnecessary risks. These risks can result in injuries such as falls, drownings, burns, and unintentional firearm injuries.
- **Violence.** Violence is the use of physical force to injure someone or damage something. People who have been drinking may be more likely to get into fights and be angry. Drinking increases the risk of physical and sexual assault. Vandalism and property damage may also occur as part of the violent behavior.
- **Suicide.** Teens may only feel "normal" when drinking, but when the effects of the alcohol wear off, they might feel even more depressed than they did before. Teens who abuse alcohol are at risk of suicide.

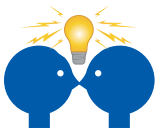
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- **Sexual risk behaviors.** Drinking increases the risk of unwanted, unintended, and unprotected sexual activity as well as sex with multiple partners. These behaviors may lead to contracting sexually transmitted infections and unplanned pregnancy.
- **Use of other drugs.** Drinking as a teen can lead to the use of other drugs, primarily because of being impulsive and not thinking about the possible consequences of deciding to use another drug.

Skill-Building Challenge

Deciding to Be Alcohol Free



You have read about the physical, mental, emotional, and social effects of drinking alcohol as well as about some of the risky decisions you might make if you choose to drink. You now have a decision to make: will you decide *to* drink, or will you decide *not* to drink?

Remember the decision-making process.

STEP 1: Understand the problem. Who will potentially pressure you to drink? Where will you potentially be pressured to drink?

STEP 2: Gather information and know your options. What options do you have? How can you respond?

STEP 3: Know the consequences. What is one physical, one mental, one emotional, and one social consequence of choosing to drink?

Physical _____

Mental _____

Emotional _____

Social _____

STEP 4: Make a decision. Will you decide to drink? Will you decide not to drink?

STEP 5: Think about your choice.

List four positive outcomes if you choose *not* to drink.

1. _____
2. _____
3. _____
4. _____

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Healthy Living Skills

This lesson focused on making healthy decisions. Here are some more ways you can develop healthy living skills related to this lesson.



ACCESSING INFORMATION

Use the Internet to search for information on fetal alcohol spectrum disorders (FASD). The websites should have information from a person or organization in the medical field or from a nationally recognized agency like the Centers for Disease Control (CDC) or the World Health Organization (WHO). Choose one of the disorders and answer the following information.

- What is/are the specific cause(s) of the disorder?
- What specific effects of the disorder will the baby have at birth to be diagnosed with the disorder?
- What problems will the baby have as they become toddlers, children, teens, and adults?
- List the names of the websites you got your information from.
- How do you know the website you used is a valid resource you can trust?



PROMOTING GOOD HEALTH

You will research the effects of alcohol on pregnancy with a focus on the types of fetal alcohol spectrum disorders that may happen. Once you have the information you need to create your message, identify the audience you want to speak to, develop your message and present it, and then reflect on whether your message was successful or not.

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LESSON 10.2 Review: The Effects of Alcohol

LESSON SUMMARY

- There can be many signs to indicate that you or a friend is drinking. Those signs may include missing school or having low grades, changing your group of friends, not being involved in things you used to enjoy doing, and having an I-don't-care attitude. While none of these signs on their own may mean there is a drinking problem, it could mean there is something going on that may need to be addressed.
- Short-term effects of drinking alcohol may include blurred vision, dehydration, and vomiting. Long-term effects may include memory loss, high blood pressure, cirrhosis of the liver, and cancer of the esophagus.
- Drinking alcohol during pregnancy can cause miscarriage, stillbirth, and fetal alcohol spectrum disorders (FASD). These FASDs may cause lifelong physical, behavioral, and learning disabilities in the child.
- Social consequences of drinking alcohol might include losing close friends, having to lie to your friends or family, and making choices that embarrass those around you.

REVIEWING CONCEPTS AND VOCABULARY

1. When a person drinks so much alcohol that the part of the brain that controls basic life-support functions shuts down, it is a(n) _____.
2. _____ of the liver is irreversible scarring of the liver.
3. Drinking alcohol during pregnancy can cause _____, which are a variety of syndromes and disorders.
4. The most severe of the FASDs is _____.
5. The four main reasons people drink are to increase a _____ mood, to gain approval, to _____ the pain of negative feelings, and to _____ in.
6. The use of alcohol as a teen can lead to the use of other _____ because of being impulsive.

THINKING CRITICALLY

With all the negative effects that alcohol can have on a person, why do you think some teens still choose to drink? Begin by listing as many influences as you can think of, and then use that list to help you write a paragraph response to the question.

TAKE IT HOME

Find a show or movie that is showing people drinking alcohol. While watching, see how many short- and long-term effects of alcohol you can list that were discussed in this lesson. What were some of the consequences of drinking that affected the person or people on the show?

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LESSON 10.3

Influences and Alcohol

Terms to Learn

influence
media
social media
values



The Big Picture

Friends, peers, family, and the media are all capable of influencing the choices we make daily. They can influence us to make choices that will positively affect our lives, or they can negatively influence us to make poor choices. Learning who influences you positively or negatively is important so you know whom you can count on to help you make the best choices in your life.

Learning Targets

- Identify who influences your decisions about drinking.
- Explain how peer pressure can influence your decisions about drinking.
- Describe how movies, TV, or shows you stream may affect your decisions about drinking.
- Discuss how social media may influence your drinking decisions especially in regards to what your friends post.
- Analyze how your values will influence your decision to drink alcohol or not.

SEL Connection

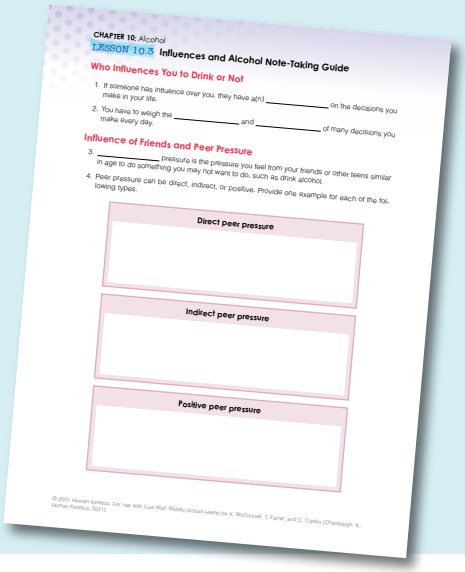
Skill-Building Challenge: Who Influences Me? (Self-Awareness)

Write About It

Everyone has people in their lives who influence them. Who in your life has the most influence over you? Is their influence on you positive or negative?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 10: Alcohol
LESSON 10.3 Influences and Alcohol Note-Taking Guide

Who Influences You to Drink or Not

1. If someone has influence over you, they have a(n) _____ on the decisions you make in your life.
2. You have to weigh the _____ and _____ of many decisions you make every day.

Influence of Friends and Peer Pressure

3. _____ pressure is the pressure you feel from your friends or other teens similar in age to do something you may not want to do, such as drink alcohol.
4. Peer pressure can be direct, indirect, or positive. Provide one example for each of the following types.

Direct peer pressure

Indirect peer pressure

Positive peer pressure

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Taylor and Blake are on their first date and decide to go to a movie with some other friends, Panuk and Riley, who are also dating. When they get into the movie Riley shows them four little bottles of vodka. Riley has one for each of them and hands them out. Blake, Panuk, and Riley pour the vodka into their cups and mix it with their soda. Taylor doesn't drink but really likes Blake and is trying to make a good impression, so Taylor follows along and pours the vodka into the soda. The movie starts and the four of them watch the movie and drink their soda and vodka. Taylor doesn't like the taste of it and doesn't want to drink it but the other three seem to be quickly finishing theirs. Taylor knows there can be negative consequences at school and with family and other friends if they find out he has been drinking. Taylor likes Blake but doesn't want to disappoint family and other friends. What should Taylor do in this situation? What are some of the potential consequences of Taylor's choices?

Who Influences You to Drink or Not

If someone has **influence** over you, they have an effect on the decisions you make in your life. Deciding to drink may be an easy or hard decision depending on a lot of different circumstances. Choosing to drink can be influenced by your friends, your family members, social media, and the media. Weigh the pros and cons of all types of decisions every day, and turn to the people in your life for help in making both big and little decisions.

Influence of Friends and Peer Pressure

Your friends and peers have a lot of influence over all kinds of decisions you make. This type of influence is known as peer pressure. Peer pressure is the pressure you feel from your friends or other teens similar in age to do something you may not want to do. Even if you know you shouldn't drink, peer pressure can be hard to ignore. You want to fit in with your friends and if you are at a party where your friends are drinking it may be difficult for you to choose not to drink. Peer pressure can be direct; for example, someone may hand you a drink and give you a hard time if you aren't drinking. If you say no you may feel like an outsider and your so-called friends may even isolate you or keep you from the group. Peer pressure can also be indirect; for example, when you want to fit in with a certain group of people. If the students in the group all drink you will feel the pressure to drink.



Peer pressure can also be positive. For example, you may have friends at a party who aren't drinking, so it could be just as difficult to choose to drink in that situation. If drinking isn't something you feel pressured to do, then you probably won't. In fact, you might feel pressure *not* to drink if you are thinking about drinking. Think about the friends you hang out with

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HEALTHY LIVING TIP

Before getting yourself into a situation where alcohol is involved, think about your values. Practice ahead of time so you already know what you will do if the situation arises.

and how they may influence you. Friends have a large influence on the decisions you make about using or not using alcohol. Make sure you surround yourself with friends who will help you make healthy decisions not to drink alcohol.

Influence of Family

Your decision to drink or not may also be influenced by your family. If you have a family member who drinks often or a lot at one time, you may be more likely to begin drinking at an early age. If you see family members drinking after a tough day at work, you may think that's the way to cope. You may have family members who drink to celebrate special occasions or to relax. On the other hand, you are much less likely to drink as a teen if you know your family is against drinking and views it negatively. How you see your family using alcohol will influence your decision as to when alcohol should be used and how much should be drunk.



Influence of the Media

Alcohol advertising uses the **media**, celebrities, and social media to try and influence your decision to drink alcohol or not. The media is used for communicating to society through streaming services like Netflix and Hulu, movies, TV, and the Internet. Many of the streaming shows and movies have some reference to using alcohol whether it is people shown drinking it or talking about it. Some of those popular shows include reality shows, in which teens think they see what real people are supposed to be living like. The reality is, many celebrities are in and out of rehab, they are getting in trouble with the law, and they are engaging in risky behaviors. Teens also spend many hours on **social media** as well. Social media is any form of electronic communication in which people share information, ideas, personal messages, and many other types of content. Social media is another place where there is alcohol advertising for certain brands of alcohol or businesses to drink at, and there may also be your friends posting pictures and videos of themselves drinking. If you see your friends and peers drinking and having a good time you are more likely to want to mimic that good time. Teens also post videos and pictures of others who are drunk, passed out, and being inappropriate on all sorts of social networking sites with and without the permission of the person in the video or picture. The goal of the advertising is to make you think the product makes the occasion better and you more popular. It is important for you to understand that alcohol advertising is trying to sell their product and they will promote it any way they can.

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Social Media Statistics to Think About

- Teens who are regular users of social media are three times more likely to drink alcohol.
- Teens who encounter web-based alcohol marketing are 98 percent more likely to drink.

Your Values

Your family, friends, and role models will influence your personal **values**, which are the principles that describe what is most important to you as a person. Your values are those internal thoughts and feelings you have about right and wrong. If you know something is the right thing to do and it will make you and the people that are important to you proud, then you are more likely to do it. If on the other hand you know you are making a bad choice and people who are important to you will be disappointed in you and ultimately you will be disappointed in yourself, that is also your value system at work.

The values you have about using alcohol will influence your decision to drink or not. You must decide if drinking is something you think is OK to do; or if it is something you want to stay away from. Deciding to drink alcohol will influence your decision as to the friends you choose as well as the social situations you find yourself in concerning the use of alcohol.

Teens and Drinking

Teens are curious about alcohol and what it tastes like and how it can make them feel. Teens may not consider alcohol to be a dangerous substance if they see older family members drinking without any side effects. Some teens are pressured into drinking by their peers, and others use alcohol to try to cope with stress or other problems. Teens who do drink tend to consume more drinks per drinking event than people 21 and older. Teens think drinking alcohol will help them in a number of ways.

- *People have more fun when they drink.*
- *I'm stressed out and a drink will help me relax.*
- *My friends are pressuring me to drink so I should try it also.*
- *I'm sad so a drink will help me forget about my problems.*

The reality is that none of those statements are correct.

- Media ads are set up to make drinking look like a lot of fun, so people will spend money on their products.
- Drinking will not relieve stress; in fact, it can cause more stress and can disrupt sleep, which creates even more stress.
- Real friends will respect your decision not to drink. They won't pressure you to do something you don't want to do.
- Your problems will still be there after the effects of alcohol have worn off. You may even have more problems because you were drinking.

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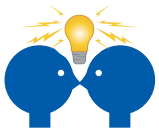
Diversity Matters

Influence of Culture

Culture may also play a part in your decision to drink or not. Your culture is the different customs that identify you and where you come from. Your culture includes race, ethnicity, religion, country or city, and languages. Some religions may use wine as part of a religious service. In this situation it is sometimes acceptable for children to drink the wine. Alcohol is also legal at a younger age in some countries. For example, in Antigua and Barbuda the minimum age to drink alcohol is 10. In countries like Germany, Spain, and Denmark the drinking age varies from 16 to 18. Iceland and Japan have a minimum drinking age of 20 while the United States, Oman, and Samoa have a drinking age of 21. In Iran, Qatar, and Sudan it is illegal to drink alcohol at any age.

Skill-Building Challenge

Who Influences Me?



Based on the information you have just read, think about who and what influences the decisions you may make about drinking. List three to five names of people or concepts like media (streaming shows and movies or social media) that may influence your decision to drink or not.

STEP 1: List three to five people or concepts who influence my decision about whether I should drink or not:

STEP 2: Using the chart below put the names of the people or concepts from step 1 in the proper column. If they encourage you not to drink then they are a positive influence, and if they encourage you to drink then they are a negative influence.

Positive influence; encourages you to *not* drink	Negative influence; encourages you to drink

STEP 3: Now think about the people and concepts you listed in step 2. Are you making good choices as to who your friends are or what you are paying attention to? If you are, then keep your friends and keep doing what you're doing. If you aren't, then think about how you could encourage the friends you have to change their way of thinking, consider getting different friends, and consider making better choices overall. Explain why you are or why you aren't making good choices.

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Healthy Living Skills

This lesson focused on analyzing influences. Here are some more ways you can develop healthy living skills related to this lesson.



PRACTICING HEALTH-ENHANCING BEHAVIORS

Talk to your teacher about forming a group or club interested in encouraging students not to drink alcohol. Ask if your teacher will let you use their classroom and help your group or club with ideas. Look around your community and see whether there are activities available for middle school students to be a part of; for example, you could volunteer to work with the elderly or help at a food bank. Ask businesses or community groups to help support your cause by donating things or even just opening their business or community center up to your school on a Friday or Saturday night, so teens have someplace to go.



HEALTHY COMMUNICATION

Create a public service announcement (PSA) to try and convince your classmates that alcohol advertising makes false claims about what drinking is really like. Alcohol advertising makes people think that drinking a certain brand of alcohol or drinking because a celebrity does will make you as fun as they are. Convince your peers this is not the case with a PSA.

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LESSON 10.3 Review: Influences and Alcohol

LESSON SUMMARY

- There are many people in your life who influence you in many ways. Some of those ways are very positive and encouraging while some are negative and harmful. Make sure you surround yourself with people who will encourage you to make positive choices and support you along the way.
- Peer pressure, your family, and your values all have an influence on your view of alcohol. Peer pressure can have a positive or a negative influence on your use of alcohol. If you have friends who don't drink you are unlikely to drink, but if your friends do drink at times you may be influenced to drink as well. Your family also influences your views about drinking. If you are around family members or role models who drink, you will be more likely to think drinking is acceptable and do it as well.
- The media may be much more influential than you think. Between shows, commercials, movies, and social media you see and hear multiple messages every day about alcohol use. Over time these messages can affect how you view the use of alcohol.
- Social media can influence your decisions to drink or not based on what your friends may post. If they post pictures of themselves at parties having a good time you may be more likely to want to do that also. People may also post pictures of people passed out, drunk, and acting inappropriate, which you wouldn't want posted on social media for the world to see.
- Your values will influence your decision to drink or not as your values are the internal thoughts and feelings you have about whether drinking alcohol is right or wrong for you.

REVIEWING CONCEPTS AND VOCABULARY

1. Important people in your life who affect the decisions you make are said to have a(n) _____ in your life.
2. _____ are the principles that describe what is most important to you as a person.
3. _____ consists of streaming shows, movies, TV, and the Internet.
4. Any form of electronic communication in which people share information, ideas, personal messages, and many other types of content is known as _____.
5. Teens who regularly use social media are _____ times more likely to drink alcohol.

THINKING CRITICALLY

Why do you think teens drink alcohol? Do you think there is a way to prevent teens from drinking alcohol? If you think there is a way to prevent teens from drinking alcohol, what is it? If you don't think there is a way to prevent teens from drinking alcohol, why do you think this way?

TAKE IT HOME

The next time you are streaming a show or a movie pay attention to whether or not someone in the show is drinking alcohol. Discuss with a friend or a family member why you think drinking was shown and if you think it was necessary for the scene.

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LESSON 10.4

Saying No to Alcohol

Terms to Learn

***I* message**
refusal skills



The Big Picture

Not all teens drink alcohol, and many find exciting alternatives to drinking that are much more fun. The teens that do drink alcohol sometimes find themselves in tough situations that are hard to get out of. Having effective communication and refusal skills is important to get yourself out of difficult situations.

Learning Targets

- Identify circumstances that may encourage and discourage alcohol use.
- Explain how to use effective communication skills to avoid alcohol use.
- Discuss the benefits of being alcohol free.
- Recognize alternatives to drinking alcohol.

SEL Connection

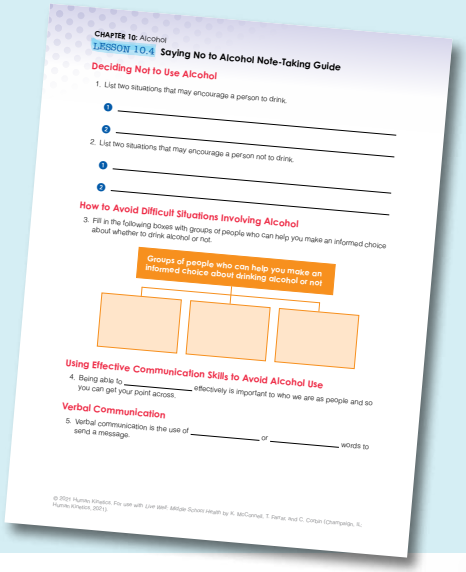
Skill-Building Challenge: Practicing Your No When Offered Alcohol (Relationship Skills)

Write About It

People are asked questions every day, some big, some small. What do you think was the most important question you were asked in the past year? Was it hard to say yes? Was it hard to say no? Explain why.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 10: Alcohol
LESSON 10.4 Saying No to Alcohol Note-Taking Guide
Deciding Not to Use Alcohol
1. List two situations that may encourage a person to drink.
2. List two situations that may encourage a person not to drink.
How to Avoid Difficult Situations Involving Alcohol
3. Fill in the following boxes with groups of people who can help you make an informed choice about whether to drink alcohol or not.
Groups of people who can help you make an informed choice about drinking alcohol or not
Using Effective Communication Skills to Avoid Alcohol Use
4. Being able to _____ effectively is important to who we are as people and so you can get your point across.
Verbal Communication
5. Verbal communication is the use of _____ or _____ words to send a message.

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Meili is in eighth grade and is going to a party on Saturday night with her best friend, Stacie. Meili recently heard there might be alcohol at the party, so she is trying to decide if she should go. She isn't really interested in drinking, but she thinks it would be fun to go to a party and hang out with some of her friends. Meili also knows that if there is alcohol at the party she will have to make a decision if she will stay or not. Meili is involved in several clubs at school, is on the basketball team, and wants to be a teacher. She knows if there were alcohol at the party and she didn't leave she would be suspended from the basketball team for three games and there might be other consequences at school and with her family that she hasn't even thought about yet. What could Meili do in this situation so that she feels good about her decision and her relationship with Stacie?

Deciding Not to Use Alcohol

You live in a world where you get a lot of mixed messages about drinking alcohol. Your family and adults may tell you not to drink. Your friends may or may not tell you to drink. The media you watch sends different messages also. There are shows and movies that make drinking alcohol look like fun. Other shows and movies show the sad side of drinking alcohol and all the bad things that can happen to the person and their family. It is difficult to decide what message is the right one to listen to.

Contrary to popular belief, not all teens drink. That can be hard to believe if you have surrounded yourself with people who do drink. Those students who have friends who don't drink find it hard to understand why anyone would want to drink when it seems to cause so many problems. Understanding the situations you may put yourself in will make a difference on the decision to use or not use alcohol.

Situations that may encourage you to drink:

- You have access to alcohol at your house or you have friends who can get alcohol for you.
- You may have a job babysitting or you get an allowance, so you have your own money to spend and your family may not know what you are spending it on.
- You may spend a lot of time alone and don't have a curfew or expectations of when to be home.
- You may be around siblings, friends, or family members who began drinking at an early age.
- The friends you hang out with drink and you may feel peer pressure to drink also.

Situations that may encourage you *not* to drink:

- You don't have access to alcohol, you don't know how you would go about getting it, and you don't want to get it.
- If you decide to drink, you might lose your freedom to do things and the trust of your family.
- You are involved in school activities and if you were ever caught drinking you might be removed from the activity.
- Your family members don't drink or drink only on special occasions, so you haven't seen them intoxicated.
- The friends you hang out with don't drink and you wouldn't fit in if you did drink.

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Choosing not to drink alcohol can be a difficult decision to make even when you know it's the right decision.

How to Avoid Difficult Situations Involving Alcohol

There will also be situations where alcohol is involved that require you to decide about what you will do. Think about what you would do in the following situations.

- What would you do if a friend offered you a drink at a party or at their house when no one else was home?
- If you needed to get home but the person who you rode with has been drinking, what would you do?
- You have been asked by a friend to go to a party, but you know there will be alcohol. Do you go to the party?
- You need to leave your friend's house right away to be home before your curfew. You've only had a couple of beers and feel fine, but you are afraid someone will be up when you get home and might smell alcohol on your breath. What do you do?

These situations involved decisions you might make on your own. There may also be times when it is good to get help from others such as friends, family, or supportive adults.

- Talk openly to your family members about what you should do if you are in a situation where alcohol is being used.
- If you and a friend are trying to decide whether you should go to a party, think through the pros and cons of going and make a decision together. If you decide to go to the party, make sure the two of you stick together and keep each other safe, especially if there is alcohol involved. If you decide not to go to the party, do something else fun together and enjoy spending time with each other. You don't need alcohol to have a good time.
- You think a friend of yours might have a drinking problem, but you aren't sure. You want to talk to your friend about your concerns, but you are afraid they will get mad at you. Talk to a trusted adult about what you should do.

HEALTHY LIVING TIP

You might find yourself in a situation where alcohol is available, like at a party or a friend's house. In both these situations you may find yourself having to decide whether you will drink or not. If you don't want to have to decide about drinking, think in advance whether you should put yourself in these situations and decide to avoid them. If alcohol isn't available, drinking won't be an issue.

Using Effective Communication Skills to Avoid Alcohol Use

Being able to communicate is important to who we are as people. We communicate all the time, sometimes in person, sometimes through text, sometimes on the phone; regardless of how we communicate we are communicating all the time. To be an effective communicator it is important that the information

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you provide gets your point across. The person you are talking or texting to needs to understand what you had to say.

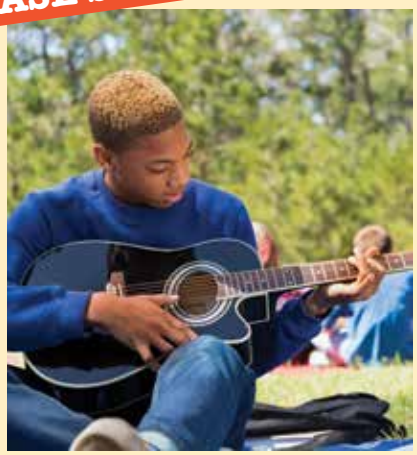
Verbal Communication

It is important to know how to communicate with your friends and family. One way we communicate is through verbal communication. Verbal communication is the use of spoken or written words to send a message. Verbal communication also includes the tone of voice you use and how fast or slowly you speak. It is important to use ***I* messages** when you are talking with people about how you are feeling. An *I* message is a statement you use to express your own opinion or to make a comment. You can use it to state how you feel about a situation as well as to explain your feelings. You will need to use *I* messages and good verbal communication to avoid situations where alcohol is being used. An effective *I* message might be "Thank you for asking, but I don't drink alcohol."

Nonverbal Communication

A second way we communicate with each other is through nonverbal communication. Nonverbal communication, or body language, means we are com-

CASE STUDY



Caleb's Solution

Caleb began drinking about a year ago when his family moved to a new town and he started going to a new school. He didn't have any friends, so he spent a lot of time by himself. The alcohol was easy for him to get because his family always had alcohol in the house. They had a cupboard with a lot of alcohol in it, yet the adults in his family rarely drank, so much of the alcohol had been there for a long time. Caleb was often home by himself for at least a few hours after school, so it was easy for him to have some alcohol and no one found out. He wouldn't have much at a time, but Caleb found himself enjoying the taste of it more and more.

One day at school there was an announcement about auditions for the school musical. Caleb had always enjoyed singing and had been told he was good at it. Because he had started school late in October, he hadn't been allowed to be in the school choir, which is what he really enjoyed doing. Trying out for the school musical would be something to get him involved in school. Maybe he would make some friends, and it was something Caleb knew he was good at.

Think About It

1. What are two current circumstances that may be encouraging Caleb to drink at home?
2. If Caleb got into the school musical, what would be at least two circumstances that would encourage him to stop drinking?

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municating without talking. Instead of talking with our mouth we are using our head to nod in agreement or shake back and forth in disagreement, we are using our face to smile or frown, we are making eye contact as we speak to the person, and we are using our hands and arms to gesture in agreement or in disagreement. You may also use a combination of verbal and nonverbal communication when you are talking to someone.

Refusal Skills

Refusal skills are techniques you use to say no and then stick with it. If you are in a situation where you are offered alcohol and you want to refuse, you will need to use a combination of verbal and nonverbal communication in order to get your point across. Make sure your verbal response is firm and confident and your nonverbal response matches it. For example, if your verbal response is "I don't drink," your nonverbal response could be shaking your head no or putting your hand up like you are stopping someone from getting close to you. Sometimes once you give your response it is better to leave the situation than stay. It can be hard to say no in a situation such as refusing to drink, especially if everyone else seems to be drinking. It's important that you do what is right for you and not be influenced negatively by your friends and peers.

HEALTHY LIVING TIP

Practice using the three-step refusal skill process with a friend so you are comfortable using it when you need to.

When refusing to take a drink it is alright to make up an excuse. For example,

- I need to go; I have to help a family member.
- Drinking makes me sick.
- I have to study for a test.
- You can find a way to look busy, so they don't talk to you.
- Carry a bottle of water or something with you so you're already drinking something.

You can also be honest with the person.

- Just say no.
- My parents would kill me if they found out.
- I'd be kicked off the team.
- I don't drink.



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Benefits of Being Alcohol Free

Alcohol is the number one drug of students in grades six through eight. Middle school students are part of the age group that drink 11 percent of all the alcohol consumed in the United States. The great news is that not every teen is drinking. See figure 10.9 for the positive benefits to *not* drinking.

Alternatives to Drinking Alcohol

Sometimes teens make a choice to drink alcohol because they don't realize there are alternative choices they can make besides drinking. An alternative means you have other choices besides the most obvious one. These alternatives to drinking can help you reduce or prevent the use of alcohol. Some better choices than drinking include the following.

- Go to a movie.
- Play video games, card games, or board games.
- Go to the mall.
- Volunteer to help at a hospital, Boys and Girls Club, or community center.
- Exercise.
- Find a new hobby or try something you've never done before.
- Spend time with your family.
- Advocate for something you believe in.
- Try out for a sports team.

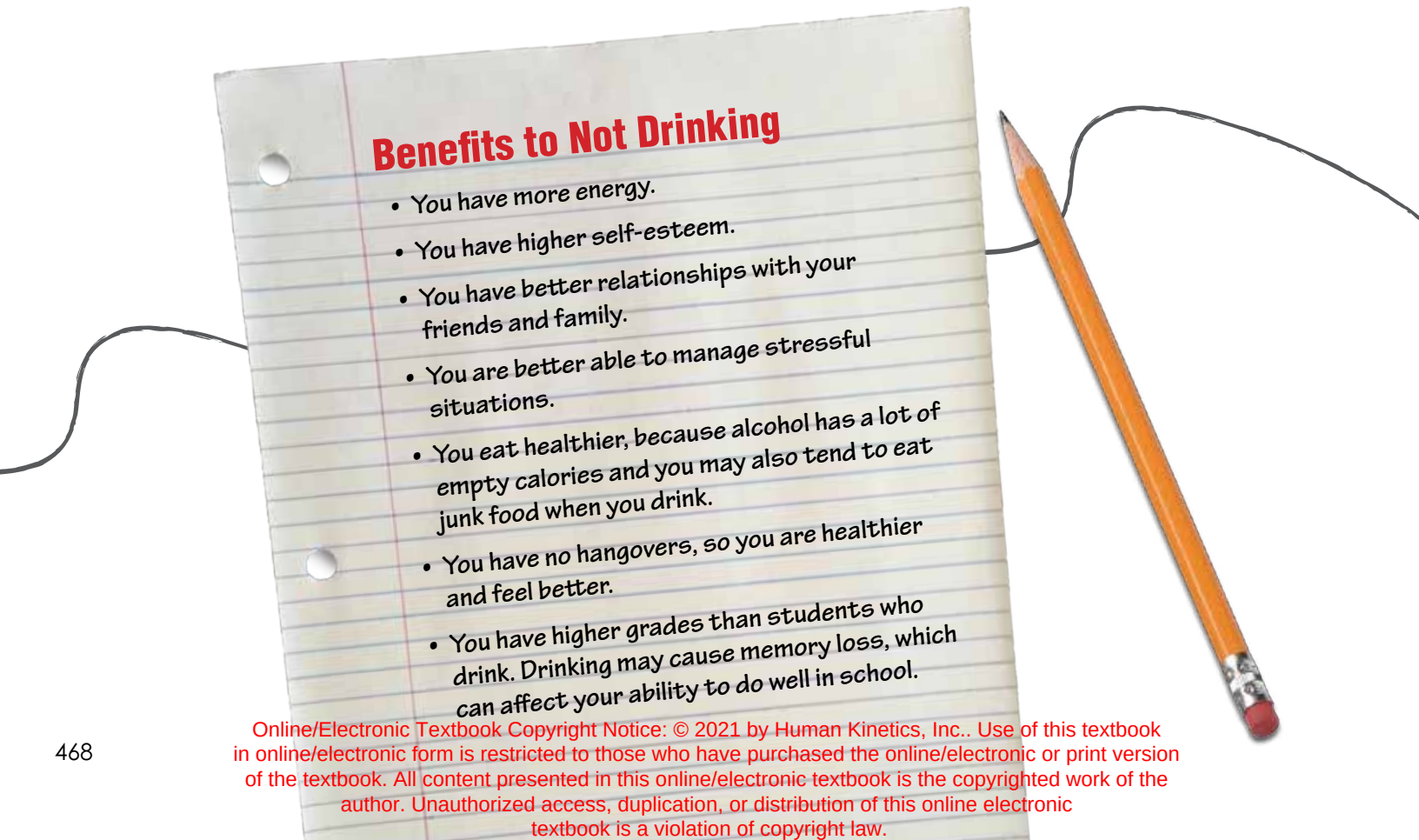


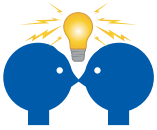
Figure 10.9 Benefits to not drinking.

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Skill-Building Challenge

Practicing Your No When Offered Alcohol



Imagine you are at a party and someone offers you a drink. How will you say no? Answer the following questions to practice saying no.

- If someone offers you a drink, what is your response? Include your verbal and nonverbal responses.
- If the person didn't listen to your first response and continues to offer you a drink, what is your next response? Include your verbal and nonverbal responses.
- If the person continues to persist and continues to pressure you to drink, what is your third response? Include your verbal and nonverbal responses.

Use the refusal skills to also reinforce your use of no. Write out your answers using the refusal skills.

1. Say "no."
2. Use an *I* message to state your reason for not wanting to.
3. Use an assertive voice and have your nonverbal body language match your verbal language: stand tall, look the person in the eye, and shake your head no.
4. Stick with your position.
5. If this does not work, remove yourself immediately from the situation.

Practicing ahead of time what you would say in a situation like this will make it easier for you if the situation actually happens.

Healthy Living Skills

This lesson focused on healthy communication. Here are some more ways you can develop healthy living skills related to this lesson.



ACCESSING INFORMATION

Do an Internet search to find information on preventing teens from using alcohol. Try to find something that is different and creative or maybe you will find an idea that sparks a better idea from you that you could try. Present your ideas to the class in a two- to three-minute oral presentation.



PROMOTING GOOD HEALTH

Using the five steps for health promotion, explain how you would promote an alternative activity to drinking alcohol. Use at least one of the positive benefits to not drinking found in this lesson to support your message. Remember the five steps to health promotion.

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LESSON 10.4 Review: Saying No to Alcohol

LESSON SUMMARY

- It is important to be able to recognize the different circumstances you may be in that will either encourage or discourage the use of alcohol.
- Being able to refuse a drink is an important skill for you to practice. Remember, you want your verbal and nonverbal messages to match.
- There are many positive benefits to being alcohol free including having increased energy, being better able to manage stress, and having higher self-esteem than if you were drinking. There are also many things you can do besides drink alcohol—for example, going to a movie, finding a new hobby, or advocating for something you believe in.

REVIEWING CONCEPTS AND VOCABULARY

1. The use of spoken or written words to send a message is _____ communication.
2. A(n) _____ message is a statement you use to express your own opinion or to make a statement.
3. _____ communication, or body language, means you are communicating without talking.
4. A(n) _____ skill is a technique for saying no and sticking with it.
5. Having a(n) _____ means you have other choices besides the most obvious one.

THINKING CRITICALLY

Write a story about a teenager who is addicted to alcohol. Make the story realistic and include some of the consequences of drinking as part of the story.

TAKE IT HOME

Use the information in this lesson to talk with a younger sibling or classmate about the benefits of not drinking alcohol. Teach your sibling or friend how to use nonverbal cues to help get their point across when confronted with being offered alcohol.

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LESSON 10.5

Treating Alcohol Use Disorders

Terms to Learn

alcohol use disorder (AUD)
alcohol treatment program
outpatient treatment
substance abuse counselor
mental health therapist
student assistance program
residential treatment center



The Big Picture

Understanding whether a person has an alcohol use disorder is important in determining whether the person needs professional help or not. Asking for help for a drinking problem is an important first step in recognizing you have a problem you can't fix by yourself.

Learning Targets

- Define what an alcohol use disorder is and how it is diagnosed.
- Describe three of the most common reasons for teen alcohol use disorders.
- Explain what outpatient treatment is.
- Summarize what a residential treatment center is.
- Identify what a student assistance program does.
- Discuss how family members can be involved in a teen's treatment program.

SEL Connection

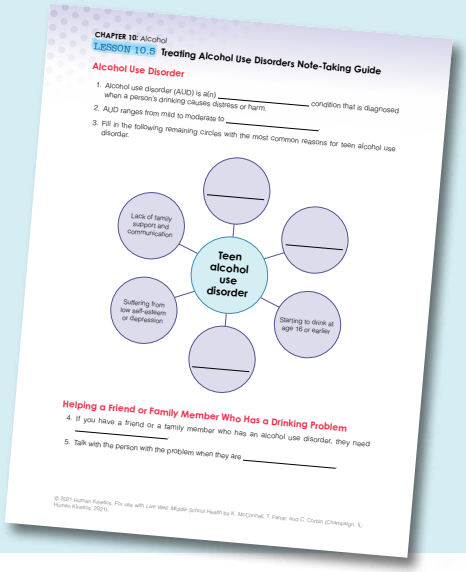
Skill-Building Challenge: Where Can I Go for Help? (Self-Management)

Write About It

List everything you know about treatment for an alcohol use disorder. Then list questions related to treatment that you would like to have answered.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 10: Alcohol
LESSON 10.5 Treating Alcohol Use Disorders Note-Taking Guide

Alcohol Use Disorder

1. Alcohol use disorder (AUD) is a(n) _____ condition that is diagnosed when a person's drinking causes distress or harm.
2. AUD ranges from mild to moderate to _____
3. Fill in the following remaining circles with the most common reasons for teen alcohol use disorder.

Teen alcohol use disorder
Lack of family support and communication
Suffering from low self-esteem or depression
Starting to drink at age 16 or earlier

Helping a Friend or Family Member Who Has a Drinking Problem

4. If you have a friend or a family member who has an alcohol use disorder, they need _____
5. Talk with the person with the problem when they are _____

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Cruz started drinking when his grandpa died a year ago. Cruz and his grandpa were very close, and Cruz has never really gotten over him being gone. Cruz tends to drink after school and on the weekends when his family members are at work. But lately Cruz has begun drinking more during the day as well and has even drunk before going to school a couple of times. Cruz has a couple of friends he used to hang out with, but since he has been drinking more and has shown up intoxicated at school a couple of times his friends don't want to be around him anymore. He has even stayed home from school to drink and his grades in his classes have really gone down quickly; he has Cs and Ds even though he used to be an A and B student. The school counselor, Mr. Taylor, saw Cruz in the hall and asked him to come into his office for a moment. Mr. Taylor has noticed Cruz's grades slipping, that he spends a lot of time by himself at school, and that he has been sick a lot lately. Mr. Taylor wants to talk to him about his concerns and to see if he can help him in any way. What do you think Mr. Taylor is most concerned about with Cruz? What kind of help do you think Cruz needs?



Alcohol Use Disorder

Alcohol use disorder (AUD) is a medical condition that is diagnosed when a person's drinking causes distress or harm. The condition ranges from mild to moderate to severe and is diagnosed if a person answers yes to two or more questions about their drinking experience in the past year. There are 11 questions used to determine whether a person has an alcohol use disorder or not.

1. Have there been times when you ended up drinking more or longer than you thought you would?
2. Have you wanted to try to stop drinking but couldn't?
3. Have you spent a lot of time drinking or being sick from drinking?
4. Have you experienced alcohol cravings where you had a strong need to have a drink?
5. Have you found that drinking or being sick from drinking interfered with school?
6. Have you continued to drink even though it was causing trouble with your friends or family?
7. Have you cut back on or stopped doing activities that were important to you in order to drink?
8. Have you more than once gotten into a situation while or after drinking that increased your chances of getting hurt (like getting into a fight or having unsafe sex)?

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9. Have you continued to drink even though it was making you feel depressed or anxious, or after having had a memory blackout?
10. Have you had to drink much more than you once did to get the effect you want?
11. Have you found that when the effects of alcohol were wearing off, you had withdrawal symptoms?

If you answer yes to any of the 11 questions there is cause for concern. Figure 10.10 lists some signs that you need help.

The severity of the AUD is defined as

- mild if you answer yes to two or three questions,
- moderate if you answer yes to four or five questions, and
- severe if you answer yes to six or more questions.

The most common reasons for teen alcohol use disorder:

- Lack of family support and communication.
- Family conflicts and a history of alcohol or drug use.
- Peer pressure to drink and be part of the crowd.



Figure 10.10 Signs you may need help for an alcohol use disorder.

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- Teen drinking in the media.
- Starting to drink by age 16 or earlier.
- Having family members with an alcohol use disorder.
- Suffering from low self-esteem or depression.

Helping a Friend or Family Member Who Has a Drinking Problem



If you have a friend or family member who has an alcohol use disorder, they need help. It is important for you to talk with someone concerning your friend or family member. Talking to someone isn't being disloyal to your friend or family member, it's finding out information, so you know how to talk with them. Talk with an adult you trust such as a teacher, counselor, or parent. If you decide to talk with your friend or family member, here are some guidelines to help you.

- Talk with them when they are sober. Use *I* messages.
- Don't accuse them of drinking too much or too often. Express your concern about them and how much you care for them.
- Talk about your feelings by telling them you're worried and how you feel about their drinking.
- Tell them how you have felt when you have been around them when they were drinking and tell them things they have said or done to you when they have been drinking.
- Offer to go with them to get help for their alcohol problem.
- Be prepared for them to deny they have a problem or to be angry with you for talking to them.

HEALTHY LIVING TIP

Find out whether your school has a student assistance program. If your school does have a program, find out how you can be a part of it, either because you may need the support of the program or because you want to know how you could help and support your peers who are a part of the program. If your school doesn't have a program, talk to a school counselor about how a program could be started in your school to help students with alcohol, tobacco, or drug problems.

Alcohol Treatment Programs

Based on the severity of the alcohol use, there are times when individuals may need professional help to stop drinking (figure 10.9). There are many different ways people may try to stop drinking. You need to be aware that there isn't one way for everyone. Each person needs to find the combination of treatment programs that work best for them. An **alcohol treatment program** is where people go to get professional help for an alcohol use disorder. Some people

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Career Connection

SUBSTANCE ABUSE COUNSELOR

A substance abuse counselor works with a lot of different clients ranging from teens to the elderly and military to corporate office professionals. On a daily basis these professionals listen to clients explain their problems and what causes them to drink. Counselors help clients learn how to modify their behavior, teach coping mechanisms, create treatment plans, lead individual and group therapy sessions, set up aftercare plans, and meet with family members to provide guidance and support. In order to become a substance abuse counselor, most agencies require a master's degree in counseling or social work and an appropriate certification.

will use only one of these treatment programs while others will need a combination of treatment programs in order to be successful.

Outpatient Treatment

Outpatient treatment means you can still go to school and live at home, but you have to attend counseling. The specific type of outpatient treatment and how many times a week you have to go will be determined by a **substance abuse counselor** or a **mental health therapist**. A substance abuse counselor works with people who are dealing with an alcohol use disorder and other substance abuse disorders. A mental health therapist is a medical professional who helps people achieve emotional wellness.

Individual Counseling

One type of outpatient treatment is individual counseling with a substance abuse counselor or a mental health therapist. This type of treatment might focus on changing your behavior that makes you want to drink, teaches you to manage your stress and other things that may cause you to drink, and helps you build a strong support system.

Group Therapy

A second type of outpatient treatment is group therapy. The primary difference between individual counseling and group therapy is that in the group therapy setting you also have the support of other members who also have an alcohol use disorder and are experiencing similar situations.

Mutual Support Groups

A mutual support group is a group of people who have the same problems or concerns. The best-known alcohol mutual support group is Alcoholics Anonymous (AA). The people in the group can offer understanding and advice and help keep you on track to recovery.

Student Assistance Programs

Many schools around the country have put into place some type of **student assistance program**, in which substance abuse counselors are brought into

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your school and meet with students individually or as a group on a weekly basis. A student assistance program is designed to help students, families, and schools build a safe school environment for everyone to be successful in. These programs provide services such as

- early alcohol, tobacco, and drug prevention and intervention services to students and families,
- referrals to community services, including treatment providers,
- assistance in getting students back into school if they have had problems with alcohol, tobacco, or other drugs, and
- informational workshops for parents, school staff, and community members about how to assist students in need.

Medications

Sometimes pills are given to help stop or reduce drinking. The pills may also help with preventing a relapse. A relapse happens when a person begins drinking again after they have attempted to stop. These are two of the most commonly used medications to make drinking less enjoyable:

- *Disulfiram (Antabuse):* Will make you feel sick or cause you to throw up when you drink. Knowing you will have side effects may help you to avoid drinking.
- *Naltrexone (Revia):* Can reduce your urge to drink.

Residential Treatment Centers

A **residential treatment center** is a center where you would live full time for the length of your treatment. The length of your treatment depends on your progress in the program, with the average treatment time being one to three months. You would participate in individual and group counseling sessions as well as other therapeutic and educational activities. Residential treatment centers have very structured programs that focus on your recovery.

Family Involvement in Residential Treatment Programs

Residential treatment centers also want the family involved in the alcohol user's treatment. The programs teach family members about the alcohol use disorder and look at how family dynamics may help or hurt the alcohol user once they return home. Many teens who have an alcohol use disorder come from families where alcohol is a problem. Getting the family involved in the treatment program can be helpful for everyone. It is also important for family members to be able to talk with other people who have faced similar situations. There are two main support groups for families.

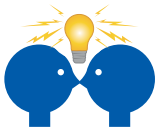
- Al-Anon helps family members and friends of alcoholics. They learn how to help themselves as well as the person with the drinking problem.
- Alateen is specifically for teens who have a family member or friend who is an alcoholic.

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Skill-Building Challenge

Where Can I Go for Help?



Use the Internet to locate at least one agency for each of the categories in the following grid. If there isn't a resource available in your community, you may need to expand your search to a neighboring community or state. You want to find the community agency closest to where you live.

Type of treatment center	Agency name	Address	Telephone	Approximate distance from home or school
Individual counseling with a substance abuse counselor				
Group therapy for teens who use alcohol				
Support group for teens who use alcohol				
Inpatient treatment center for teens who use alcohol				

Do the agencies you selected appear to be valid and reliable (.gov, .org, or .edu)? Explain.

Healthy Living Skills

This lesson focused on accessing valid and reliable information. Here are some more ways you can develop healthy living skills related to this lesson.



ANALYZING INFLUENCES

People who have an alcohol use disorder need help, but it is often a hard subject to talk about. Some people see going to a mental health therapist or a substance abuse counselor as a sign of weakness, but it really is not. Do some research on the Internet on sport stars or celebrities who have gotten help for their drinking problem.



PRACTICING HEALTH-ENHANCING BEHAVIORS

Taking care of yourself is an important part of living a healthy life. It is hard for many teens to find time for themselves, and then they get overwhelmed with all that is happening. Sometimes that feeling of being overwhelmed can lead to drinking alcohol. Write down two or three positive things you could do for yourself on a daily basis. Put a reminder in your phone or write a note that reminds you to take care of yourself today.

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LESSON 10.5 Review: Treating Alcohol Use Disorders

LESSON SUMMARY

- An alcohol use disorder (AUD) is a medical condition that is diagnosed when a person's drinking causes distress or harm. The condition ranges from mild to moderate to severe. There are 11 questions used to determine whether a person has an alcohol use disorder. The more questions the person answers with yes, the more severe their condition is.
- Teens may experience AUD because of a variety of family and societal pressures. Reasons may include a family member with history of AUD, experiencing low self-esteem for a variety of reasons, or feeling peer pressure to fit in.
- Several different treatment options are available for a teen who needs help, including outpatient treatment, where the teen goes to counseling a set number of times a week and talks with a therapist. Teens who have severe AUD may need a residential treatment center, where they will live for a specific amount of time so they can be taken care of full time. Another option is a student assistance program at school that can work with the teen and possibly their family to help them get needed assistance.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ is a medical condition that is diagnosed when a person's drinking causes distress or harm.
2. In _____ treatment you can still go to school and live at home, but you have to attend counseling.
3. A(n) _____ counselor works with people who are dealing with an alcohol use disorder and other substance abuse disorders.
4. A(n) _____ therapist is a medical professional who helps their patients achieve emotional wellness.
5. In a(n) _____ center you would participate in individual and group counseling sessions as well as other therapeutic and educational activities.
6. A(n) _____ program is designed to help students, families, and schools build a safe school environment where everyone can be successful.
7. A support group specifically designed for teens with family members or friends who are alcoholics is known as _____.

THINKING CRITICALLY

Create a flyer announcing a new support group for teenagers who are using alcohol. Use statistics and other facts to signal the dangers of drinking, and think about what things would make a support group effective. Include those elements in your announcement.

TAKE IT HOME

Talk to your family about trying to set up a time once a week at the very least where everyone gets together and talks about what is happening with them. Being able to talk about your day, your week, your problems, or your celebrations and share what is going on with you, as well as listening to what is happening to the other people in your family, helps connect you with each other.

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Chapter Review

ACTION PLAN: Be Alcohol Free

Use the My Action Plan Worksheet to set goals for being alcohol free. Here is an example.

My Action Plan: Be Alcohol Free

STEP 1: Identify the health behavior you are going to work on.

I want to focus on doing things with my friends without drinking alcohol.

STEP 2: Write SMART goal(s).

Write one or two short-term goals (one day to one month or more).

I will have fun with my friends without drinking alcohol.

Write a long-term goal (one to six months or more).

I will work on having friends who don't drink alcohol.

STEP 3: Make a plan.

Identify two to five action steps (strategies) you could do to meet your goal.

I will make a list of 5 things my friends and I can do that doesn't include drinking alcohol.

I will focus on my friends who support my idea of not drinking.

STEP 4: Do your plan and track your progress.

Short-term goal ☒ Met ☐ Not met Date: May 15

Long-term goal ☒ Met ☐ Not met Date: August 23

If you met your goal, what helped you to be successful?

I met my short-term goal because we found things we could do that were fun without drinking alcohol.

I met my long-term goal because I found out in my short-term goal who my friends were that didn't want to drink alcohol anymore and I focused on them.

If you did not meet your goal, what things made it harder for you to be successful?

I met both my goals.

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Test Your Knowledge

Select the best answer for each question.

1. Of the four fetal alcohol spectrum disorders, which is the most severe?
   a. ARBD
   b. ND-PAE
   c. FAS
   d. ARND

2. Alcohol is a(n)
   a. stimulant
   b. depressant
   c. hallucinogen
   d. pain reliever

3. If a friend is talking to you about alcohol and gesturing with their hands a lot, they are using
   a. verbal communication and nonverbal communication
   b. refusal skills and *I* messages
   c. *I* messages and nonverbal communication
   d. nonverbal communication and refusal skills

4. A form of electronic communication in which people can share personal messages and videos of themselves drinking is known as
   a. streaming shows
   b. social media
   c. magazines
   d. television

5. The type of disorder that is diagnosed when a person's drinking causes distress or harm is
   a. substance abuse disorder
   b. drinking disorder
   c. alcohol use disorder
   d. depressant disorder

6. The program that has substance abuse counselors in the school meeting with students individually or in a group setting is known as
   a. student assistance program
   b. group therapy program
   c. mutual support group program
   d. residential treatment program

7. The term used to describe pressure you feel from your friends when they want you to drink alcohol is
   a. friend
   b. family
   c. sibling
   d. peer

8. A common reason for teen alcohol use disorders is
   a. lack of family support
   b. withdrawal symptoms
   c. tolerance
   d. use of other drugs

9. What type of communication technique is used to say no and then stick with it?
   a. verbal communication
   b. refusal skills
   c. *I* messages
   d. nonverbal communication

10. A teen consuming five or more drinks in a short period of time describes
    a. heavy drinking
    b. hangover drinking
    c. moderate drinking
    d. binge drinking

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PROJECT-BASED LEARNING: Alcohol Effects on Social Media

What to Remember

Teens often don't really understand the short- and long-term effects alcohol can have on them physically, mentally, emotionally, and socially. Physical effects of alcohol use can cause damage to major organs. Mental and emotional effects can make it difficult for a teen to concentrate so they may not be able to cope with the daily demands of their life. Social effects can make it difficult for teens to have and keep friends. Alcohol use can really make your life worse than you ever imagined.

What to Do

Get into groups of three and work together to develop a Facebook page or some other type of social media for other teens. On this Facebook page you will review the information on the short- and long-term effects of alcohol on a person physically, mentally, emotionally, and socially. You will need to write out a script of the information you are going to present so you remember to include all the details.

See whether your school has some type of social media you might be able to link to. If not, you will need to create a social media page for this assignment. Regardless of the social media you use, it will be important for you to keep the page *private* so you have control over who may have access to it. To begin with, it should just be your class and your teacher and then you can expand your followers if your teacher approves. If you don't have access to social media of any kind you could create a poster or brochure of the information so you can still share it with several people.

Who It Is For

Students in your class.

Why It Is Important

To help your peers understand the consequences of drinking alcohol, which can affect you well into your future.

How to Do It

Step 1: Use the information in this chapter to identify the physical, mental, emotional, and social effects of drinking alcohol. Make sure you include both short- and long-term effects.

Step 2: Decide which person in the group will be responsible for which components: physical, mental, emotional, and social. You should also include an introduction paragraph that explains what alcohol is and the different ways it can affect a person.

Step 3: Make sure each person in your group and your teacher have access to the social media platform you are using and that you have made the page *private* to begin with.

Step 4: If you can't use social media, create a poster or brochure so your group can share the information with the class.

CROSS-CURRICULAR CONNECTION: Math

Create a graph that clearly displays the information below.

If a person has a BAC of .03, they feel lightheaded. A BAC of .06 causes a person to have difficulty with their memory. With a BAC of .17, a person is considered very drunk and will have blurred vision. With a BAC of .27, a person experiences their physical functions to be severely impaired. With a BAC of .08, a person is considered legally drunk and their reaction time is impaired. With a BAC of .14, a person has gross motor impairment and a person with a BAC of .23 will experience vomiting. Finally, a BAC of .31 could result in a coma or death.

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11

Tobacco and E-Cigarettes

LESSON 11.1 Tobacco Products and the Rise of E-Cigarettes
LESSON 11.2 Influences on Using Tobacco Products
LESSON 11.3 Avoiding and Quitting Tobacco Product Use
LESSON 11.4 Government Regulation of Tobacco Products



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Understanding My Health

What Do I Know About Tobacco Products?

Complete the following self-assessment by putting an X in the box below the word *true* or *false* for each question to help you understand your knowledge about tobacco products.

	True	False
1. Tobacco use is the number one cause of preventable deaths in the United States.		
2. E-cigarettes are a safe alternative to smoking regular cigarettes.		
3. Nicotine is the main addictive chemical in tobacco.		
4. Vaping is the act of inhaling and exhaling aerosol produced by e-cigarettes.		
5. A person cannot become addicted to e-cigarettes.		
6. Using e-cigarettes is the best way to stop smoking regular cigarettes.		
7. A person has to be 18 years old to purchase any type of tobacco product in the United States.		
8. There are multiple apps and text message programs you can download to help you quit using tobacco products.		
9. All 50 states have comprehensive smoke-free laws covering workplaces, restaurants, and bars, which means they are 100% smoke free.		
10. Secondhand smoke is the tobacco residue that can remain on surfaces for months after someone smokes.		

Answers: 1. true, 2. false, 3. true, 4. true, 5. false, 6. false, 7. false, 8. true, 9. false, 10. false

My score for What Do I Know About Tobacco Products? = _____ (total number of correct answers)



Tobacco products come in many different forms including cigarettes, pipes, cigars, smokeless tobacco, and e-cigarettes. While tobacco is the main ingredient in most of the products, it is nicotine that is the addictive chemical that hooks a person to continue using. There are multiple negative health effects that can affect a person who uses tobacco products as well as the secondhand and thirdhand smoke that can affect the people who aren't smoking. Being aware of who and what influences you will affect the decisions you make about using tobacco products. Tobacco product use is on the rise in youth due primarily to the use of e-cigarettes. E-cigarette use is also known as vaping.

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LESSON 11.1

Tobacco Products and the Rise of E-Cigarettes

Terms to Learn

tobacco
nicotine
dopamine
e-cigarette
vaping
e-juice
secondhand smoke
carcinogen



The Big Picture

Tobacco use is on the rise among teens, and e-cigarettes are a popular product being used because teens think they are much safer than regular cigarettes. The addicting ingredient in tobacco is nicotine, which in combination with tobacco can have a number of short- and long-term health effects. Vaping (using an e-cigarette) gets its name from the clouds of vapor that are produced when using an e-cigarette device. Using e-cigarettes is a dangerous alternative to smoking, primarily because of the amount of nicotine found in many e-cigarettes and the health risks that we may not even know about yet. Smoking or vaping also affects nonsmokers because of second and thirdhand smoke.

Learning Targets

- Define tobacco and name its main ingredient.
- Explain three short- and three long-term health effects of tobacco products on the body.
- Describe what vaping is.
- Summarize what can be in the aerosol or vape e-cigarette users inhale and exhale.
- Recognize what e-juice is.
- Indicate what the health risks are specific to vaping.

SEL Connection

Healthy Living Skills: Accessing Information (Self-Awareness)

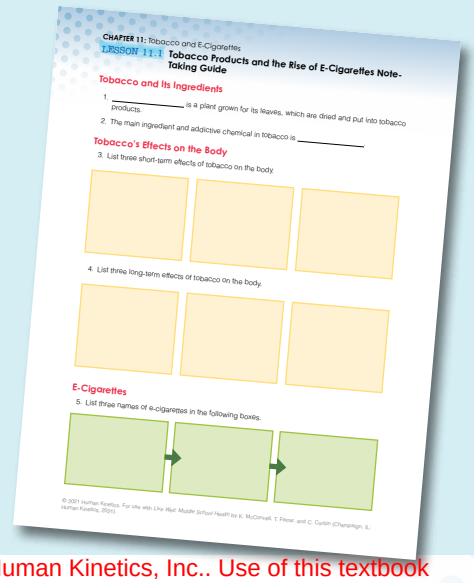
Healthy Living Skills: Promoting Good Health (Social Awareness)

Write About It

Can you name four types of tobacco products? Can you list the common ingredient found in all forms of tobacco?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 11: Tobacco and E-Cigarettes
LESSON 11.1 Tobacco Products and the Rise of E-Cigarettes Note-Taking Guide

Tobacco and Its Ingredients

1. _____ is a plant grown for its leaves, which are dried and put into tobacco products.
2. The main ingredient and addictive chemical in tobacco is _____.

Tobacco's Effects on the Body

3. List three short-term effects of tobacco on the body.

4. List three long-term effects of tobacco on the body.

E-Cigarettes

5. List three names of e-cigarettes in the following boxes.

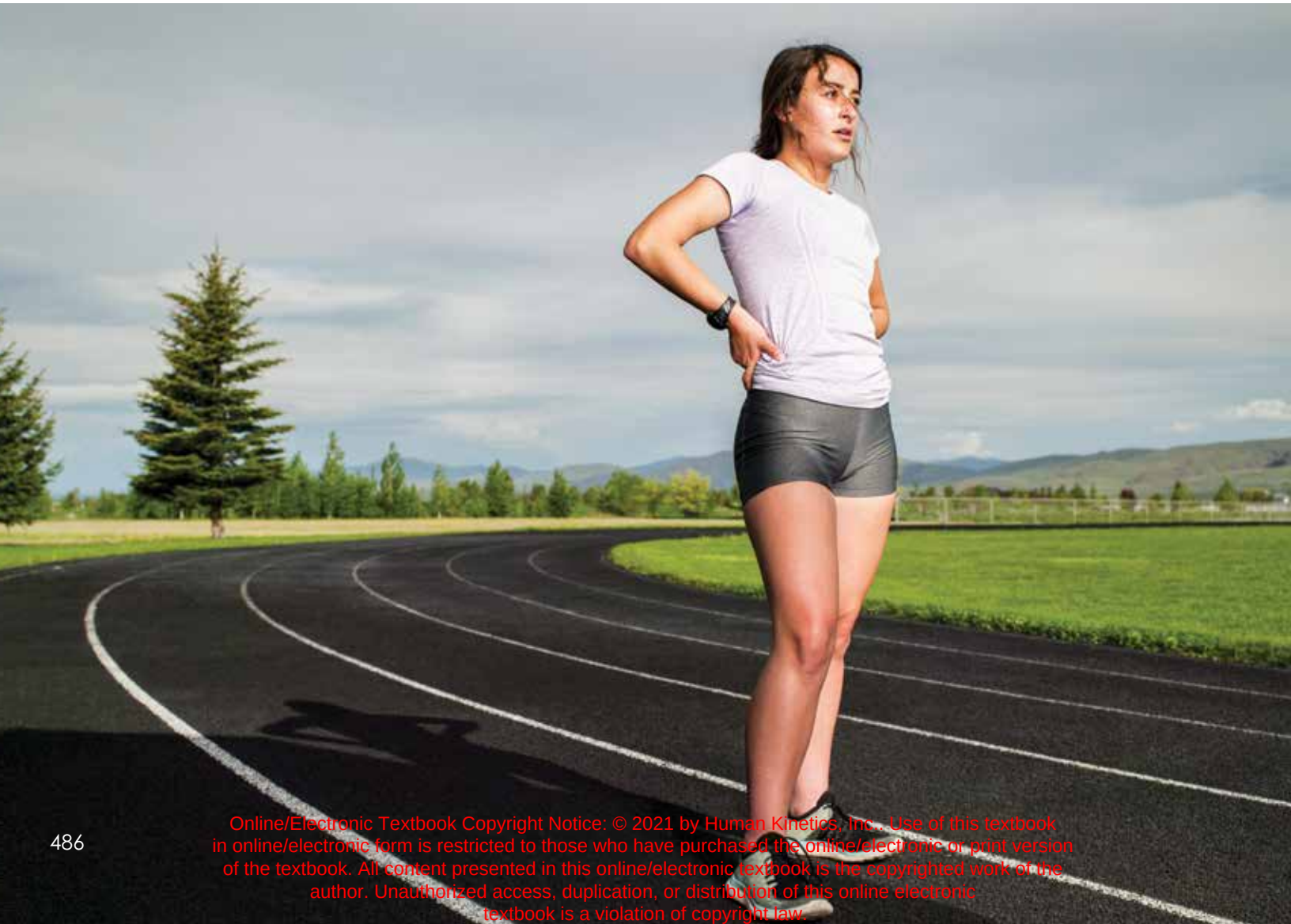
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Maria has begun vaping with her friends. Maria only vapes a couple of times a day, so she doesn't think it will be a big deal. A few months go by and Maria is now vaping six to eight times a day. Maria notices that since track practice has started and she runs the mile it has become more difficult for her to do the training runs of two to three miles. She often has to stop to catch her breath and she tends to cough a lot while she is running and afterwards too. Why do you think Maria is having difficulty breathing when she is running?

Tobacco Facts

Tobacco product use in the United States is increasing in youth. According to the Centers for Disease Control (CDC), in 2018 more than 1 in 4 high school students and 1 in 14 middle school students had used a tobacco product in the last 30 days. This was a significant increase in both middle school and high school students from 2017 to 2018 and was driven primarily by an increase in e-cigarettes. Tobacco use is the number one cause of preventable deaths in the United States (figure 11.1).



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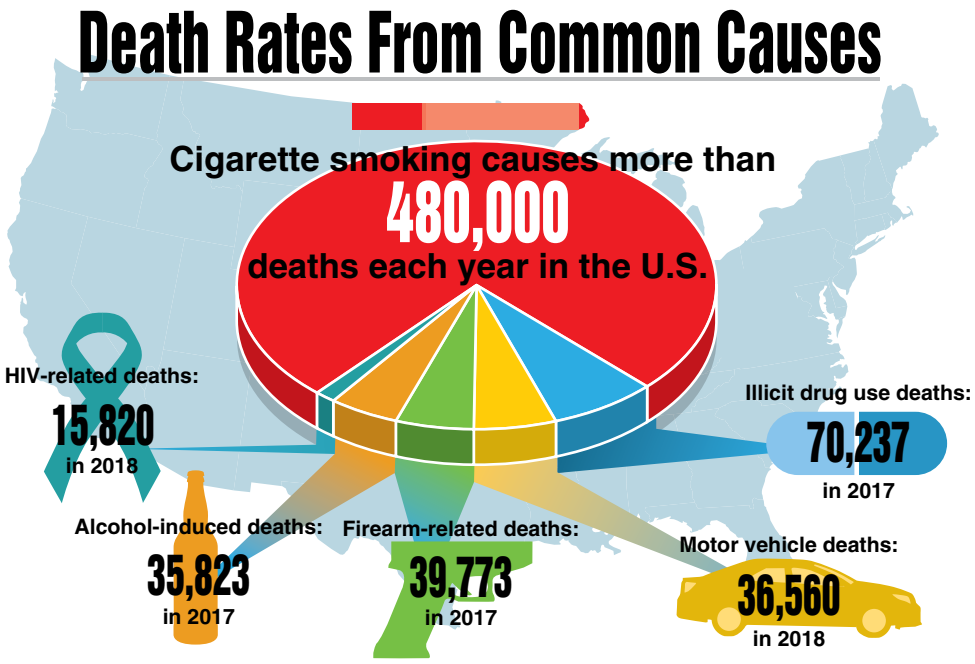


Figure 11.1 Common preventable deaths in the United States.

Tobacco and Its Ingredients

Tobacco is a plant grown for its leaves, which are dried and put into tobacco products. Tobacco contains **nicotine**, which is the addictive chemical and the main ingredient in tobacco. Nicotine stimulates the release of **dopamine** in the brain, which is the chemical responsible for feelings of excitement, relaxation, and stress relief. The release of dopamine and how it makes people feel is the reason people have more cigarettes throughout the day, because they want to experience those feelings again. Cigarettes and other forms of tobacco contain not only nicotine but also hundreds of other chemicals and substances (figure 11.2).

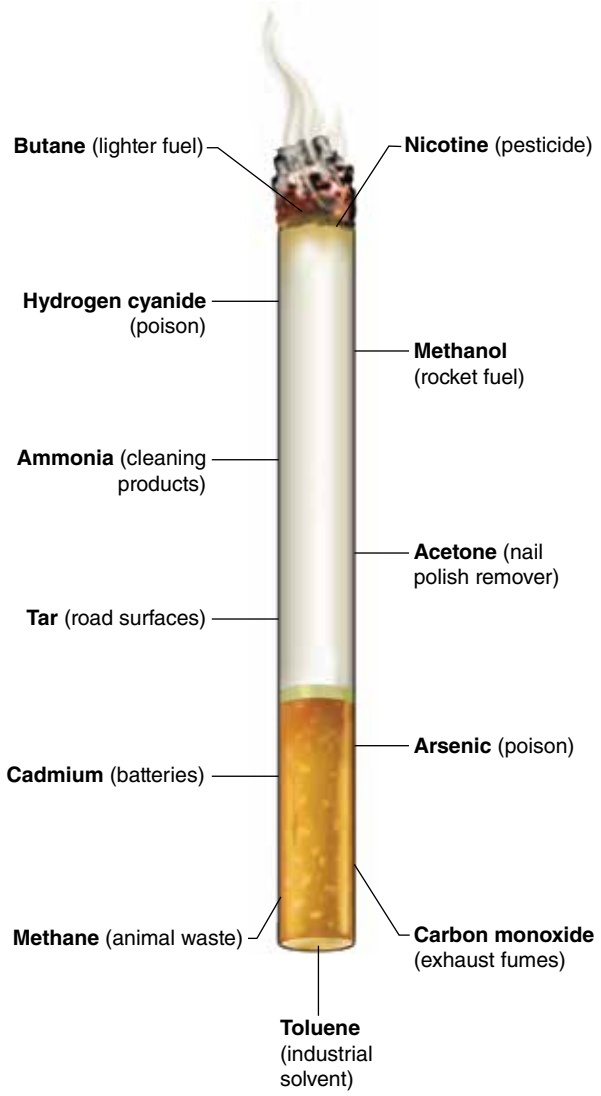


Figure 11.2 Common cigarette components and what else they can be found in.

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Types of Tobacco Products

Tobacco is found in different types of products. Some you may be familiar with and others may be new to you.

Cigarette

A thin cylinder of ground or shredded tobacco that is wrapped in paper, lit, and smoked.



Cigar

A tube of tobacco that is thicker than a cigarette, is wrapped in a tobacco leaf, lit, and smoked. Cigars include regular cigars, cigarillos, and little filtered cigars.

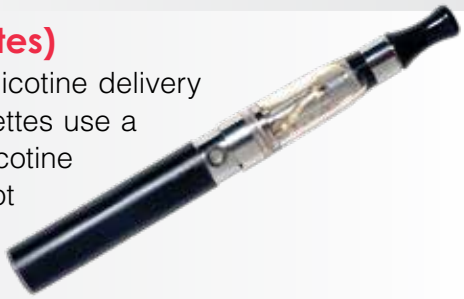


Snuff and Snus

Finely ground tobacco that can be moist, dry, or packaged in pouches that look like tea bags; all are kept in the mouth between the lower lip or cheek and gums.

Electronic Cigarettes (E-Cigarettes)

Also known as vape pens, electronic nicotine delivery systems (ENDS), and e-pipes. E-cigarettes use a so-called e-juice, which may contain nicotine as well as different flavors but does not contain any tobacco. The liquid is heated to create an aerosol the user inhales; this is called vaping.



Dissolvables

Finely ground tobacco pressed into shapes such as tablets, sticks, or strips that slowly dissolve in the mouth.

Pipe

A tube with a small bowl at one end that is filled with tobacco, lit, and smoked.



Chewing Tobacco

Loose-leaf, plug, twist, or roll are all kept in the mouth between the cheek and gums.



Tobacco's Effects on the Body

No matter what type of tobacco you use, it will have a consequence on how you feel and look (figure 11.3).

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Teens who smoke may be more likely to develop asthma, bronchitis, and pneumonia. Asthma causes swelling and narrowing inside the lung and restricts the air supply. Bronchitis is an inflammation of the lining of the bronchial tubes, which carry air to and from the lungs. People with bronchitis cough up thick mucus. Pneumonia is an infection that inflames the air sacs in one or both lungs. This causes coughing and difficulty breathing.

When smoke is inhaled, chemicals from the smoke are absorbed into the lungs and can result in lung diseases including emphysema and chronic obstructive pulmonary disease (COPD). Emphysema causes shortness of breath because the air sacs in the lungs have been damaged. COPD is due to the airflow from the lungs being clogged so it is hard to get enough oxygen. Eight out of 10 cases of COPD are caused by smoking.

Nicotine is the main ingredient in tobacco and is very addicting. Tobacco has multiple short- and long-term effects on our bodies (table 11.1).

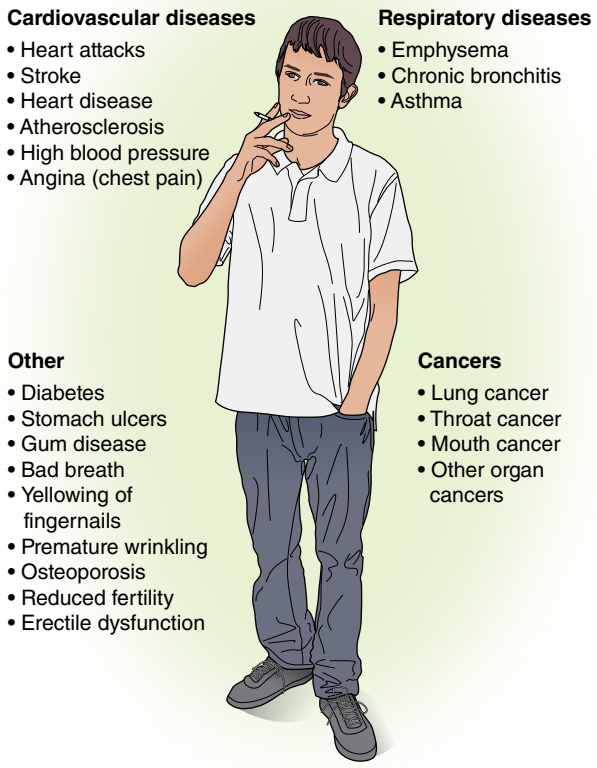


Figure 11.3 Effects of tobacco on the body.



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TABLE 11.1 **Health Effects of Tobacco**

Short-term health effects	Long-term health effects
Teen smokers have less endurance due to a decrease in lung function, have overall poorer physical performance, have increased sports-related injuries due to lower amounts of oxygen in the blood, and have poorer overall health.	Teens who smoke regularly are more likely to continue to smoke throughout their adult lives.
Due to the hot gases and small particles inhaled during smoking, the mouth, pharynx, and larynx suffer constant irritation, which may develop into hoarseness and coughing due to inflammation.	Life expectancy is reduced by seven years if you smoke a pack or more of cigarettes each day.
Resting heart rates of young smokers are two to three beats per minute faster than among nonsmokers.	Increased risk of heart disease and stroke.
Increased blood pressure.	Twenty times more likely to get lung cancer than a nonsmoker.
More likely to have seen a health professional for an emotional or psychological problem. This may be due to the nicotine addiction and people continuing to use tobacco to feel better.	The lungs of teens who smoke may never grow to their potential size and never perform at full capacity because the chemicals in cigarette smoke slow down lung growth. The same chemicals can also cause lung diseases including emphysema and COPD.
Teens who smoke are 3 times more likely to use alcohol, 8 times more likely to use marijuana, and 22 times more likely to use cocaine. Nicotine changes the structure of a person's brain, making it more likely that the person will become addicted to other drugs.	Tobacco acts as a central nervous system stimulant, which causes anxiety, depression, and negative effects on learning, memory, and cognition.
Yellowing of the teeth and fingertips and development of leathery, dry skin.	Increased risk of getting tobacco-related cancers.

Health Effects of Smokeless Tobacco

Smokeless tobacco is also a serious risk to your mouth and overall health. Smokeless tobacco contains twice as much nicotine as a regular cigarette; it can be even more addictive than cigarettes. A single can of chewing tobacco has as much nicotine as four packs of cigarettes. Smokeless tobacco also contains

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carcinogens, just like cigarettes. There are a number of health consequences of smokeless tobacco that teens need to be aware of:

- Can lead to nicotine addiction.
- Can cause cancer of the mouth, esophagus (the passage that connects the throat to the stomach), or pancreas (a gland that helps with digestion and maintaining proper blood sugar levels).
- Destroys gum tissue and causes cavities, tooth decay, and bone loss around the teeth.
- Causes tooth discoloration and bad breath.

E-Cigarettes

E-cigarettes have many different names, such as e-cigs, vape pens, vapes, mods, tank systems, and ENDS, which stands for electronic nicotine delivery systems (figure 11.4). E-cigarettes are battery-operated devices that heat a liquid and produce an aerosol. The aerosol that e-cigarette users inhale and exhale can contain the following: nicotine, flavorings, ultrafine chemical particles that can be inhaled into the lungs (from the e-juice and from the metal in the heating coil of the e-cigarette), cancer-causing chemicals, and heavy metals such as nickel, tin, and lead. Using an e-cigarette is often known as vaping. **Vaping** is the act of inhaling and exhaling aerosol produced by an e-cigarette.

E-cigarettes come in many shapes and sizes. Some look like regular cigarettes and are usually disposable. Others look like USB flash drives or pens while others are tank systems, which are larger devices known as mods. The e-cigarettes that are in the form of USB drives, pens, and mods all have internal batteries and are all rechargeable.

Regardless of the type of e-cigarette, they usually have a battery, a heating element, and a place to hold liquid. The liquid, often referred to as **e-juice**, usually contains nicotine, flavoring, and other chemicals. The amount of aerosol produced by the e-cigarette affects how much nicotine is consumed.

E-juice comes in a number of flavors, including strawberry, bubblegum, orange, peppermint, coffee, cola, and pie flavors. The use of flavors is also part of the appeal to teens; they don't view it as smoking since it doesn't smell

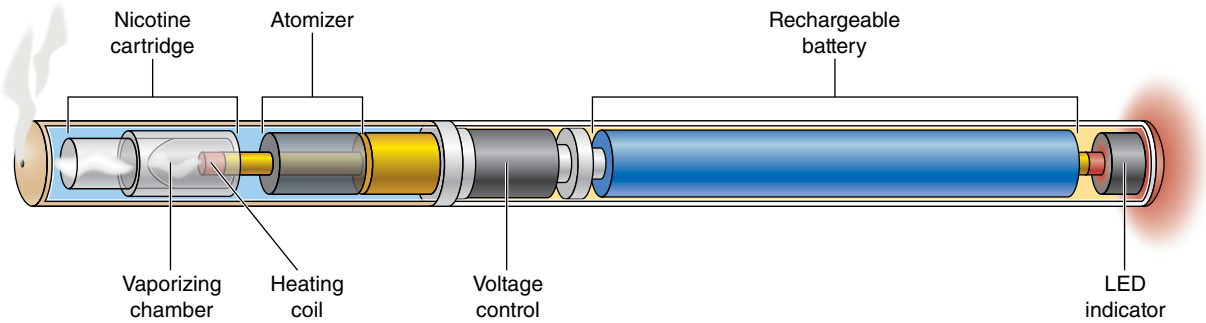


Figure 11.4 The internal part of an e-cigarette.

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like traditional cigarettes. Teens cite the flavors as the leading reason for using e-cigarettes. The e-juice flavors are a problem because they are available and appealing to teens, which promotes the use of e-cigarettes. For this reason, flavored e-cigarettes, flavored cartridges, and flavored pods (with the exception of menthol), such as the brand JUUL, have been banned. Even though the cartridges and pre-filled pod devices have been banned, the e-juices can be used in tank systems.

Who Uses E-Cigarettes?

According to the CDC more than 3 million teens in middle school and high school use e-cigarettes. Because of the wide variety of flavors available, e-cigarettes are increasingly popular with teens who have never smoked cigarettes before and may never have intended to. The CDC has found that teens and young adults who are using e-cigarettes are at an increased risk to smoke cigarettes later in their lives, due in part to the addiction of nicotine. Some cigarette smokers, both young and older, are using e-cigarettes in places where cigarette smoking isn't allowed. By using both cigarettes and e-cigarettes people are increasing their total exposure to nicotine and its harmful effects. Overall, the

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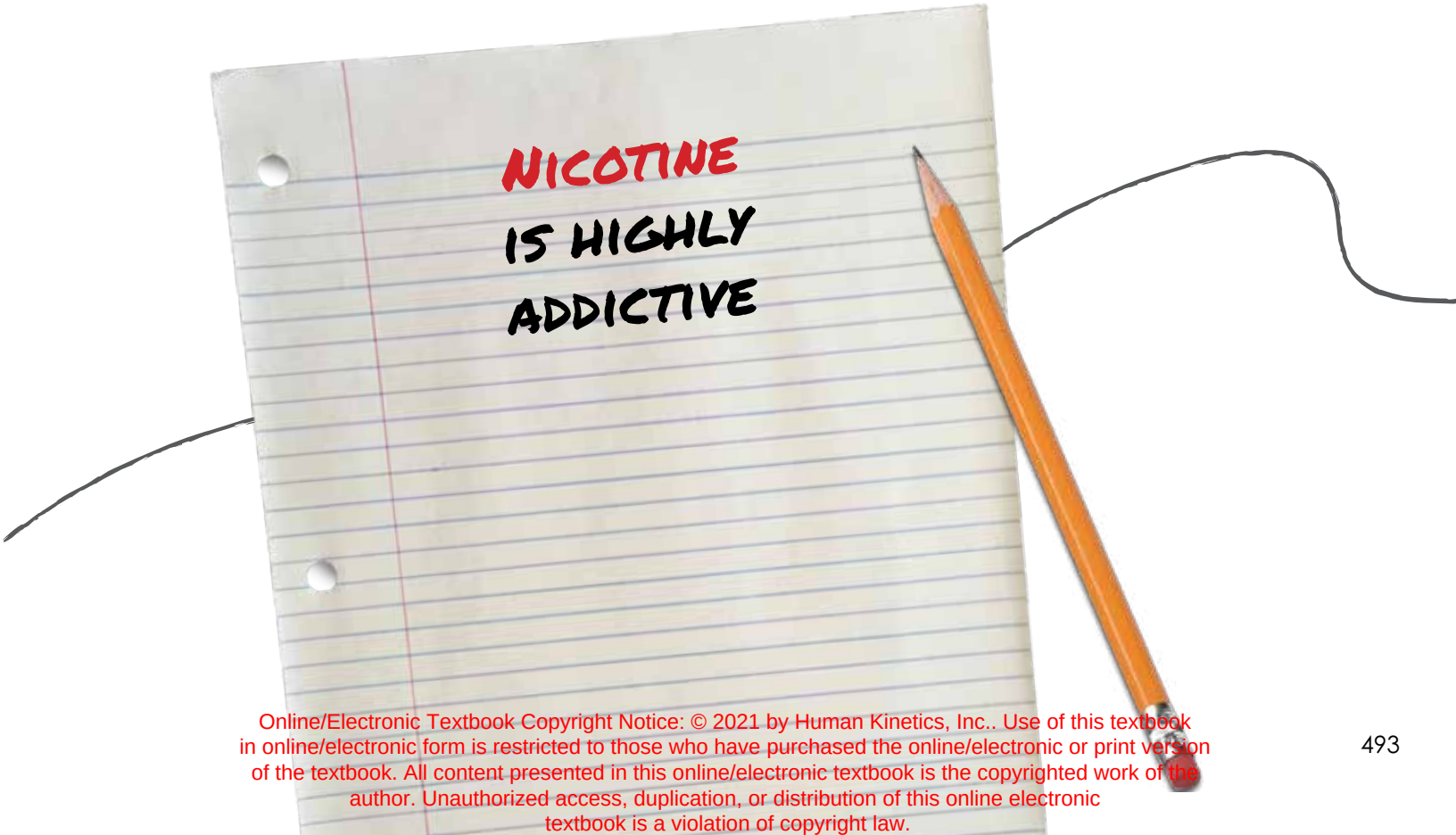
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use of e-cigarettes seems to be more socially acceptable than smoking cigarettes because the aerosol doesn't smell bad like cigarette smoke does and doesn't make your breath or clothes smell bad. While the smell certainly isn't a good reason to use e-cigarettes, it is one of the more popular reasons people are using to justify their e-cigarette use.

E-Cigarettes Are a Dangerous Alternative to Smoking

E-cigarettes have been advertised as a safe alternative to smoking and as a method to help people try to quit smoking. A study by Harvard Health found that while some participants in their study stopped smoking, many began using e-cigarettes instead. At this time there is little evidence that using e-cigarettes reduces cigarette smoking or can lead to the complete stoppage of smoking.

Whether a person is smoking a cigarette or an e-cigarette, nicotine is usually a part of the reason for doing so. Nicotine is the highly addictive component of tobacco and although tobacco is not used in an e-cigarette, nicotine can be. Vaping an average-sized e-cigarette is equal to 12 cigarettes, and most tobacco cigarettes contain between 8 mg and 20 mg of nicotine. Much of the nicotine is burned out of the cigarette because smokers don't usually smoke all the cigarette. They do use all the e-juice though, so they get more nicotine in an e-cigarette than in a tobacco cigarette. It's possible to buy e-juice that does not contain any nicotine, but users don't always know the difference and may purchase e-juice based on the flavor and the price, rather than whether it contains nicotine.



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Health Risks and E-Cigarettes

Since e-cigarettes are fairly new, there is still a lot to be learned about the long-term health effects. Many of the health risks we are aware of are similar to those of smoking tobacco while some are specific to vaping (figure 11.5).

- Most e-cigarettes contain nicotine, which is highly addictive and can harm the parts of the brain that control attention, learning, mood, and impulse control.
- There have been some defective e-cigarette batteries that have caused fires and explosions, resulting in some serious injuries.
- It is unclear what all the ingredients are that make up e-juice flavors, which means all the side effects of e-juice are unknown at this time. It could take years before this information is available.
- There have been some children and adults poisoned by swallowing, breathing, or absorbing e-juice through their skin and eyes. There are over 4,000 calls per year to the Poison Control Center about e-juice poisonings.
- The aerosol from e-cigarettes contains cancer-causing chemicals, metals such as lead and tin, and ultrafine particles that can be inhaled into the lungs.
- Vaping can cause lung and cardiovascular diseases, asthma, lung cancer, irregular heartbeats, high blood pressure, fainting, and dizziness, and can reduce how well your immune system works.

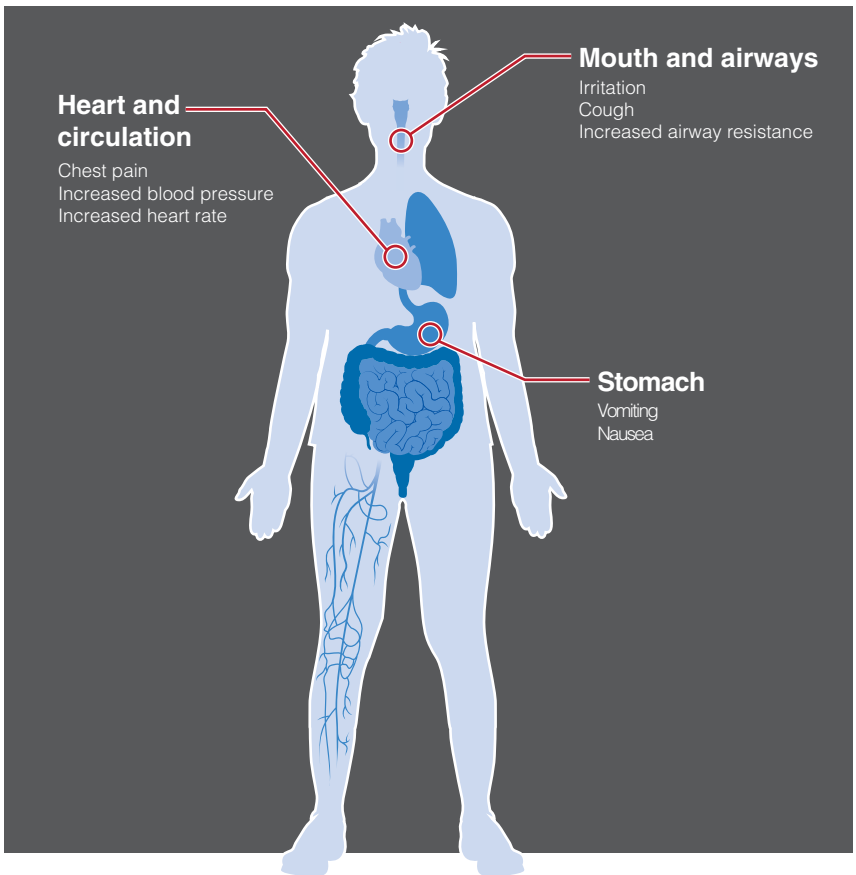


Figure 11.5 Side effects of vaping.

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Career Connection

CANCER RESEARCHER

Cancer researchers work to prevent and treat cancer. They spend much of their time in a laboratory conducting lab procedures and research. Researchers spend time reading charts and graphs from lab data. Other cancer researchers conduct clinical trials on humans. Clinical trials are used to learn whether new treatments are more effective and to see whether there are fewer side effects than with the standard treatment. In a clinical trial, researchers test new options with cancer patients who have not responded to prior treatment, closely observing the patients to determine the effectiveness of a new drug. They test drugs for toxicity (how poisonous it is to the patients), side effects, and dosages. Cancer researchers also may write grant proposals for funding their projects. Large health organizations give money so researchers can fund their projects to see if their project can be helpful. Once their research project is complete, researchers publish their information in journals so other researchers can see the results of their study. Cancer researchers employed by universities might also teach classes on subjects related to their cancer interest. Cancer researchers usually have at least one graduate degree and many attend medical school or work toward a PhD in a science field.

Pregnancy and Tobacco Product Use

Women who smoke have more difficulty becoming pregnant than women who don't smoke. Men who smoke can have damaged sperm and have difficulty getting their partner pregnant. Smoking while pregnant can cause many health problems to the mother and her baby (figure 11.6).

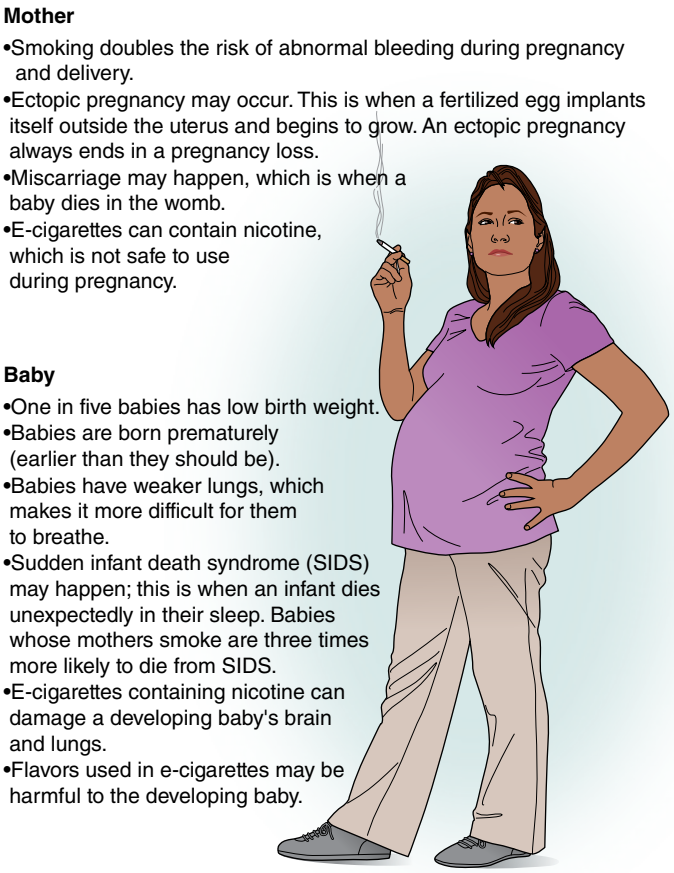


Figure 11.6 Effects of smoking on the mother's and baby's health.

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Secondhand and Thirdhand Smoke or Vape

Even if a person never smokes, they can be affected by being around people who do. The smoke or vape from a burning tobacco product, such as a cigarette, e-cigarette, cigar, or pipe, and the smoke breathed out by a smoker are known as **secondhand smoke** or secondhand vape. There are more than 7,000 known chemicals in tobacco smoke and at least 250 of them are harmful. More than 60 of the chemicals are known to cause cancer. A chemical that causes cancer is known as a **carcinogen**. Anytime you breathe in tobacco smoke you are being exposed to its harmful effects. Secondhand vape contains nicotine, ultrafine particles, and low levels of toxins that are known to cause cancer.

Thirdhand smoke has only been studied in the last few years. It is the nicotine and chemical residue that can remain on furniture, walls, clothing, carpets, and all other surfaces for months after someone smokes. You are exposed to thirdhand smoke through skin contact. When you touch a surface that has smoke residue on it, that residue ends up on your hands. Children are often exposed to thirdhand smoke because they play on the floor and on furniture, often making hand-to-mouth contact after touching household objects.



Secondhand smoke can cause health problems in children.

- Youth who breathe secondhand smoke regularly get sick more often, specifically with bronchitis and pneumonia.
- Secondhand smoke can trigger asthma attacks in youth. The asthma attacks are more severe and frequent if the youth are around secondhand smoke on a regular basis.
- The level of secondhand smoke a child is exposed to is directly linked to the likelihood of the child becoming a smoker as a teen or an adult.
- Secondhand smoke can also impair a child's ability to learn. While there isn't research on the effects of secondhand vape on children, it can be reasoned that it is similar to that of secondhand smoke.

HEALTHY LIVING TIP

If you are around someone who is smoking or vaping, do your best to get as far away from the person as you can or open a nearby window to try to get fresh air.

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Skill-Building Challenge

Making Healthy Decisions

Kaidyn's best friend, Emily, has begun vaping. Emily has an older sister who vapes and has told her vaping is safe and won't hurt her. Emily is trying very hard to get Kaidyn to vape with her. Kaidyn and Emily just finished their health class last semester, so they have both recently heard about all the effects vaping and nicotine in general can have on a person. Kaidyn is confused as to what she should do because she thinks vaping is bad for her, but Emily's sister has been vaping for a while and she is fine. Kaidyn has a big decision to make about whether she should try vaping.

Using the information in this lesson and your decision-making steps, fill out the following chart to come to your decision as to whether Kaidyn should try vaping or not.

Decision-making step	Possible decisions or outcomes
Step 1: Understand the problem (what is the decision that needs to be made?)	
Step 2: Gather information and know your options (what are the positive and negative choices Kaidyn could make?)	
Step 3: Know the consequences (based on the positive and negative choices Kaidyn made in step 2, what are possible consequences for each of the choices?)	
Step 4: Make a decision (what is the healthiest option for Kaidyn?)	
Step 5: Think about Kaidyn's choice (evaluate and reflect on the outcome and explain why Kaidyn's decision was the right choice or why Kaidyn should make a different decision if given the opportunity)	

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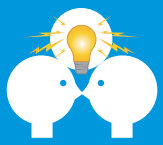
Healthy Living Skills

This lesson focused on decision making. Here are some more ways you can develop healthy living skills related to this lesson.

ANALYZING INFLUENCES

How do your peers make you feel about using tobacco products? Make a list of ways you might be influenced by your peers to use tobacco products. After you have made your list, rank the influences, with number 1 being the way you would most likely be influenced to use.

ACCESSING INFORMATION



Create a survey to find out what types of tobacco products are used in your school and how often they are used. Consider asking how many times a day the tobacco product is used or some similar type of question. Make sure to include at least some of the examples listed in this lesson (cigarette, cigar, pipe, smokeless tobacco, e-cigarettes) on your survey and maybe include a blank line for students to name a different type of tobacco product you didn't think about. You might also include a question about grade level so you can describe the information more specifically. Make sure you don't ask for anyone's name on your survey so students will answer honestly. Once you have collected all the data, create a bar graph or pie chart to show the types of tobacco products used in your school and how often they are being used.

PROMOTING GOOD HEALTH



Now that you know the potential short- and long-term effects of using tobacco products, advocate for friends and family members to be tobacco-free. To promote not using tobacco products to your friends and family members, use your Advocacy Skill Cues to create a message for your friends and family using the format that works best for them.

HEALTHY COMMUNICATION

Using your refusal skills, create a scenario in which you are talking to a friend who is pressuring you to go to a friend's house after school to vape.

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LESSON 11.1 Review: Tobacco Products and the Rise of E-Cigarettes

LESSON SUMMARY

- Tobacco is a plant grown for its leaves, which are dried and put into tobacco products. The main ingredient in tobacco is nicotine, which is an addictive chemical.
- A few common short-term health effects of tobacco products include decreased lung function, overall poor physical performance, and increased sports-related injuries. If teens smoke, they are three times more likely to use alcohol.
- A few common long-term health effects of tobacco products include teens being more likely to continue smoking as adults if they smoke regularly as a teen, their lungs may never perform at full capacity because they never grow to their potential size, they may have higher rates of anxiety compared to nonsmokers, and they may experience negative effects on learning, memory, and cognition.
- Vaping is the act of inhaling and exhaling the aerosol produced by an e-cigarette.
- The aerosol or vape produced by an e-cigarette contains nicotine, ultrafine chemical particles that can be inhaled into the lungs (from the e-juice and from the metal in the heating coil), cancer-causing chemicals, and heavy metals such as nickel, tin, and lead.
- E-juice is the liquid used in an e-cigarette. The liquid usually has nicotine, flavoring, and other additives. The liquid heats into an aerosol that the user inhales.
- The health risks of vaping are similar to those of smoking tobacco with the nicotine being highly addictive and the aerosol containing cancer-causing chemicals. Vaping also has other risks such as defective e-cigarette batteries that have caused fires and explosions, resulting in some serious injuries.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ use is the number one cause of preventable deaths in the United States.
2. The addictive ingredient found in tobacco is _____.
3. The chemical that is released into the brain that makes people feel happy for a short period of time is called _____.
4. A(n) _____ is an electronic device that heats a liquid and produces an aerosol.
5. The act of inhaling and exhaling aerosol produced by an e-cigarette is known as _____.
6. The liquid that heats into an aerosol and usually contains nicotine, flavoring, and other chemicals is known as _____.

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7. _____ smoke comes from the smoke breathed out by someone smoking a tobacco product.
8. A chemical that causes cancer is known as a _____, and there are more than 50 cancer-causing chemicals in tobacco smoke.
9. Teens who use e-cigarettes are more likely to smoke cigarettes later in their lives due to their _____ to nicotine.

THINKING CRITICALLY

There were substantial health risks discussed in this lesson concerning vaping and overall tobacco use. Based on the information in the lesson and teens you may know who vape, why do you think teens continue to use when they know what may happen to them?

TAKE IT HOME

Find someone in your life who smokes or vapes. Create three to five questions you want to ask them about their smoking or vaping. Once you have created your questions, interview the person to find out their answers. Make sure you write their answers down because you will share your findings in class.

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LESSON 11.2

Influences on Using Tobacco Products

Terms to Learn

internal influence

external influence



The Big Picture

There are internal and external positive and negative influences all around you all the time. Trying to be prepared for them before they happen will help you make better decisions when faced with whether you should or should not use tobacco products.

Learning Targets

- Identify who and what may influence you to use tobacco products.
- List and briefly explain the general factors that may determine whether teens use tobacco products.
- Explain how internal influences may determine whether teens use tobacco products.
- Discuss how external influences may determine whether teens use tobacco products.
- Describe how school policies can have an impact on your use of tobacco.

SEL Connection

Healthy Living Skills: Practicing Healthy Behaviors (Self-Management)

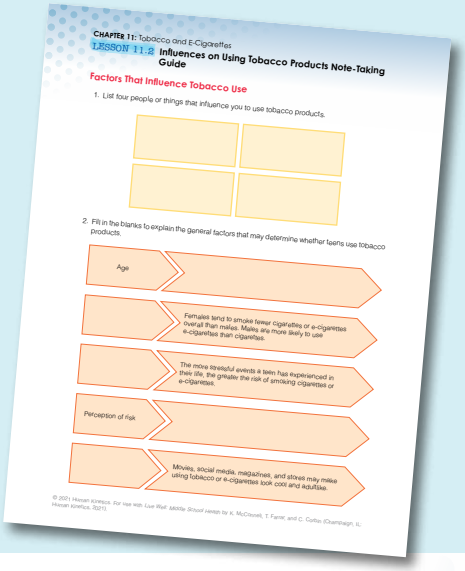
Healthy Living Skills: Making Healthy Decisions (Responsible Decision Making)

Write About It

Vaping has become popular with middle school and high school students. What do you think influences teens to vape? Try to brainstorm three to five influences.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 11: Tobacco and E-Cigarettes
LESSON 11.2 Influences on Using Tobacco Products Note-Taking Guide

Factors That Influence Tobacco Use

1. List four people or things that influence you to use tobacco products.

2. Fill in the blanks to explain the general factors that may determine whether teens use tobacco products.

Age

Females tend to smoke fewer cigarettes or e-cigarettes overall than males. Males are more likely to use e-cigarettes than cigarettes.

The more stressful events a teen has experienced in their life, the greater the risk of smoking cigarettes or e-cigarettes.

Perception of risk

Movies, social media, magazines, and stores may make using tobacco or e-cigarettes look cool and adultlike.

© 2021 Human Kinetics. For Use with Live Well: Middle School Health by K. McConnell, T. Farrar, and C. Corbin (Champaign, IL: Human Kinetics, 2021).

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Tommy and Brandon are friends and have two classes together. As Tommy is riding the bus home, he sees Brandon walking down the street vaping with a couple of other guys from school. Tommy is really surprised to see Brandon vaping because he always seemed against it when it was talked about at school. The next day at school Tommy asks Brandon about vaping and Brandon says he only does it once in a while. Brandon tells Tommy he should try it, that there really isn't anything wrong with it. Tommy is supposed to go to Brandon's house tomorrow after school to work on a school project but now he is a little worried about going there. Tommy wonders if Brandon is going to try to pressure him into trying vaping. What should Tommy do?

Factors That Influence Tobacco Use

There are multiple reasons why you may choose to use tobacco products. This is a time in your life when you are beginning to establish who you are as you have more freedom to make your own choices, and a time to see who and what influences you. Everyone is influenced by someone or something. Your friends and family may influence you because they are usually a part of the decisions you make in your life. Celebrities or athletes may influence you to buy certain brands of clothing or spend money at a certain store because they tell you it's the store they shop at. It's hard to know who to listen to when you are making decisions, especially if important people in your life are giving you different suggestions. You will also have to make difficult decisions that may go against what your friends want you to do or what your family tells you to do. One of these difficult decisions may be about whether you should smoke or vape.



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General Factors That May Determine Whether Teens Use Tobacco Products

- **Age:** Teens are more willing to take risks and are more influenced by what others are doing than adults are. The age teens start vaping tends to be eighth or ninth grade but may even be younger.
- **Gender:** Females tend to smoke fewer cigarettes or e-cigarettes overall than males. Males are more likely to use e-cigarettes than cigarettes.
- **Stressful events:** The more stressful events a teen has experienced in their life the greater the risk of smoking cigarettes or e-cigarettes.
- **Perception of risk:** Teens who see smoking as a great risk are less likely to smoke regular cigarettes.
- **Media:** Movies, social media, magazines, and stores may make using tobacco, especially e-cigarettes, look cool and adult-like.

There are two types of influences that will affect the decisions you make: internal influences and external influences. An influence is a thought or feeling that guides, persuades, or motivates you to do something. **Internal influences** guide, persuade, or motivate you from inside yourself. Internal influences are your own thoughts and opinions about something that guide your decisions. **External influences** guide, persuade, or motivate you from outside. External influences can include the environment you live in, your family, friends, clubs and organizations you belong to, and social media. Both internal and external influences will also be guided by your values. Your values are the beliefs you have about what is really important to you.

One decision you may have to make is whether you will use tobacco products. This may be an easy decision for you or it may be a more difficult decision. Whether it is easy or difficult, your internal and external influences will play a part in your decision making. Some internal and external influences around whether you will use tobacco products are shown in table 11.2.

HEALTHY LIVING TIP

Practice saying no to tobacco products before you are offered them the first time.



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TABLE 11.2 **Internal and External Influences on Using Tobacco**

Internal influences	External influences
Your knowledge about tobacco products. The information you have can influence your decision.	Research shows using tobacco is strongly linked to an individual's peer influence. Peer pressure from your friends can definitely influence the choices you make, especially around something like using tobacco products. If your friends don't use tobacco products you are less likely to use them as well. If your friends use tobacco products you may be influenced to try to use also.
Your values. Do you think using tobacco products is okay for you to do? Or do you think using tobacco products is a bad idea for you? Your answers to those questions are about your value system, and it will influence what you do.	The environment you live in. If the adults in your life use tobacco products you will be more likely to use as well and if they don't then you are less likely to.
Your feelings. How you feel about yourself can influence your decision to use tobacco products. Your self-confidence can influence how you may react to external influences, which may pressure you to use.	The accessibility of tobacco products. If tobacco products are easy for you to get, you may be more likely to use them.
Your view of social norms. Social norms are how a group of people function together based on what they think is normal for their group.	Media, including social media, may influence your decision whether to use tobacco products, primarily e-cigarettes. Much of the media portrays the use of e-cigarettes as something cool or fun to do rather than talking about the negative health problems that come with using or even being around e-cigarettes.

Tobacco Norming in Society

In the entertainment industry, tobacco continues to be portrayed as positive, socially acceptable, and rebellious and edgy. The entertainment industry contributes to the normalization of smoking through various forms of pop culture and entertainment.

There are five ways tobacco use is normalized and idealized.

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1. **TV streaming:** Tobacco use is prevalent and more prominent on streaming shows compared to broadcast TV shows. In seven Netflix shows, there were 319 depictions of tobacco compared to 139 depictions in seven broadcast shows, with 79 percent of the shows depicting smoking prominently.
2. **Video games:** Video game players reported that 94 percent of video games show tobacco use portrayed in a positive or neutral light. Many gamers say that the use of tobacco by a character made them seem cooler, tougher, or grittier.
3. **Celebrities:** Celebrities who pose with cigarettes or are vaping and then post on social media are giving the tobacco industry free advertising and helping to normalize and make smoking cool again.
4. **Movies:** Youth and young adults who are heavily exposed to tobacco imagery in movies are twice as likely to begin smoking as those with less exposure. More than one-third of PG-13 movies continue to include tobacco imagery.
5. **Sports:** Smokeless tobacco continues to have a cultural association with sports, especially baseball. Smokeless tobacco is banned in 15 of 30 major league ballparks and has been banned in the minor leagues since 1993.

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Tobacco Products and School Policies

School policies should positively influence students to continue to abstain from use if they do not use tobacco products and help them to quit if they are currently using. School policies prohibit the use of tobacco on school property by students and adults. Schools need to send a clear message that tobacco use of any kind by any individual is not permitted on school grounds and then enforce that message when necessary.

Many state education departments and local school districts are adopting comprehensive tobacco-free policies that ban all tobacco products on school property in both indoor and outdoor areas. While states are adopting these policies, the local school enforcement of the policy varies when it comes to adult community members who are on school grounds to watch a football game or band concert as examples. Schools are in a unique position to set a standard for students when it comes to tobacco use. Yet for students to understand the complete ramifications of their actions from using to breaking the law, they must see adults being held accountable for their actions as well if they are found smoking, chewing, or vaping on school grounds, indoors or outdoors. Schools that effectively educate their students and staff about the dangers of all types of tobacco products and enforce the rules and laws of their community on the students as well as the community members find a decrease in the overall use of tobacco products.

Skill-Building Challenge



Analyzing Influences: Who Influences Me?

Based on the information you have just read, think about who or what influences the decisions you may make about using tobacco products, including vaping. List two or three names of people or concepts like the media (TV, movies, or social media) that may influence your decision to smoke, chew, or vape.

Of the two or three names or ideas you wrote down, fill out the following boxes as to how they influence you.

Positive influence: encourages you not to use tobacco products	Negative influence: encourages you to use tobacco products

Now think about the people or ideas in the boxes. Are you making good choices as to who your friends are or what you are paying attention to? If you are, then keep your friends and keep doing what you're doing. If you aren't, then think about how you could encourage the friends you have to change their way of thinking, consider getting different friends, and consider making better choices overall.

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Healthy Living Skills

This lesson focused on analyzing influences. Here are some more ways you can develop healthy living skills related to this lesson.

PRACTICING HEALTHY BEHAVIORS



For one week you or someone else who is using a tobacco product is going to follow the Practicing Healthy Behaviors Skill Cues to help determine why tobacco is being used. Every time you or your friend thinks about using a tobacco product, write down what is happening that is making you want to use. Follow the Practicing Healthy Behaviors Skill Cues shown.

Step 1: Identify the behavior. Write down what is happening at that moment that makes you want to use a tobacco product.

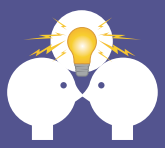
Step 2: Make a list of something else you could do at that moment besides use a tobacco product. It is important to make the list so you can refer to it at other times when you need ideas.

Step 3: Monitor your progress. In this step you want to make sure you are following the skill cues and are thinking about the items on your list to see which are and which are not working for you.

Step 4: Reflect on your progress. Are you seeing any trends as to things that are happening that may be leading you to want to use a tobacco product? If you do, is there something you can change? Have you found at least two things on your list that you can do to help replace your urge to use a tobacco product?

Do this for one week and see how you feel. It doesn't happen instantly, and it may take longer than a week to find something else you can stick with besides using tobacco. Don't give up: it is worth it to be aware of what may cause you to use a tobacco product and to have alternatives to use instead of tobacco.

MAKING HEALTHY DECISIONS



Using the information from your school handbook help a friend make a decision to stay on campus and not smoke an e-cigarette during lunch. Help your friend to understand other options they have besides smoking e-cigarettes and the consequences they will face if they do leave school to vape. Based on that information use the Decision-Making Skill Cues to help them make their decision. Write out your answers to each of the decision-making steps and share your decision with your classmates.

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LESSON 11.2 Review: Influences on Using Tobacco Products

LESSON SUMMARY

- Friends, family, peers, and celebrities are all examples of what influences you to use tobacco products.
- Factors that may determine whether teens use tobacco products are age, gender, stressful events, perception of risk, and the media.
- Internal influences guide, persuade, or motivate you from inside yourself. Internal influences are your own thoughts and opinions about something that guide your decisions.
- External influences guide, persuade, or motivate you from outside. External influences can include the environment you live in, your family, friends, clubs and organizations you belong to, as well as social media.
- School policies should positively influence students to continue to abstain from use if they do not use tobacco products and help them to quit if they are currently using.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ influences come from your values and what you believe in.
2. _____ influences are learned by the environment you live in, such as your family and friends.
3. _____ norms are the unwritten rules of behavior that are considered normal in a group.
4. Research shows smoking behavior is strongly linked to _____ influence.
5. Five general factors that determine whether teens use tobacco products include age, _____, stressful events, perception of _____, and _____.

THINKING CRITICALLY

Write 10 examples of possible Twitter posts that you could use to discourage your friends from smoking or vaping. Think about the dangers and consequences of smoking and vaping as you create your posts. Include an appropriate hashtag with each example.

TAKE IT HOME

The next few times you are in a public place, count how many people you see smoking or vaping and keep track of how old you think they are. Think about their age in groups: teens, 20- to 29-year-olds, 30- 39-year-olds, 40- to 60-year-olds, and those over 60. Discuss with a family member or friend the number of people you saw and whether that number was smaller or larger than you thought it would be. Also discuss the average age of the people who were smoking or vaping. Is smoking done by an older generation and vaping by a younger generation or is it mixed?

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LESSON 11.3

Avoiding and Quitting Tobacco Product Use

Terms to Learn

epinephrine
nicotine replacement therapy



The Big Picture

There are multiple ways to stay tobacco free and to quit using tobacco if needed. A great way to start is by learning refusal skills to be able to say no effectively, and it's also good to have friends who don't use tobacco products. Other important concepts to be aware of include understanding that using tobacco causes health problems and learning how to stop using if you have begun. It is difficult to find treatment for teens who use tobacco products because nicotine addiction has primarily been an adult problem. In fact, nobody really knows how to treat people of any age who are addicted to vaping. At this time the best methods for treating a vaping addiction seem to be the same as those that are used to treat nicotine addictions.

Learning Targets

- List three ways to stay tobacco-free.
- Identify three signs of nicotine addiction.
- Describe three benefits to quitting tobacco products.
- Give examples of two different methods for quitting tobacco products.

SEL Connection

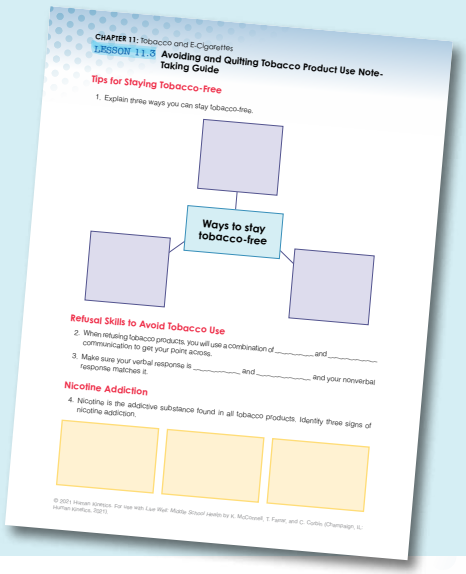
Skill-Building Challenge: Demonstrating Interpersonal Refusal Skills (Relationship Skills)

Write About It

Why do you think it is so hard for teens to quit using tobacco products once they start?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 11: Tobacco and E-Cigarettes
LESSON 11.3 Avoiding and Quitting Tobacco Product Use Note-Taking Guide

Tips for Staying Tobacco-Free

1. Explain three ways you can stay tobacco-free.

Ways to stay tobacco-free

Refusal Skills to Avoid Tobacco Use

2. When refusing tobacco products, you will use a combination of _____ and _____ communication to get your point across.
3. Make sure your verbal response is _____ and _____ and your nonverbal response matches it.

Nicotine Addiction

4. Nicotine is the addictive substance found in all tobacco products. Identify three signs of nicotine addiction.

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Maurice has been using smokeless tobacco for about a year. He used to chew only on the weekends but has found himself really wanting to chew more often. Today at lunch he went into the bathroom and put in a small dip because he was angry and upset for no reason and couldn't concentrate on anything that was happening in his class. He noticed throughout the afternoon that he was back to feeling normal and could pay attention in class. Maurice has begun to realize that in order to feel normal he has to be using his chewing tobacco. Maurice knows it isn't a good idea to chew at school and that if he gets caught, he will be suspended. He also thinks if he only has a small dip he won't need to spit and he won't get caught. Do you think Maurice may be addicted to smokeless tobacco? What are the reasons for your answer?

Tips for Staying Tobacco-Free

Ideally, you shouldn't use any type of tobacco product. Each teen has different life situations that may lead them toward using tobacco products or away from using. Here are some ways to stay tobacco-free.



- ☐ Stay away from situations where tobacco products may be used.
- ☐ Spend time with friends who don't use tobacco products.
- ☐ Create a plan or even specific things to say to help get you out of the situation, like, "I have asthma and my doctor says I could become very ill if I try this," or, "I just don't think it's a good idea."
- ☐ If you have used a tobacco product before and you have quit using, use the guidelines above, as well as these:
  - Celebrate those moments you convince yourself not to give into your cravings, and celebrate all the days you don't use.
  - Recognize the situations, people, or places that may trigger you to want to use, and try not to put yourself in those situations or places or with those people as much as possible.
  - Replace using tobacco products with a new hobby or activity so that you have something to do when you want to use.
  - Write down your reasons for quitting and look over them when you think about using again.

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Refusal Skills to Avoid Tobacco Use

Communication is important in every aspect of our lives. Being able to communicate effectively is very important. You must be able to get your point across in such a way that the person you are communicating with can understand what you are saying. Refusal skills are techniques you use to say no to something you don't want to do. If you are in a situation where you are offered a tobacco product and you want to refuse, you will use a combination of verbal and nonverbal communication to get your point across. Make sure your verbal response is firm and confident and your nonverbal response matches it. For example, if your verbal response is "I don't smoke," your nonverbal response could be shaking your head no or putting your hand up like you are stopping someone from getting close to you. It can be hard to say no in a situation where someone is pressuring you to smoke, chew, or vape, especially if everyone else seems to be using. It's important that you do what is right for you.



Nicotine Addiction

Nicotine is the addictive substance found in all tobacco products; it is poisonous if used in its pure form. Nicotine is a central nervous system stimulant that releases a variety of hormones and neurotransmitters that affect different parts of your brain and body (figure 11.7). One of the hormones released when you inhale is **epinephrine**, or adrenaline. It causes your blood pressure and heart rate to increase. Another hormone released when you inhale is dopamine. Dopamine is known as the feel-good hormone because it is linked with feelings of happiness, motivation, and concentration. Nicotine increases dopamine, which stimulates the pleasure center of the brain, which is where the craving part of addiction happens. As the nicotine-caused dopamine levels stabilize, users get the craving for another hit of nicotine; they build up a tolerance for nicotine, so they need to have more in order to feel good. Nicotine can harm the developing brain of a teen, which keeps developing until the age of 25. Nicotine can harm the parts of the brain that control attention, learning, mood, and impulse control.

When nicotine is inhaled through smoking or vaping, the nicotine is distributed throughout the brain in about 10 seconds. The happy feelings from the epinephrine and dopamine happen very quickly and also end very quickly, causing you to need more nicotine in order to maintain the good feelings. This is the cycle of the smoking, chewing, and vaping habit: to continue feeling good, you must continue to use more tobacco products, and more frequently. A person doesn't get addicted to the tobacco products; they get addicted to the nicotine. Recognizing the signs of nicotine addiction is important because

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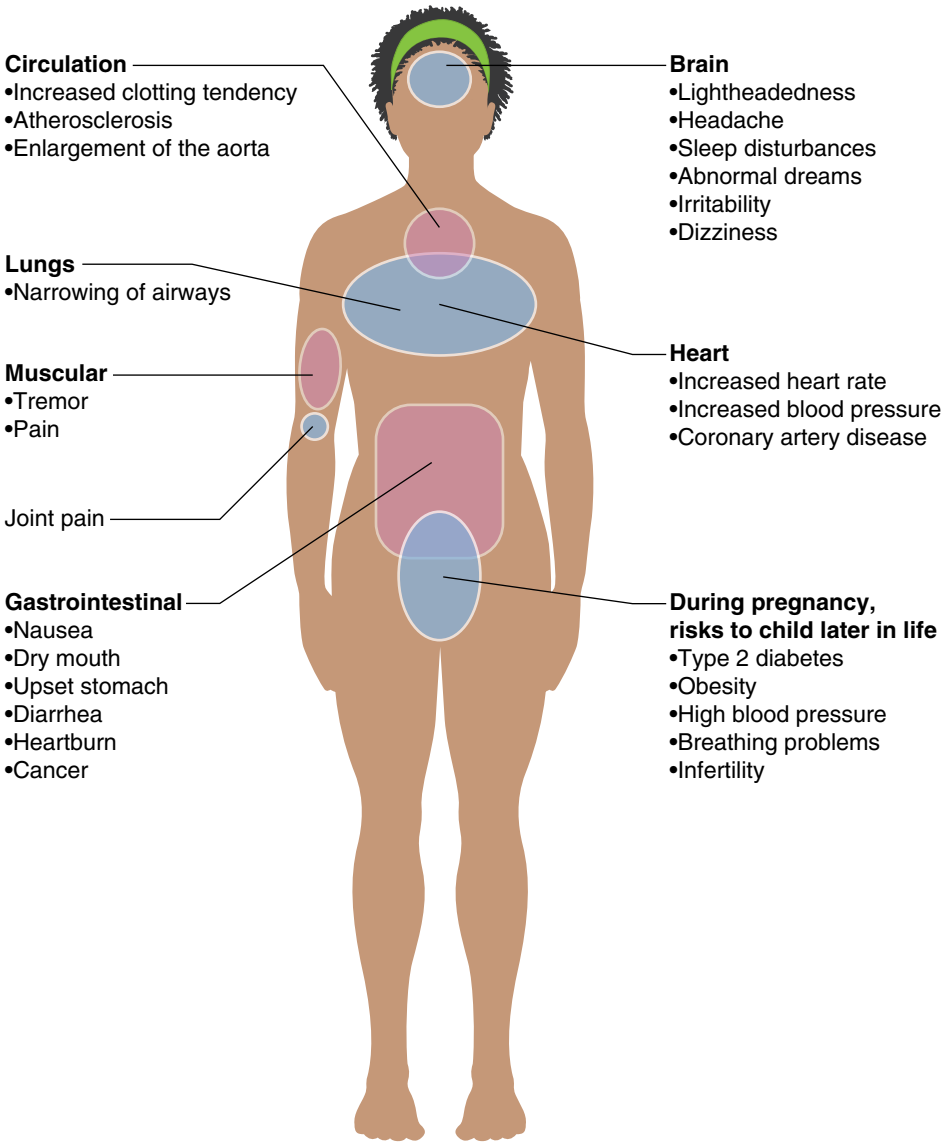


Figure 11.7 Side effects of nicotine use.

many people think that because they only smoke occasionally with their friends, or believe they can quit at any time, they aren't really becoming addicted, but often they are only fooling themselves. There are also physical signs of nicotine addiction that are caused by the withdrawal of nicotine; they can happen in as little as two hours after not using tobacco (figure 11.8).

Benefits of Being Tobacco-Free

There are many different ways people can choose to quit using tobacco, yet the actual process of quitting is very difficult because nicotine is so addictive. One benefit of quitting is that your body can transform itself (or nearly transform itself, depending on the person) back to what a healthy body should be (figure 11.9).

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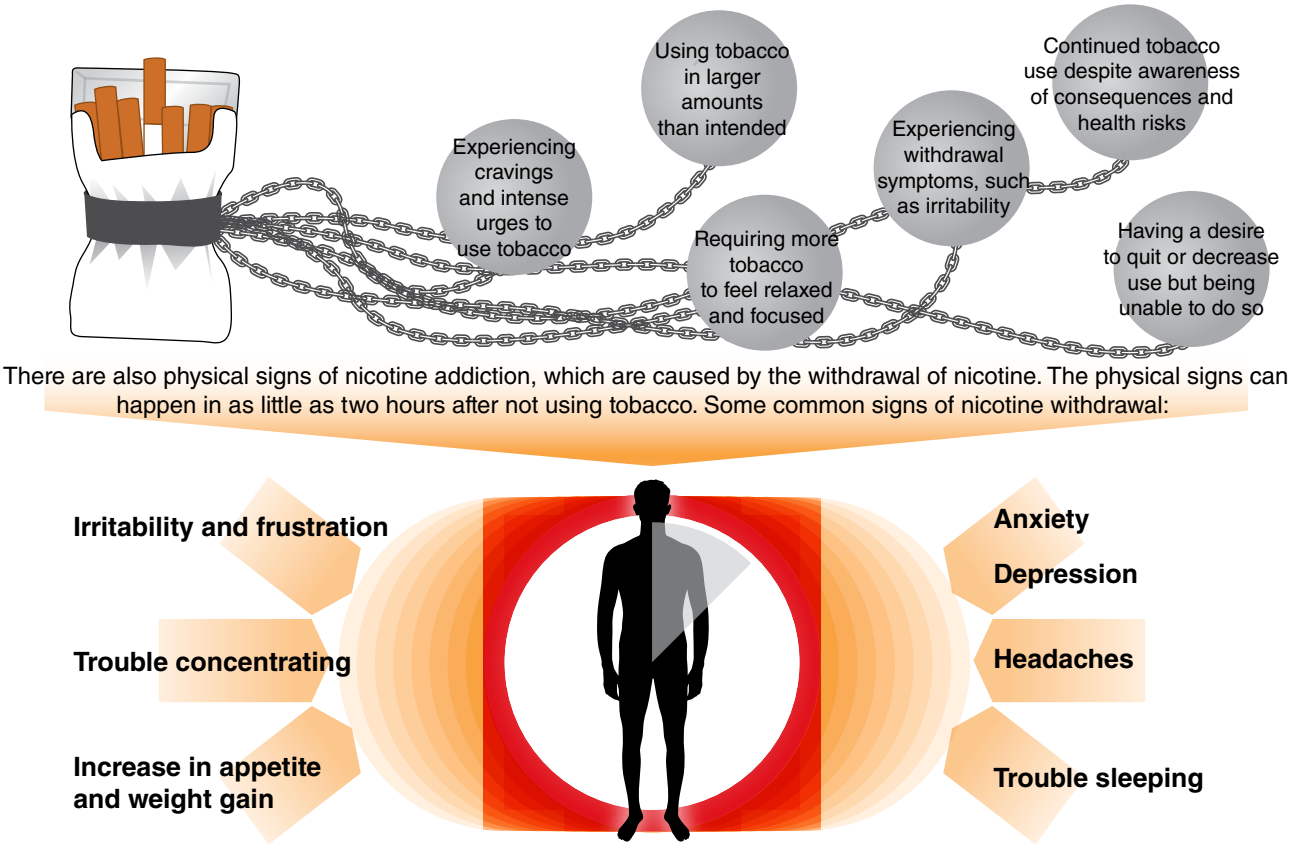


Figure 11.8 Signs of nicotine addiction.

Living in a tobacco-free environment and not using tobacco has many benefits and no negatives. The most important benefit of being tobacco-free is the prevention of diseases and early death. Benefits of being tobacco-free also include the following:

- You no longer have to find specific places and times to smoke.
- You will have more money.
- Your skin and nails will look healthier, your teeth will look whiter, and your breath will be fresher.
- You will have more energy.
- You'll be able to do normal activities without losing your breath.
- You won't have to worry about exposing your family members and friends to your secondhand smoke.

Quitting Methods

When deciding you are ready to quit using a tobacco product the most important thing you need to do is prepare yourself to quit. Quitting isn't easy and there may be times when you aren't completely successful, but having a plan

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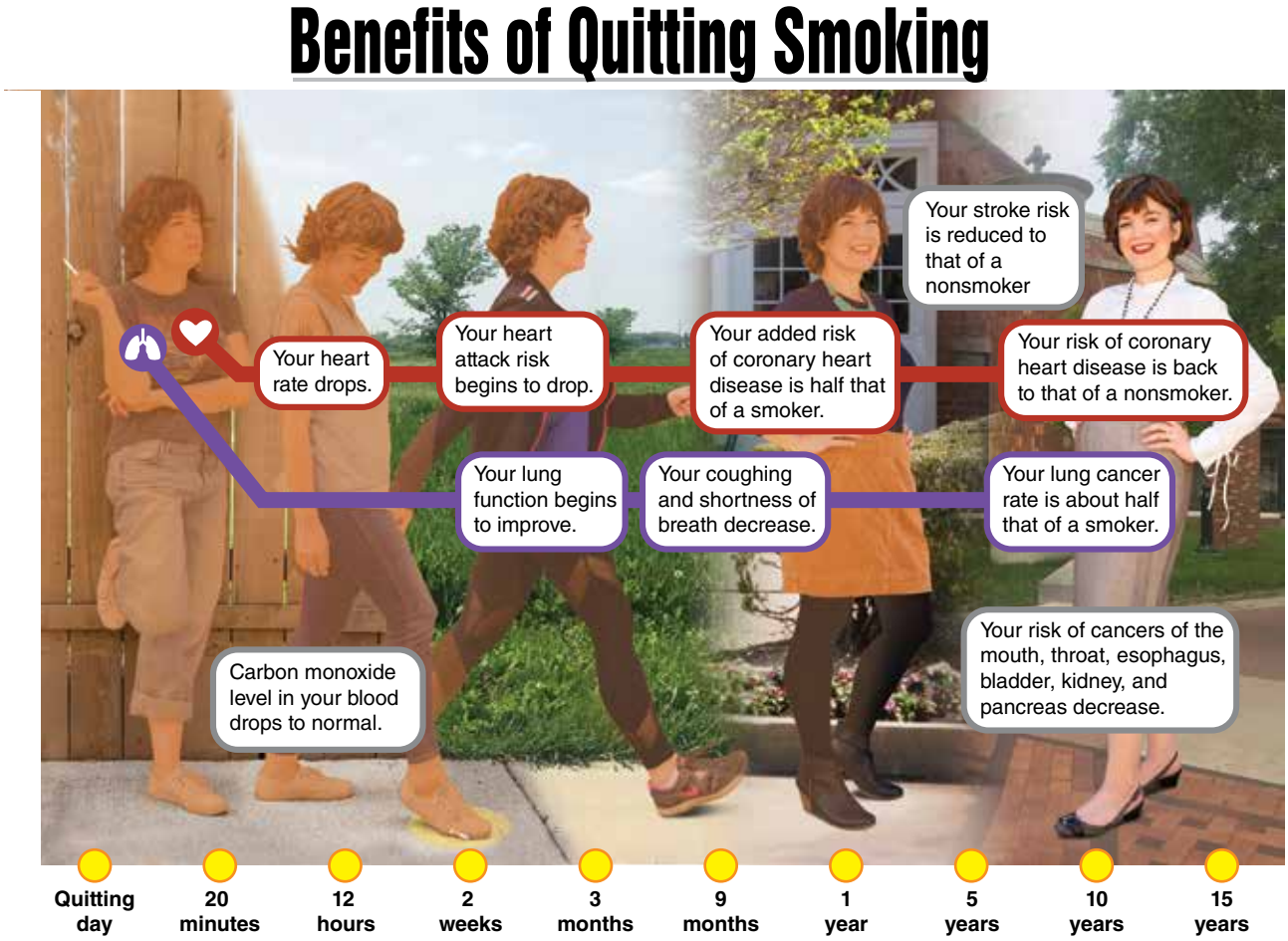


Figure 11.9 The benefits of quitting tobacco.

and the tools to help you stay on track is the most effective thing you can do. Being prepared to quit increases your chances of quitting successfully. In order to be successful, do the following:

- Set a quit date.
- Make a list of reasons why you want to quit.
- List the things that trigger you to use a tobacco product.
- Have a plan to fight the cravings and get rid of all the smoking reminders.
- Work on sticking to your plan and keep trying to quit until you meet your goal.

Quitting a tobacco product is about your physical, emotional, and mental dependence on the product. Whatever method you choose to help you quit, it's important that you think about how it will help to support you with the physical, emotional, and mental sides of quitting.

Quitting Methods Using Apps and Text Messages

There are a lot of apps you can download to help you with quitting. Many of them have you track what you are doing or feeling when you want to use a

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tobacco product, which helps you to see what may trigger you to use and what your moods are when you use and helps you with extra support throughout your day. Sample apps that are free to use include the following:

- *Smokefree TXT* is from the website www.smokefree.gov/smokefreetxt. It is for teens and is a text messaging program that provides you with three to five texts a day that provide tips, advice, and encouragement to help you stay motivated to stop using tobacco products.
- There is also a *Dipfree TXT* from the website www.smokefree.gov. It is for teens who use smokeless tobacco.
- The *This Is Quitting* text messaging program is from the Truth Initiative website and is specifically for quitting e-cigarettes.
- The *quitSTART* app is from the Smokefree website and helps you quit smoking with personalized tips, inspiration, and challenges.

There are also many other apps you can get for free or purchase through the app stores on your phone.

Other Quitting Methods



Nicotine replacement therapy (NRT) is one of the most common ways to quit smoking. There are many different forms of NRT, including the patch, gum, inhalers, lozenges, and nasal sprays, that help to reduce the withdrawal feelings by giving you a small controlled amount of nicotine. Many of these can be purchased over the counter or by prescription. This small amount of nicotine helps satisfy cravings for nicotine and reduces the urge to smoke. Before using nicotine replacement therapy, check with your doctor to see which product might be right for you. NRTs can be used on their own or combined with the following methods as well:

- Individual, group, or telehealth counseling.
- One-on-one treatment programs with a mental health counselor.
- Asking for help isn't weak, it's a smart move! If you feel comfortable, talk to friends or adults you trust about wanting to quit.
- Exercise—even a short walk can increase endorphins and help you feel good.
- Find stress solutions such as deep breathing or meditation.

Support of Family and Friends

Having the support of family and friends around you while trying to quit is important. Tell your friends and family about your plans to quit and try to surround yourself with people who don't use tobacco and who support your efforts to quit. Let them know what you need from them—phone calls when you need someone to talk to and make plans so you have something to look forward to.

HEALTHY LIVING TIP

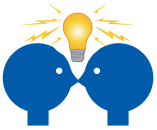
Choose an app you could use if you need help quitting a tobacco product or share it with a friend who may need help.

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Skill-Building Challenge

Demonstrating Interpersonal Refusal Skills



You have just been offered an e-cigarette by a friend. You do not want to offend your friend by refusing but you do not want to vape. Write a script between you and your friend that includes at least two health reasons why you would not want to vape. Include in your script the refusal skills to reinforce your use of the word no:

1. Say no
2. Use an *I* message to state your reason for not wanting to
3. Use an assertive voice and have your nonverbal body language match your verbal language (stand tall, look the person in the eye, and shake your head no)
4. Stick with your position
5. If this does not work, remove yourself immediately from the situation

Practicing ahead of time what you will say in a situation like this will make it easier for you if the situation actually happens.

Healthy Living Skills

This lesson focused on interpersonal communication skills. Here are some more ways you can develop healthy living skills related to this lesson.

ACCESSING INFORMATION

Find out what kind of tobacco quitting resources are available within your school and in your community. Find out how you can access the resources that are available to you at school. Make a list of the names of the facilities that can help you stop using tobacco in your community. Include the facility phone number and web address so they will be easy to contact.

PRACTICING HEALTHY BEHAVIORS

With a classmate create an anti-vaping flyer for your school. In your flyer, include information about

- how to keep teens from vaping to begin with,
- refusal skills to teach everyone how to say no,
- the benefits of being tobacco-free,
- signs of nicotine addiction, and
- three or four ways to quit vaping you think teens would use.

Think about how you could adapt your flyer for an elementary school or the adults in your community. Make sure your flyer is colorful and factually accurate.

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LESSON 11.3 Review: Avoiding and Quitting Tobacco Product Use

LESSON SUMMARY

- Three ways to help keep teens tobacco-free include staying away from situations where tobacco products may be used, have a well-practiced reason for why you can't use any tobacco products if someone pressures you, and hang out with friends who don't use tobacco products.
- Signs of nicotine addiction vary depending on the person. Signs may include requiring more tobacco to get the same feeling you did when you began using, irritability and frustration, trouble concentrating, trouble sleeping, and being anxious.
- The benefits of being tobacco-free include no longer having to find specific places and times to smoke, having more money, having healthier-looking skin and nails, having whiter-looking teeth and fresher breath, and having more energy.
- There are multiple methods for quitting tobacco products. Methods include having a plan to quit, using apps and text message programs that give you motivational messages and reminders throughout the day, using nicotine replacement therapy options, or using various other counseling options.

REVIEWING CONCEPT AND VOCABULARY

1. _____ or adrenaline is a hormone released when a person inhales nicotine that causes blood pressure and heart rate to increase.
2. When nicotine is inhaled through smoking or vaping the nicotine is distributed throughout the brain in about _____ seconds.
3. A common sign of nicotine addiction is requiring more _____ to get the same feeling you did when you began using.
4. A benefit to quitting tobacco products is that your _____ rate and _____ return to normal within 20 minutes of quitting.
5. One of the most common ways to quit smoking is using a _____ therapy.
6. Many of the apps used for quitting have people track what they are _____ or _____ when they want to use tobacco products.

THINKING CRITICALLY

Quitting tobacco products (particularly smoking) improves your mental health, not just your physical health. Research the mental health benefits of quitting smoking. Write a paragraph explaining why these benefits are just as important as the physical benefits.

TAKE IT HOME

If you have a friend or family member who smokes or chews or vapes, suggest to them one of the quitting apps or text messaging services from this lesson. Have them use it for a few days or hopefully longer and have them review it for you. What were the pros and cons of the app or text messaging services? Write that information down and share it with the class.

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LESSON 11.4

Government Regulation of Tobacco Products

Terms to Learn

marketing

Food and Drug Administration



The Big Picture

Advertising and marketing to teens can be found everywhere teens are such as social media, television, magazines, and more. While tobacco companies may not intentionally be advertising to you, you are being exposed to the advertising message and may use their products. Because of the increase in teen e-cigarette use the Food and Drug Administration (FDA) has put restrictions on how e-cigarettes can be sold and marketed as well as requiring warning labels that they contain nicotine. There are also a number of federal, state and local agencies working to prevent and reduce the use of tobacco products.

Learning Targets

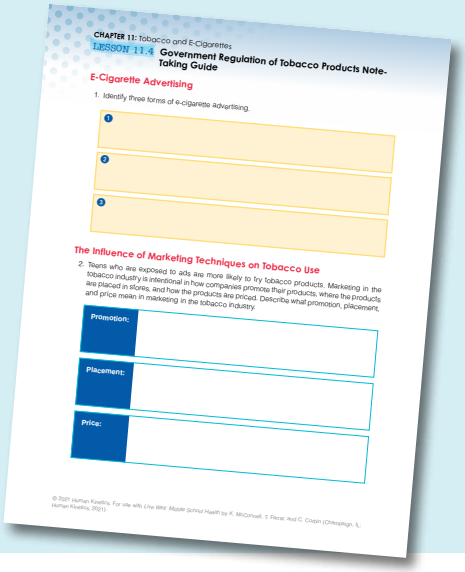
- Identify three forms of e-cigarette advertising.
- Describe what promotion, placement, and price mean in marketing concerning the tobacco industry.
- Explain what the FDA is responsible for concerning tobacco products.
- List four bans the FDA has on the tobacco industry regarding e-cigarettes.
- Examine the four roles of health care providers, school personnel, and family members to analyze which of the four roles you think can have the biggest impact on teens and explain why.

Write About It

Do you think an advertisement for vaping or smoking or chewing tobacco should be on social media sites that are known to attract teens and young adults? Why or why not?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 11: Tobacco and E-Cigarettes

LESSON 11.4 Government Regulation of Tobacco Products Note-Taking Guide

E-Cigarette Advertising

1. Identify three forms of e-cigarette advertising.

The Influence of Marketing Techniques on Tobacco Use

2. Teens who are exposed to ads are more likely to try tobacco products. Marketing in the tobacco industry is intentional in how companies promote their products, where the products are placed in stores, and how the products are priced. Describe what promotion, placement, and price mean in marketing in the tobacco industry.

Promotion:

Placement:

Price:

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Scout and Melia were scrolling through Instagram, and a video clip popped up showing young people at the beach, holding e-cigarettes and talking about all the fun they were having this summer. Melia and Scout began talking about vaping and how the people in the ads always look like they are having such a great time. Melia points out that advertising like that is always staged. Just because they are vaping doesn't really mean they are having a good time. Scout still thinks it looks like fun. Scout asks Melia if she would ever try vaping. Melia declares there would be absolutely no way she would ever vape. First of all it looks disgusting and second of all she isn't old enough to be vaping so it would be breaking the law and she doesn't want to do that. What should Melia say to Scout to convince her that vaping doesn't make people have more fun and it isn't good for them?

E-Cigarette Advertising

E-cigarette advertising is increasing and takes many different forms—store signs, television ads, movies, Internet sites, social media, and magazines—all to get teens to notice their brand. E-cigarette ads reach nearly four in five middle school and high school students each year and that continues to increase (figure 11.10). The e-cigarette ads are targeting teens through themes of independence, rebellion, celebrity figures, and convenience.



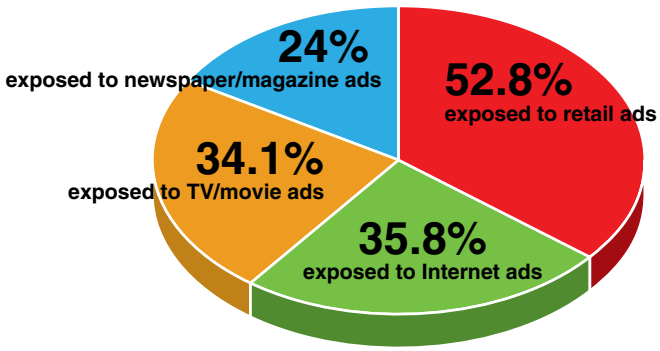


Figure 11.10 E-cigarette advertising targets teens in many different forms.

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The Influence of Marketing Techniques on Tobacco Use

The tobacco industry spends billions on **marketing** each year. Marketing is the promotion, selling, and distribution of tobacco products in retail stores and online. With this amount of tobacco product marketing, teens who are exposed to these ads are much more likely to try tobacco products. Marketing in the tobacco industry is intentional in how they promote their products, where they are placed in stores, and how they are priced.

- **Promotion.** In one year, the tobacco industry spent over $270 million to promote its products through branded signs, displays, and shelving units. Convenience stores have more tobacco marketing and sell more tobacco products than any other type of retail store. Seventy percent of youth tend to shop in a convenience store at least once a week.
- **Placement.** The checkout counter is the best place to strategically place tobacco products and marketing materials to make sure they have the most exposure and to increase sales. When people stand in line, they are more likely to pick something up they may have avoided when shopping throughout the store.
- **Price.** Higher tobacco prices due to tax increases benefit public health but not the tobacco companies. Tobacco companies realize this and drop the wholesale prices or offer coupons or sale multipack discounts to keep prices affordable.

Tobacco companies also market e-cigarettes on social media sites as stylish and the cool thing to do. Many of the ads for JUUL e-cigarettes feature young models in trendy clothes. These types of advertisements attract teens and young adults to try to copy the look. E-cigarettes companies have also sponsored music festivals with device charging stations, interactive social media photo booths, and samples of e-cigarettes to gain more customers.

HEALTHY LIVING TIP

If you know your friends are buying e-cigarettes or some other type of tobacco product from a convenience store, tell a trusted adult so you can help stop the sale of tobacco products to teens.

While gains are being made to decrease e-cigarette advertising and marketing, teens are still gaining access to tobacco products. Convenience stores often sell to minors, and older friends buy for younger friends. These are two of the most well-known examples of how teens and young adults under the age of 21 are getting tobacco products.

The Role of the Food and Drug Administration

The **Food and Drug Administration** (FDA) is responsible for regulating the manufacturing, marketing, and distribution of tobacco products to protect the public health and to reduce tobacco use by minors. The FDA has banned

- the sale of e-cigarettes to minors,
- free samples of e-cigarettes,

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- vending machine sales of e-cigarettes except in adult-only facilities, and
- the sale of flavored e-cigarettes.



The FDA has also stated that advertisements for all tobacco products, including e-cigarettes, must include an addictiveness warning statement that reads "WARNING: This product contains nicotine. Nicotine is an addictive chemical." This warning label is on packaging, billboards, magazines, and at online retailers. The FDA is putting these bans and restrictions in place in hopes of decreasing vaping in young people.

Government and Communities Role in Decreasing Tobacco Use

The CDC's Office on Smoking and Health (OSH) helps states and communities implement tobacco control programs through various campaigns and events (figure 11.11). The OSH created the National Tobacco Control Program (NTCP) to coordinate national efforts to reduce tobacco-related diseases and deaths. The NTCP provides funding and support to state and territorial health departments. Each state has access to the CDC's OSH and NTCP resources to help inform and implement effective tobacco prevention and cessation best practices.

CASE STUDY



Kate's Vaping Habit

After vaping daily for a year Kate has found it more difficult to breathe when doing any type of physical activity, even something as simple as walking from class to class. Kate begins to look online for reasons why this is happening and finds a lot of different information as to what may be causing her breathing difficulty. She decides to talk to an older family member about her condition and what she thinks might be wrong.

Think About It

1. Do you think Kate's breathing difficulty could result from her vaping daily over the past year?
2. What are some ways Kate could use to stop vaping?
3. What could you say to Kate to convince her to stop vaping? How could you support her in her attempt to stop vaping?

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State Smoking Bans

There are currently 25 U.S. states that have comprehensive smoke-free laws covering workplaces, restaurants, and bars. This means the workplace, restaurants, and bars are 100 percent smoke-free. Five states have 100 percent smoke-free restaurants and bars. This means there are 20 states that do not have any smoke-free indoor areas. In lesson 11.1 you learned about the effects of secondhand smoke; those states that do not currently have any smoking ban requirements are not doing anything to protect their people in general from secondhand smoke and from all the illnesses it can cause.



Federal Government:

- Tracks e-cigarette use and supports research on the health effects and factors contributing to youth e-cigarette use.
- Provides information to the public, including health care providers, on the health effects of e-cigarette use by teens.
- Develops regulations for e-cigarettes to reduce/prevent teen tobacco use.
- Funds and promotes campaigns that inform people about the dangers of tobacco product use including e-cigarettes.

States, Local Governments, and Communities:

- Fund tobacco prevention and control programs to prevent youth e-cigarette use.
- Work to limit where and how all tobacco products, including e-cigarettes, are sold to reduce youth e-cigarette use and ad exposure.
- Require age verification to enter e-cigarette vendor websites, make purchases, and accept delivery of e-cigarettes.
- Restrict the number of stores that sell tobacco products and regulate how close they can be to schools.
- Support efforts to implement and continue proven youth tobacco prevention approaches, including tobacco price increases, comprehensive smoke-free laws, and high-impact mass media campaigns.

Health Care Providers, School Personnel, and Family Members:

- Help teens understand the dangers of nicotine, e-cigarettes, and other tobacco products.
- Ask teens whether they use tobacco products, and encourage those who do to quit and provide help with quitting.
- Teach teens how to analyze media and Internet use to be able to tell what is truthful and what is not.
- Set a good example by not using tobacco products.

Figure 11.11 The roles of federal, state, and local governments, communities, health care providers, school personnel, and family members for decreasing e-cigarette use.

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Skill-Building Challenge

Advocating for Vape-Free Community Parks

Advocate for your community to create a law that prohibits vaping in community parks. Use the Internet to search for other communities that already have vaping laws in place that you can get information from.

Once you have your information, explain how you would advocate for this new law in your community. Present your advocacy project to your class and take it to the next town council meeting to begin the process.

Use the following Steps to Community Advocacy to complete this challenge.

1. Research your community parks so you understand what the issues are in your community around vaping.
2. Identify solutions to the problem of vaping in community parks. Brainstorm ideas, research, and know the laws.
3. Find students and community members who support your cause and can help you.
4. Implement your plan. Take your plan to the town council meeting and present your proposal.

Healthy Living Skills

This lesson focused on advocacy. Here are some more ways you can develop healthy living skills related to this lesson.

ANALYZING INFLUENCES

Find a vaping ad online to answer the following questions.

1. What product is being advertised?
2. Who appears to be the target audience of this advertisement?
3. What is the message this ad is sending?

ACCESSING INFORMATION

Go to a grocery store or convenience store and count how many advertisements you see for e-cigarettes, e-juice, or other accessories used to vape. Research e-cigarette advertising, using the Accessing Valid and Reliable Information Skill Cues, and see if you can determine how much money was spent on the advertising you saw at the store. Compare your dollar total with a classmate to see how your two stores compare. Continue to partner up until you have a dollar total for the class. Discuss how that amount of money could be used to decrease tobacco products rather than promote them.

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LESSON 11.4 Review: Government Regulation of Tobacco Products

LESSON SUMMARY

- Tobacco companies advertise through store signs, television ads, movies, Internet, social media, and magazines.
- Marketing in the tobacco industry is intentional in how they promote their products, where they are placed in stores, and how they are priced.
- The FDA is responsible for regulating the manufacturing, marketing, and distribution of tobacco products to protect the public health and to reduce tobacco use by minors.
- The FDA has placed multiple bans on e-cigarettes, such as the sale of e-cigarettes to minors, free samples of e-cigarettes, vending machine sales of e-cigarettes except in adult-only facilities, and the sale of flavored e-cigarettes.
- Health-care providers, school personnel, and family members should help reduce tobacco use by helping teens understand the dangers of tobacco products, ask teens whether they use tobacco products and encourage those who do to quit and provide help with quitting, teach teens how to analyze media and Internet use to be able to tell what is truthful and what is not, and family members should set a good example by not using tobacco products.

REVIEWING CONCEPTS AND VOCABULARY

1. The FDA is responsible for regulating the manufacturing, _____, and distribution of tobacco products.
2. To reduce tobacco use by minors the FDA has banned the sale of _____, free samples of e-cigarettes, vending _____ sales, and the sale of _____ e-cigarettes.
3. _____ is the promotion, selling, and distributing of products in retail stores.
4. The _____ counter is the best place to put tobacco products to make sure they have the most exposure and _____ sales.
5. There are _____ U.S. states that have comprehensive smoke-free laws covering _____, _____, and bars.
6. Higher tobacco prices benefit _____ but not the tobacco companies.

THINKING CRITICALLY

Discuss with a classmate the amount of tobacco advertising you see either in stores you go to or on social media. Does the advertising influence you to want to try the product being advertised? Why or why not?

TAKE IT HOME

Find out whether your state has a comprehensive smoke-free law and if it does, what exactly it covers. Talk to a family member about what you found and decide if you agree or disagree with the law in your state. Explain why.

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Chapter Review

ACTION PLAN: How to Avoid Tobacco Use

Use the My Action Plan Worksheet to avoid using a tobacco product. An example is provided below.

My Action Plan: Avoiding Vaping

STEP 1: Identify the health behavior you are going to work on.

I will go home when my friends start vaping.

STEP 2: Write SMART goal(s).

Write one or two short-term goals (one day to one month long).

I will tell my friends as soon as they start vaping that I will see them tomorrow and leave.

Write a long-term goal (one to six months or more).

I will feel good about my decision to leave because I know it is the right thing to do for me.

STEP 3: Make a plan.

Identify two to five action steps (strategies) you could do to meet your goal.

I will talk to my friends ahead of time so they know that I'm leaving because I don't want to vape. It is not about them.

I will write in my journal each day I leave to remind myself of my achievement of doing the right thing.

After I have left three times in a row, I will play my video game for an hour as a reward.

STEP 4: Do your plan and track your progress.

Short-term goal	☒ Met	☐ Not met	Date: April 29
Long-term goal	☐ Met	☒ Not met	Date: _____

If you met your goal, what helped you to be successful?

Writing in my journal every time I left because it reminded me of how many times I had made the right choice for me.

If you did not meet your goal, what things made it harder for you to be successful?

My friends asking me to stay and knowing if I don't stay, they may not want to be friends with me anymore.

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Test Your Knowledge

Select the best answer for each question.

1. Secondhand smoke can cause health problems in children, including
   a. birth defects
   b. bronchitis
   c. learning deficiencies
   d. stroke

2. The act of inhaling aerosol is known as
   a. smoking
   b. chewing
   c. vaping
   d. inhaling

3. A product used in nicotine replacement therapy is
   a. pills
   b. apps
   c. therapy
   d. gum

4. Tobacco companies focus their marketing on
   a. promotion, placement, and price
   b. placement, position, and price
   c. position, preferment, and placement
   d. price, publicity, and placement

5. Comprehensive smoke-free laws cover
   a. restaurants, bars, and workplaces
   b. hospitals, schools, and parks
   c. bars, schools, and workplaces
   d. restaurants, hospitals, and parks

6. The addictive chemical in tobacco is
   a. arsenic
   b. methanol
   c. nicotine
   d. butane

7. The organization responsible for regulating the manufacturing, marketing, and distribution of tobacco products is the
   a. FAA
   b. FDA
   c. FCA
   d. FIA

8. This uses an "e-liquid" that may contain nicotine as well as different flavors.
   a. cigarette
   b. cigar
   c. dissolvable
   d. e-cigarette

9. This lung disease causes shortness of breath due to the air sacs in the lungs being damaged.
   a. bronchitis
   b. COPD
   c. emphysema
   d. asthma

10. This causes swelling and narrowing inside the lung and restricts the air supply.
    a. asthma
    b. pneumonia
    c. emphysema
    d. bronchitis

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PROJECT-BASED LEARNING: Quitting Tobacco Brochure

What to Remember

Once you have started using a tobacco product it can be really hard to stop. While there are several different methods for quitting, you need to find one that works for you.

What to Do

You will get into groups of three to five students and work together to find the pros and cons of the tobacco quitting method you have been assigned by your teacher. The methods are below:

1. Apps
2. Websites
3. Social media sites (Facebook, Twitter, Instagram)
4. Nicotine replacement therapy
5. Counseling (one-on-one, group, virtual)

Who It Is For

This will be for middle school students at your school.

Why It Is Important

Having accurate information is critical to making a good choice when it comes to quitting a tobacco habit.

How to Do It

Step 1: Using the Internet, conduct a search of your tobacco quitting method to find out the pros and cons of your quitting method.

Step 2: Make a list of pros as to why students would want to use this method, how you think it could help them, how easy or difficult it might be, how effective it is, and at least one other question you decide to ask based on the information you find. You should have between three and seven reasons why this method could be used.

Step 3: Make a list of cons as to why students might find this specific quitting method difficult to use. Think also about the amount of time it might take to use this method and the amount of money the student may need to spend on it. You will also add at least one other question you decide to ask based on the information you find. You should have between three and seven reasons why this method might be difficult to use.

Step 4: You will need to make a handout of some kind to show students the pros and cons of your method. Make sure the handout is factual and well organized as you want to be able to give it out to students. Each group should put their handout together to make a packet of tobacco product quitting methods.

CROSS-CURRICULAR CONNECTION: Language Arts

Write an advertisement for your tobacco quitting method from your Project-Based Learning assignment. If you didn't do the Project-Based Learning assignment, choose one of the quitting methods from it to write about.

Your advertisement should have some type of picture of your quitting method, a slogan of some kind, and at least two facts about why you should use the quitting method.

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12

Legal and Illicit Drugs

LESSON 12.1 Over-the-Counter and Prescription Drugs
LESSON 12.2 Illicit Drugs
LESSON 12.3 Influences on the Use of Medications and Drugs
LESSON 12.4 Prevention, Treatment, and Being Drug-Free



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Understanding My Health

What Do I Know About Legal and Illicit Drugs?

Complete the following self-assessment by putting an X in the box below the word *true* or *false* for each question to help you understand your knowledge about legal and illicit drugs.

	True	False
1. Medicines are divided into two categories: over-the-counter (OTC) and prescription.		
2. The general purpose of an OTC label or a prescription label is to tell you what the drug is used for and how to use it safely.		
3. Teens misusing prescription medicines is not a problem in the United States.		
4. Drug use increases your ability to complete tasks and retain information.		
5. Hallucinogens alter your awareness of your surroundings, including your thoughts and feelings.		
6. The main ingredient in methamphetamine is THC.		
7. Opioids are used as medicines because they contain chemicals that relax the body and relieve pain.		
8. Social media does not influence teens and the choices they make.		
9. A substance use disorder will not affect your day-to-day life.		
10. Behavioral therapy and medication are effective types of treatment for substance use disorders.		

Answers: 1. true, 2. true, 3. false, 4. false, 5. true, 6. false, 7. true, 8. false, 9. false, 10. true

My score for What Do I Know About Legal and Illicit Drugs? _____ (total number of correct answers)



Over-the-counter and prescription drugs are both legal for teens to use but are often misused. Some drugs discussed in this chapter are illegal; some can be prescribed and purchased at a drugstore; and others can be obtained at most grocery stores. Analyzing what influences you to use or not use drugs is an important concept to understand as you get into situations in which you will be pressured to use. The goal is to use drugs correctly and be free of illegal drugs and of those not prescribed for you.

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LESSON 12.1

Over-the-Counter and Prescription Drugs

Terms to Learn

medicine
nonprescription or over-the-counter (OTC) drugs
prescription drugs
side effects
addiction
drug facts label
creatine



The Big Picture

Medicines are drugs used to maintain health or treat a health issue. Medicines are classified as either over-the-counter (OTC) or prescription. OTC means you can buy the medicine at a store, directly off the shelf. A prescription medicine is one for which a doctor writes a prescription, and which you must purchase at a pharmacy. It is important to use any type of medicine correctly by following the directions on the label.

Learning Targets

- Compare and contrast the differences between over-the-counter and prescription medications.
- Explain the general purpose of a drug facts label.
- Describe why the use of prescription drugs by teens is one of the major drug problems in the United States.
- Analyze why teens might continue using OTC and prescription drugs other than the way they should be used.

SEL Connection

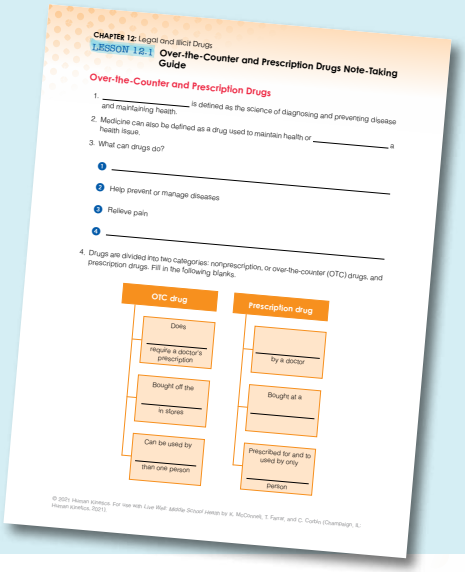
Healthy Living Skills: Healthy Communication (Relationship Skills)

Write About It

List three ways you think OTC medications are different from prescription medications.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 12: Legal and Illicit Drugs
LESSON 12.1 Over-the-Counter and Prescription Drugs Note-Taking Guide

Over-the-Counter and Prescription Drugs

1. _____ is defined as the science of diagnosing and preventing disease and maintaining health.
2. Medicine can also be defined as a drug used to maintain health or _____ a health issue.
3. What can drugs do?
   1. _____
   2. Help prevent or manage diseases
   3. Relieve pain
   4. _____
4. Drugs are divided into two categories: nonprescription, or over-the-counter (OTC) drugs, and prescription drugs. Fill in the following blanks.

OTC drug	Prescription drug
Does _____ require a doctor's prescription	_____ by a doctor
Bought off the _____ in stores	Bought at a _____
Can be used by _____ than one person	Prescribed for and to used by only _____ person

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Marisol hurt her knee in the soccer game on Saturday. She was able to keep playing but it really hurt. Five days later it is still a little swollen and still hurts when she bends it. Marisol doesn't want to tell anyone how bad it hurts because she really wants to keep playing soccer. Every day before practice she takes ibuprofen and has begun taking more ibuprofen right after practice to help with the pain. She knows she should tell the coach, but she is afraid if she does the coach won't let her play. According to the ibuprofen bottle Marisol should only be taking two ibuprofen every six hours. Marisol has started taking two ibuprofen every three or four hours around the clock because the pain in her knee isn't getting any better. Another few days go by and Marisol decides to start taking three ibuprofen every four hours throughout the day and four ibuprofen before and after practice to help with the pain because the ibuprofen doesn't seem to be helping as much. It is obvious there is something wrong with Marisol's knee. Marisol has also noticed that sometimes after she takes the ibuprofen her stomach starts to hurt. Why do you think Marisol had to start taking more ibuprofen for her knee to feel better? Why do you think Marisol's stomach sometimes hurts after she takes the ibuprofen?

Over-the-Counter and Prescription Drugs

Medicine is defined as the science of diagnosing and preventing disease and maintaining health. **Medicine** can also be defined as a drug used to maintain health or treat a health issue. In this chapter you will focus on the definition of medicine as a drug. Drugs can ease symptoms, help prevent or manage diseases, relieve pain, and treat multiple conditions. Drugs are divided into two categories: **nonprescription or over-the-counter (OTC) drugs** and **prescription drugs** (table 12.1).



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TABLE 12.1 **Differences Between OTC and Prescription Drugs**

OTC drug	Prescription drug
Does *not* require a doctor's prescription	Prescribed by a doctor
Bought off the shelf in stores	Bought at a pharmacy
Can be used by more than one person	Prescribed for and to be used by only one person
Regulated by the Federal Drug Administration (FDA)	Regulated by the Federal Drug Administration (FDA)

Using OTC and Prescription Drugs Safely

The U.S. Food and Drug Administration (FDA) is the government agency that decides which drugs require a prescription and which may be sold over the counter. The FDA allows new medicines to be used only if they are safe and do what they are supposed to. If a drug benefit outweighs its risks, the FDA usually approves the sale of the drug. The FDA can take a drug off the market at any time if it is found to cause harmful **side effects**. Side effects are effects drugs have on your body that don't help your symptoms.

To use an OTC drug safely means using the drug properly. Proper use includes reading the label of the drug and following the instructions. While an OTC drug may be helpful for some injuries or illnesses, it is important for you to be able to properly determine when something is minor and when it requires medical attention.

To use prescription drugs safely, it is important you use them as they are prescribed by your doctor. When you use them as prescribed you are at a very low risk for **addiction** or other side effects. Addiction can be a physiological (functions of the body) or psychological (functions of the mind) need for a substance that often has physical or psychological side effects or both. Teens sometimes think that because prescription drugs are prescribed by a doctor, they are safer to use than illicit drugs. Unfortunately, when misused, prescription drugs can be just as dangerous and deadly as illicit drugs.

Reading Drug Labels

In the United States, every OTC and prescription drug has a **drug facts label**. The general purpose of the label is to tell you what the drug is used for and how to use it safely. Any drug can cause side effects. Following the directions on the label can lower the chance of side effects. Taking a drug as prescribed will make sure it works the way it is supposed to.

It is important that you understand the different parts of the label and what they mean. Figure 12.1 shows examples of an OTC label and a prescription label. While there are similarities on both labels, there are also sections that are very different. Make sure you understand how to read each label.

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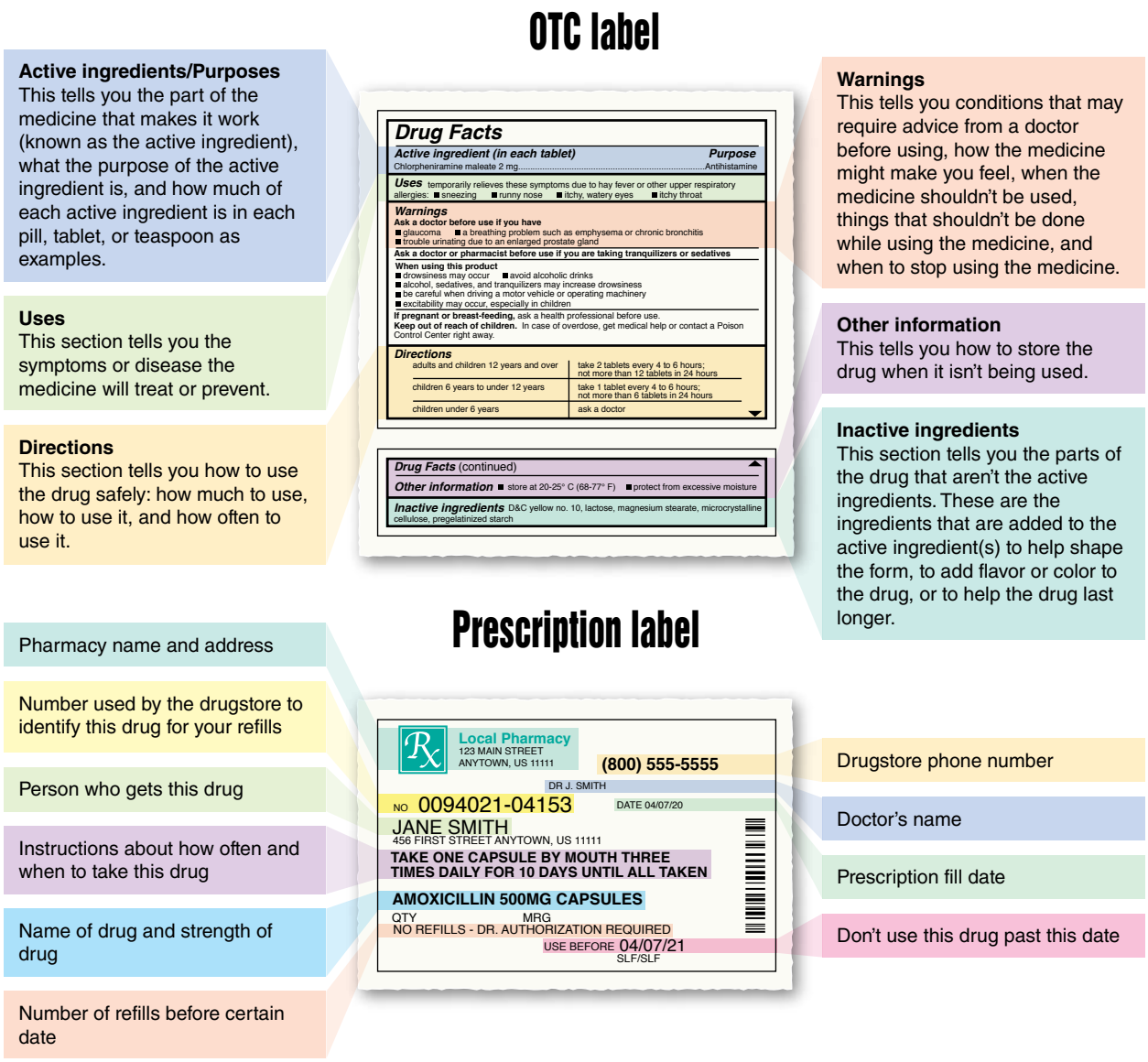


Figure 12.1 OTC and prescription labels.

Potential Risks of Taking OTC and Prescription Drugs

Although the benefits of taking an OTC or a prescription drug often outweigh the consequences, it is important to know that there can be some risks you should be aware of. There are four main risks.

1. Side effects. Most side effects are unpleasant, and may include nausea, dizziness, diarrhea, dry mouth, skin irritations, and drowsiness. It is important that you read the labels of all drugs before taking them so you know what the side effects may be.
2. Drug–drug interactions. When two drugs are used together, it affects how your body processes them. Sometimes when drugs interact they make

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each drug stronger, which could create additional health problems, and sometimes the two drugs can cancel each other out and don't work at all. Make sure you always let your doctor know all the medicines you are taking, including herbal supplements, vitamins, and minerals, because even these types of drugs can cause drug interactions with something else you may be taking.

3. Drug–food interactions. What you eat and drink can affect the ingredients in a drug and prevent the drug from working the way it should. If your drug should be taken on an empty stomach, you should typically take it an hour before or two hours after eating.
4. Allergic reactions. Allergic reactions to medicines do not happen very often. Signs of an allergic reaction may include itching, hives, and breathing problems. Call your doctor or 911 right away if you think you are having an allergic reaction.

HEALTHY LIVING TIP

If you are using a prescription drug for anything, make sure you use it only as directed and that you don't let anyone else use your medicine.

Abuse of OTC and Prescription Drugs

Middle school students are more likely to abuse OTC and prescription drugs because the drugs are easy to obtain and the desire to fit in with peers is strong. See table 12.2 for descriptions of commonly abused OTC and prescription drugs. Prescription drugs are the fourth most commonly abused substance by teens, after alcohol, marijuana, and tobacco or vaping. The use of prescription drugs,

TABLE 12.2 **Commonly Misused OTC and Prescription Drugs**

Type of drug	Description
Misused OTC drugs	
Cough syrup	Many OTC cough syrups contain dextromethorphan (DXM), which is a cough suppressant. DXM is either swallowed in its original form or mixed with soda for flavor; this is called *Robotripping* or *skittling*. Taking too much DXM can cause hallucinations or slow down brain function, particularly the part of the brain that controls breathing and heart function.
Cold medicine	Pseudoephedrine is a stimulant in many cold medicines used to relieve nasal and sinus congestion from colds and allergies. A stimulant speeds up body systems, especially the brain and central nervous system. Taken in excess, it may cause hallucinations, an irregular heartbeat, shortness of breath, dizziness, or seizures.
Misused prescription drugs	
Adderall and Ritalin	These are stimulants often used to treat ADHD. Teens tend to use them, even if not prescribed to them, as so-called study drugs to feel more awake and alert. These drugs don't increase learning or thinking ability, and the effects last only for a short amount of time.
Vicodin and OxyContin	These opioids contain chemicals that relax the body and relieve pain especially after severe injuries or surgeries. Opioids are a class of drugs found naturally in the opium poppy plant.

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other than as prescribed, by teens is the fastest-growing drug problem in the United States, affecting teens' mental and physical health. Teens are abusing these medicines either by taking more than what is prescribed or by taking someone else's medicine. Teens may use these OTC and prescription drugs to be more alert or to relax after a stressful time, thinking it will only be for a day or two. What they don't realize is that they can feel sluggish and tired after the effects of the drugs wear off. These feelings can sometimes trigger the cycle to use again because they want to get the good feeling back. Signs that may indicate abuse of an OTC or prescription drug may include changes in appearance, attitude, grades, or sleep; sudden anger outbursts; and lying or stealing as some examples.

Reasons for abusing OTC and prescription drugs include the following:

- Prescription drugs can be easy to get from friends, family, and acquaintances.
- Some drugs reduce appetite and are often used for weight loss.
- The teens want to be accepted by their peers.
- Some drugs increase alertness.
- Some drugs can make people feel good or get high.
- Some drugs can help people relax.
- Some drugs can improve concentration.

Almost half of all opioid deaths in the United States are caused by a prescription drug that contains opioids. When these drugs are taken as prescribed, they provide pain relief, but when they are not used properly, they can result in addiction, overdose, and death. The misuse of and addiction to opioids is a national crisis that is affecting people of all ages, ethnicities, and incomes.

Opioid use has become such a problem in the United States that naloxone, a medication designed to rapidly reverse opioid overdose, has been created and made available to the public. The over-the-counter version is a nasal spray called Narcan. It is sprayed into one nostril while the patient lies on their back. Narcan is a life-saving medication that can temporarily stop or reverse the effects of an opioid or heroin overdose.

Performance-Enhancing Drugs

Performance-enhancing drugs are substances used to improve athletic performance. Some performance-enhancing drugs are legal and some are illicit. The two discussed here, creatine and caffeine, are currently legal to use.

Caffeine and Energy Drinks

Caffeine is a stimulant most often found in coffee and energy drinks and may be used by athletes to speed up the central nervous system and increase heart rate and blood pressure. Stimulants can improve endurance, reduce fatigue, suppress appetite, and increase alertness and aggressiveness. Short-term side effects may include trouble sleeping and focusing, shakiness, headaches, and

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dizziness. Long-term side effects can include irritability, nervousness, and an irregular heart rate. Babies born to women who use caffeine while pregnant may have changes in sleep and movement patterns. While caffeine is not addictive, you can become dependent on it and experience withdrawal when you have less of it.



Caffeine is found in energy drinks and coffee, and while it's not addictive you can become dependent on it.

Creatine

Creatine is produced by your body and helps muscles release energy. It is a substance found naturally in muscle cells that helps your muscles produce energy during heavy lifting, improves strength, and helps muscles recover more quickly. This may help athletes achieve bursts of speed and energy, especially in sprinting and weightlifting. Creatine is also available as an over-the-counter nutritional supplement. Creatine is usually used as a powder that is added to a liquid. Short-term side effects may include anxiety, weight gain, headache, and upset stomach. Caffeine use can increase the risk of side effects. Creatine is not physically addictive, but it may be psychologically addictive because you may think you *have* to use it if you see benefits in it.



Creatine is an over-the-counter nutritional supplement that can become psychologically addictive.

Diet Pills

Diet pills often come with a large promise of significant weight loss. While diet pills may help with weight loss, they can also have health risks. The FDA does not review diet pills for safety and effectiveness before they are marketed. If the diet pill contains a new ingredient, manufacturers must notify the FDA about the ingredient prior to marketing the pill. Unfortunately, not all manufacturers follow this requirement.

Over-the-counter diet pills are marketed to help you lose weight by increasing your metabolism. Metabolism is how your body converts what you eat and drink into energy your body needs to function. The primary ingredient of most diet pills is caffeine, but they may have other ingredients you don't always know. Because the FDA doesn't test all of the weight loss products for safety there is no way to know if all the ingredients are safe. Over time, many

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Figure 12.2 Diet pills can have harmful side effects like increased heart rate, high blood pressure, agitation, sleeplessness, kidney problems, and liver damage.

of the more popular ingredients in diet pills have been banned by the FDA because of harmful side effects. Side effects include increased heart rate, high blood pressure, agitation, sleeplessness, kidney problems, and liver damage (figure 12.2). Even with this information, if the manufacturer doesn't list those ingredients on the label, you have no way of knowing what is in the product.

Diet pills are often misused by taking more than the recommended dose, taking diet pills when you are at a normal weight or are underweight, and combining multiple weight loss products.

Skill-Building Challenge

Promoting the Proper Use of Prescription Medications

You have just heard that one of your classmates got arrested for selling her ADHD pills to some other students at school. The students were buying the pills to help them study for their finals. You read about kids using Adderall to help them focus and stay awake in health class earlier in the year, but you didn't think it would ever happen at your school. Since the girl was arrested, you've heard about other students also selling their prescription medications at school.

You want to do something to stop the selling of prescription drugs. You talk to a few of your friends and your teacher about what you could do to stop this from happening again. You realize this is a problem that involves families, because the pills are coming from people's homes, so it is something your community needs to know about.

You want to advocate for the students and their families to be aware of what is happening and to use prescription medicines properly. Use the Advocacy Skill Cues to complete the challenge.

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Healthy Living Skills

This lesson focused on practicing advocacy. Here are some more ways you can develop healthy living skills related to this lesson.

ANALYZING INFLUENCES

You have recently come down with a cold and aren't feeling well. You want to take something to help you with your symptoms (runny nose, cough, headache) but you aren't sure what to take. As you are watching TV you keep seeing advertisements for a popular brand of cold medicine. Since the ad keeps coming up you begin to think that must be the best cold medicine to buy—but is it?

Go online and find a brand of cold medicine you or someone you know uses or you have seen advertised. Once you have found the cold medicine, please answer the following questions.

1. What made you choose this cold medicine? For example, were you influenced by the packaging, by a commercial, or because a friend or family member uses it?
2. Thinking about your answer to question 1, is it a good reason to use this cold medicine? Explain why. If it is not a good reason to use the cold medicine, please explain why.
3. Make a choice as to whether you will use this cold medicine or not and explain your decision.

HEALTHY COMMUNICATION



You and your best friend decide you both want to lose 10 pounds by July; this gives you about six months to lose the weight, which is a little less than 2 pounds a month. At the end of two months, you and your friend compare how much weight you have lost. You have lost 5 pounds and your friend has lost 10. She admits she has been taking her mom's diet pills and she has a lot of energy, so she has been working out every day, sometimes even twice a day. She hands you some and tells you to take them because she has more at home. You refuse and tell her you don't want to take any pills. She tells you they will really help you to lose weight faster and keeps telling you that you should try them.

Using the refusal skills learned in class, you continue to tell your friend no and refuse to change your mind. You need to practice your refusal skills with a classmate.

1. Say no.
2. Use an *I* message to state your reason for not wanting to use diet pills.
3. Use an assertive voice and have your nonverbal body language match your verbal language.
4. Stand tall, look your friend in the eye, and shake your head no.
5. Stick with your position.
6. If this does not work, remove yourself immediately from the situation.

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LESSON 12.1 Review: Over-the-Counter and Prescription Drugs

LESSON SUMMARY

- OTC and prescription medicines have similar as well as different characteristics. Both can be used to maintain health or to treat health issues, ease symptoms, prevent or manage diseases, relieve pain, and treat multiple conditions, and both are regulated by the FDA.
- OTC drugs do not require a doctor's prescription, they can be bought off the store shelves, and they can be used by more than one person.
- Prescription drugs are prescribed by a doctor, are bought in a pharmacy, and are prescribed for and used by only one person.
- The general purpose of a drug facts label is to tell you what the drug is used for and how to use it safely.
- The use of prescription drugs by teens is a major drug problem in the United States because they are easy to get, often from their home or family members. Prescription drugs may be popular with the peer group a teen wants to fit in with, and if the group is using prescription drugs the teen may think they have to also in order to fit in.
- Teens may continue to use OTC and prescription drugs in a way that is different from what they are prescribed for because they may feel sluggish and tired as the drugs wear off, so they will use them again to get the good feeling back.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ is a drug used to maintain health or to treat a health issue.
2. Nonprescription medications are also known as _____ medications.
3. _____ medications must be bought at a pharmacy and are prescribed by a doctor.
4. A(n) _____ can be a physiological or a psychological need for a substance.
5. The _____ is the government agency that decides which drugs require a prescription and which may be sold over the counter.
6. The part of the medicine that makes it work is known as the _____ ingredient.
7. Effects that drugs have on your body that don't help your symptoms are known as _____ effects.
8. The _____ label tells you what the drug is used for and how to use it safely.
9. _____ is a substance found naturally in muscle cells that helps your muscles produce energy.

THINKING CRITICALLY

Find an OTC label online or in your home. Create a short poem or song that includes the critical information from the label that you think a person should know. Write down the poem or the lyrics.

TAKE IT HOME

Talk to a family member about the OTC medications and any other medications they take. Ask them if they have ever asked their doctor or a pharmacist about whether it is safe to take all their medications together.

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LESSON 12.2

Illicit Drugs

Terms to Learn

illicit drugs
marijuana
stimulant
cocaine
methamphetamine
opioid
heroin
inhalant
steroid
hallucinogen
ecstasy
GHB
Rohypnol



The Big Picture

Illicit drugs are drugs that are illegal to have and use. They essentially do one of three things: stimulate or increase your central nervous system, depress or slow down your central nervous system, or cause you to hallucinate. Most of the illicit drugs described in this lesson are very addictive. This lesson will also discuss why teens use illicit drugs, how illicit drugs increase risky behaviors, and the warning signs of drug use.

Learning Targets

- Explain what an illicit drug is and what it does to a person.
- Identify the different types of drugs based on a description.
- Discuss how different drugs are used.
- Describe why teens use illicit drugs.
- Recognize at least five warning signs of teen drug use.

SEL Connection

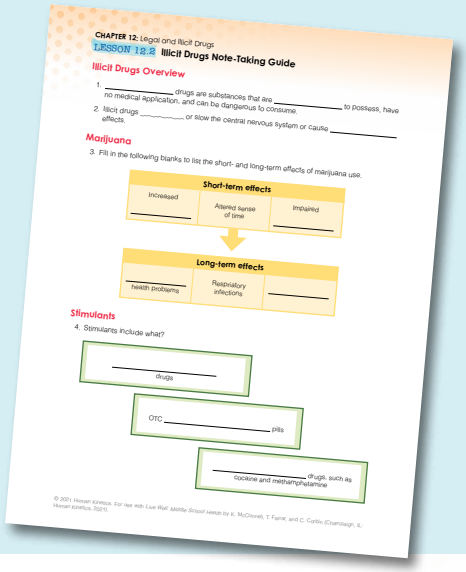
Skill-Building Challenge: Refuse to Use (Responsible Decision Making)

Write About It

Brainstorm three potential short- and three long-term consequences of using drugs to cope with problems.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 12: Legal and Illicit Drugs
LESSON 12.2 Illicit Drugs Note-Taking Guide
Illicit Drugs Overview
1. _____ drugs are substances that are _____ to possess, have no medical application, and can be dangerous to consume.
2. Illicit drugs _____ or slow the central nervous system or cause _____ effects.
Marijuana
3. Fill in the following blanks to list the short- and long-term effects of marijuana use.
Short-term effects
Increased _____
Altered sense of time
Impaired _____
Long-term effects
_____ health problems
Respiratory infections
_____
Stimulants
4. Stimulants include what?
_____ drugs
OTC _____ pills
_____ drugs, such as cocaine and methamphetamine

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Max started using marijuana when he was 13 years old. His parents were going through a divorce and he couldn't handle his parents always fighting. They often put him in the middle of their fights, wanting him to choose sides. Max had a friend whose older brother would offer them marijuana now and then. He started buying it and using it when he wasn't with his friend as well. Max felt it was easier for him to deal with all the things that were happening with his parents if he was just a little high. What started out as smoking marijuana now and then on the weekends quickly turned to using daily after school before his parent got home from work. Max even started using before school and at school some days. One day Max put some marijuana in his locker and was going to smoke it at lunch. That day the school was doing a locker check because they had heard there were students who were using marijuana at school. The police brought in drug dogs, and they found the marijuana in Max's locker. Max was called to the office where he had to explain to the principal and the police officer why there was marijuana in his locker. He's never really been in trouble before at school and doesn't know what will happen. What consequences might Max have for his actions? What could Max do instead of smoking marijuana to deal with his parents?

Illicit Drugs Overview

Illicit drugs are substances that are illegal to possess, that have no medical applications, and that can be dangerous to consume. They stimulate or slow the central nervous system or cause hallucinogenic effects. Hallucinogenic effects alter a person's awareness of their surroundings, including their own thoughts and feelings. The use of illicit drugs can be very dangerous because many of the drugs are very addictive. Illicit drugs are dangerous because they are unregulated, so their potency is often unknown; because drug dealers may mix illegal substances with other dangerous drugs; and because injecting illicit drugs can raise a person's risk of contracting diseases like HIV and hepatitis. People using illicit drugs also risk becoming dependent on the drug they use (figure 12.3). Illicit drug use is associated with child abuse, prison sentences, missing work or school, and not being productive at work or school. Eighty percent of all child abuse and neglect cases involve drug or alcohol use.

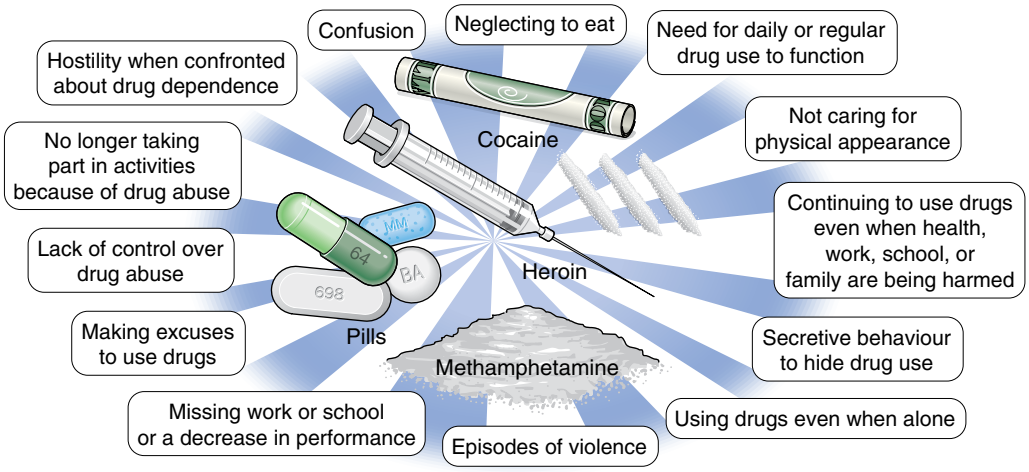


Figure 12.3 Dangers of illicit drugs.

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Marijuana



Marijuana. Street names include weed, mary jane, pot, and ganja.

Marijuana (also known as cannabis) is one of the most popular drugs because it is easy to get and is the most commonly used illicit drug by middle school students in the United States. Marijuana is commonly used through smoking or vaping. **Marijuana** is a mind-altering psychoactive drug made of dry, shredded, green or brown flowers, stems, seeds, and leaves from the Cannabis sativa plant. The main ingredient in marijuana is tetrahydrocannabinol (THC), which produces the psychoactive effect also known as the *high*. Short-term side effects may include being overly relaxed, having an increased appetite, an altered sense of time, and impaired judgment. Long-term side effects may include mental health problems, respiratory infections, and addiction. Children born to women who use marijuana while pregnant may have a low birth weight, may have attention problems, and may have difficulty with problem solving.

Marijuana is currently legal in many U.S. states and in the District of Columbia for people over the age of 21. Some states have approved medical marijuana only, and other states have also approved adult-use recreational marijuana. It is still illegal to use marijuana according to the federal government.

In states where medical marijuana is legal, it is sold in marijuana stores. Medical marijuana may be prescribed for patients with medical issues such as cancer, chronic pain, HIV, multiple sclerosis, seizure disorders, and glaucoma. Marijuana also may help to alleviate nausea, anxiety, and other symptoms in serious medical conditions.

Many people are also using cannabidiol (CBD), which is an extract of the hemp plant that has little or no THC; people report very little if any change in consciousness with its use. Hemp-derived CBD must contain less than 0.3 percent THC for it to be sold legally. It is legal in all 50 states and is often sold in stores. Hemp-derived CBD is often used for seizures, anxiety, insomnia, and chronic pain. Marijuana-derived CBD is not legally sold.

Stimulants

Stimulants speed up the body's systems. This class of drugs includes prescription drugs such as amphetamines used to treat ADHD, OTC diet pills, and illicit drugs such as cocaine and methamphetamine.

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Cocaine and Methamphetamine

Cocaine is a white, crystalline powder derived from coca leaves. Crack cocaine, which is another common form of cocaine, looks like small, unevenly shaped white rocks. Cocaine has an almost immediate effect, making the user feel energetic, alert, and overly sensitive to sights, sounds, and touch.



Cocaine. Street names include coke, crack, rock, and snow.

Methamphetamine, or meth, is one of the most common illegal drugs in the United States because it is so easy to make the drug. Meth can be made with OTC ingredients including ephedrine or pseudoephedrine, which is a common ingredient in cold medicine. Meth creates a type of excitement or a pleasurable high, which makes people feel good in part due to the high level of dopamine that is released. Common side effects of meth use are a severe dental problem called *meth mouth* and intense itching and scratching leading to skin sores.



Methamphetamine. Street names include meth, speed, ice, and crystal.

Cocaine and Methamphetamine Similarities

Cocaine and methamphetamine have similar short-term side effects, including a fast heart rate, aggressiveness, impaired judgment, anxiety, hallucinations, and increased alertness. Long-term side effects include paranoia, weight loss, and hearing noises that aren't real; depending on how the drug is used, long-term side effects may also include loss of smell, skin infections, and asthma. Women who use cocaine or meth while pregnant may have premature babies with low birth weight and their children may have behavior problems and heart and brain defects. Both cocaine and methamphetamine are addictive drugs.

Opioids

Opioids, also known as *narcotics*, are naturally found in the opium poppy plant. This class of drugs includes the illicit drug heroin, fentanyl (which is legally used for pain relief but is also often used as an illicit drug), and pain relievers available by prescription such as codeine, oxycodone, hydrocodone, and morphine. Some prescription opioids are made directly from the plant and others are made in labs by scientists. Opioids are often used as medicine because they contain chemicals that relax the body and relieve pain.

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Heroin is an opioid drug made from morphine, which is a natural substance taken from the seedpod of the opium poppy plant. Opium poppy plants grow in Southeast and Southwest Asia, Mexico, and Colombia. Heroin can be a white or brown powder or a sticky black substance known as *black tar*. Heroin can be injected, snorted, or smoked. The initial effects of heroin create a rush of satisfying feelings. The intensity of the rush depends on how much heroin was taken and how rapidly it enters the brain. Short-term effects may include dry mouth, heavy feeling in the arms and legs, and difficulty in thinking. People are often very tired for several hours after using heroin. Long-term effects may include an inability to make decisions, antisocial behavior, and heart and lung complications. Women who use heroin while pregnant may give birth to a baby dependent on heroin. Heroin is an addictive drug.



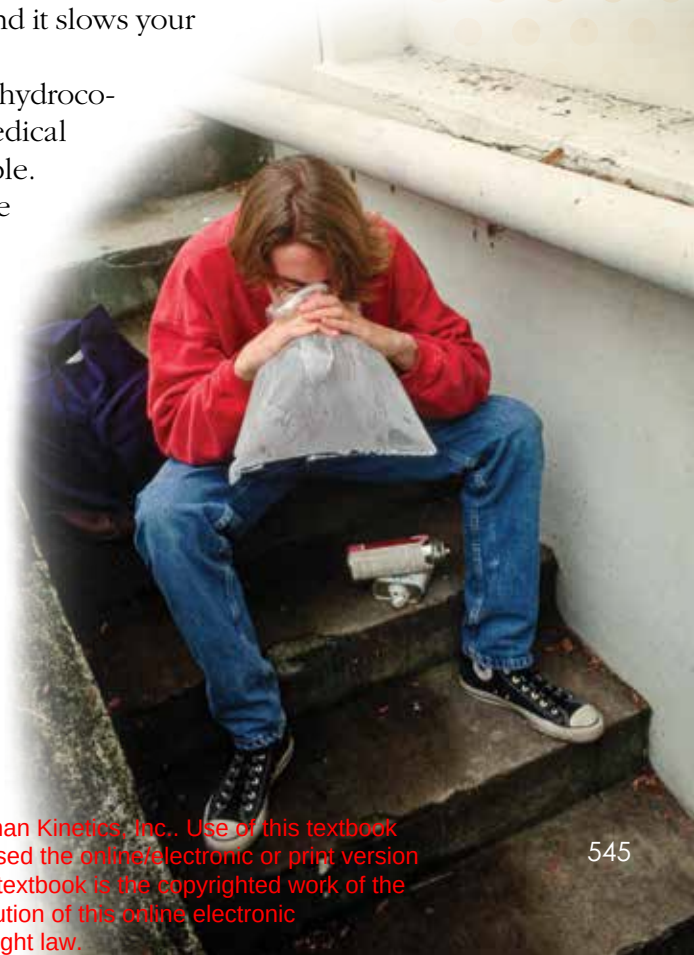
Heroin. Street names include big H, smack, and horse.

Fentanyl is a synthetic opioid that is used for pain relief. It is 100 times more potent than morphine and 50 times more potent than heroin as a pain reliever. A synthetic opioid means that it is produced in a laboratory for valid medical purposes or can be produced in an illicit lab, where it is made to be similar to the legal form of the drug but often with modified ingredients or enhanced effects. These modifications to fentanyl have resulted in a dramatic increase in overdose deaths. Fentanyl is illegally sold as a powder or tablet and can be injected, snorted, smoked, or ingested in the pill form. The effects of fentanyl include being relaxed, euphoric, confused, and drowsy, and it slows your breathing and can relieve pain.

Prescription pain relievers such as codeine, oxycodone, hydrocodone, and morphine may be given to relieve pain after medical and dental surgeries or after athletics injuries, for example. While these types of opioids (narcotics) are highly effective in reducing pain, they can also create a psychological dependence in which a person can feel overwhelmed by daily activities and may continue to talk and think about using the pain reliever even though they no longer have the physical pain.

Inhalants

Inhalants are invisible, dangerous substances found in common household products that produce chemical vapors that are inhaled through the nose or mouth to produce mind-altering effects. The high that inhalants produce usually lasts only a few minutes. People often try to make it last longer by continuing to inhale over



Inhalants. Street names include huff, rush, whippets, and gluey.

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and over again for several hours. Examples of inhalants include felt-tip markers, spray paint, hairspray, air freshener, nail polish remover, paint thinner, gasoline, canned whipped cream, helium, canned air, and rubber cement. Most inhalants affect the central nervous system and slow down brain activity. Short-term effects may include slurred speech, lack of coordination, headaches, and dizziness. Long-term effects can include loss of coordination and brain damage. Children born to women who use inhalants while pregnant may have delayed brain development and heart defects, and as they get older may develop learning disorders and difficulty getting along with others. Inhalants can be addictive, but this is uncommon.

Steroids

Anabolic **steroids** are a lab-created version of the male hormone testosterone; they are used to promote muscle growth, enhance athletic performance, and improve physical appearance. They also promote the development of male sexual characteristics regardless of gender. They are one of the most widely used illicit performance-enhancing drug in all sports. Legally, anabolic steroids are sometimes used medically to treat delayed puberty and muscle loss caused by disease as well as low levels of testosterone in men. Steroids are usually injected into a muscle but can also be taken as a pill or applied to the skin as a cream or a patch. Regardless of gender, steroids can cause acne, mood swings, kidney problems, and aggression (sometimes referred to as *roid rage*). Individuals identifying as men may experience shrinking testicles, decreased sperm production, and male-pattern baldness. Those identifying as women may experience a deepening of the voice, a decrease in breast size, and an increase in facial and body hair. Teens, regardless of gender identity, may experience stunted growth. Pregnant women may be given steroids if they are at risk for late preterm births to reduce the risk of severe respiratory problems. Anabolic steroids are potentially addictive, but this is very uncommon.



Steroids. Street names include roids, stackers, arnolds, and gym candy.

Club Drugs

Club drugs are primarily used by teens and young adults at parties, concerts, and clubs. The most common club drugs fall into two drug classes: hallucinogens and depressants.

Hallucinogens

Hallucinogens are among the oldest known group of drugs used for their ability to alter human perception and mood. They alter your perception of

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your surroundings, your thoughts, and your feelings. Hallucinogens are found in plants and mushrooms or are manufactured. Ecstacy, GHB, and LSD are examples of hallucinogens. Each of these drugs is manufactured in an illegal synthetic form, which increases the dangers of taking the drug because of the unknown ingredients used in production.



Ecstasy. Street names include molly, disco biscuit, E, hug drug, X, and XTC.

Ecstasy is chemically similar to stimulants and hallucinogens. It produces feelings of increased energy, distorted perceptions, and an altered understanding of place and time. Ecstasy comes in pill or powder form, with the pills having a variety of logos and colors. The pill form can be crushed and put into a drink. Ecstasy is sometimes referred to as a date rape drug because its side effects include sexual arousal and a sense of emotional closeness. The increase in sexual arousal and trust can lead to unsafe sexual behaviors, especially when you don't know you have taken it. Other side effects may include involuntary teeth clenching, blurred vision, and muscle cramping. Long-term side effects can include depression, sleep problems, and memory and attention problems. Women who use ecstasy while pregnant may give birth prematurely or have babies with cardiovascular and developmental defects. Ecstasy has not been studied enough for there to be a clear understanding as to whether it is addictive, but it does appear to have addictive qualities.

GHB also comes in pill form but more often is a colorless, odorless liquid put into drinks. GHB is also known as a date rape drug, especially when mixed with alcohol, because it can cause the person taking it to black out, leaving them completely unaware of what has happened. GHB causes a rush of intense happy feelings and hallucinations. Short-term side effects can include slowed heart rate and breathing, confusion, and memory loss. Long-term side effects are unknown.



GHB. Street names include liquid ecstasy, G, and Georgia homeboy.

LSD is an odorless and colorless substance with a bitter taste. It is most often used on absorbent paper, known as blotter paper, which is divided into small, decorated squares. Each square is one dose and dissolves in the mouth. LSD often causes hallucinations, which involve impaired time and depth perceptions and extreme changes in mood. Physical effects may include increased heart rate and blood pressure, sweating, sleeplessness, increased body temperature, and tremors. LSD may also cause the user to experience flashbacks to a previous LSD experience days or even months after taking the last dose.

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Depressants

When prescribed by a doctor and used properly, depressants can calm nerves, relax muscles, and help you sleep. Two examples of depressants are benzodiazepines and Rohypnol.

Benzodiazepines are used to encourage sleep, relieve anxiety, and prevent seizures. When taken properly they can have a calming effect on the individual. The most common prescriptions are in the form of Valium and Xanax.

Rohypnol is not approved for medical use in the United States. It is known as a date rape drug because it is easily put into a person's drink without their knowledge. Side effects can include temporary amnesia, in which the person cannot remember what happened during a given period of time. Other effects can include impaired reaction time, impaired motor coordination, and lack of judgment. Long-term side effects are unknown. Children born to women who use Rohypnol while pregnant may have withdrawal symptoms. Rohypnol is addictive.



Benzodiazepines are most commonly prescribed as Valium and Xanax.



Rohypnol. Street names include roofies, roach, forget-me pill, and R-2.

HEALTHY LIVING TIP

Using drugs of any kind won't help you with your problems. Talk to a trusted adult or a friend about your problem and find ways to solve your problem rather than finding ways to ignore it with drugs.

Why Some Teens Use Illicit Drugs

Teens experiment with drugs for a variety of reasons including the following.

- To fit in—Teens use drugs because they think others are doing it. They are afraid if they don't use drugs they won't be accepted by their peers.
- Curiosity—Teens may experiment with drugs because they want to know what it feels like.
- To feel good—Drugs interact with the chemicals in the brain to produce feelings of pleasure.
- Low self-esteem—Teens may have low self-esteem because of their appearance, lack of friends, peer pressure, social media, bullies, and family, all of which can lead to self-destructive behaviors such as using drugs.
- To feel better or to forget—Teens may use drugs to lessen their feelings of depression, social anxiety, stress, and physical pain.
- To do better—In our competitive society, the pressure to be the best may turn some teens to using stimulants to enhance or improve their performance.

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- Boredom—Teens may want to try drugs as something thrilling or daring because they have nothing else to do.
- To cope with problems—Teens may use drugs to escape what is bothering them. While in the short term it may work, once the drug wears off, they still have their initial problem, and if they use drugs long term on a regular basis they may be adding the problem of drug abuse.

How Drugs Affect Athletic Performance

Whether you realize it or not, drugs take a toll on your mind and body as well as your physical and athletic performance. Using drugs and being physically active or playing sports will definitely affect your abilities and not in a positive way (figure 12.4).

Trying to perform when using drugs affects you negatively in multiple ways. Depressant drugs such as marijuana, alcohol, and opiates slow down your breathing. Marijuana reduces your lung capacity so it's harder to get oxygen to your muscles, and opiates tend to slow down your breathing and narrow your airway. This makes it harder to breathe at a time when your body needs extra oxygen. Coordination is important when you are playing your sport or participating in your activity, but a depressant reduces your coordination so you may not react as you need to. Using marijuana before you play affects your alertness and concentration, so you are slower to react.

Figure 12.4 The use of drugs can harm your athletic abilities.



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Stimulants such as cocaine and ecstasy increase your heart rate and put undue stress on your heart at a time when your heart is already beating harder than it has to. Cocaine increases your movements so you may be more likely to injure yourself and not know it, because a high dose of cocaine acts as a painkiller so you may not feel pain and may continue playing after an injury, causing even more damage. Stimulants can make you irritable and restless, making you short-tempered with your teammates and making it difficult to concentrate on the game.

Illicit Drugs and Risky Behaviors

There is a direct connection between using illicit drugs and engaging in risky behaviors such as unprotected sex, underage drinking, and dating violence, as a few examples. According to the CDC, the more often teens use illicit drugs, the more often they engage in sexual risk behaviors including unprotected sex, and the number of sex partners increases. Teens who don't use any substances are the least likely to engage in sexual risk-taking. Risky behavior doesn't just happen. Several risk factors, such as the following, may lead teens to use illicit drugs and engage in risky behaviors.

- Family history of violence, physical or emotional abuse, mental illness, or drug use.
- Guardians don't see a problem with substance use or sexual risk behavior.
- Lack of positive guardian influence.
- Friends also use illicit substances and engage in various risk behaviors.
- Lack of school or positive peer connectedness.

Warning Signs of Teen Drug Use

Now that we have looked at the different types of drugs teens might use and why they use them, it is important to know the warning signs and the possible consequences of drug use so that if you see these signs in yourself or a friend you can get help (figure 12.5).

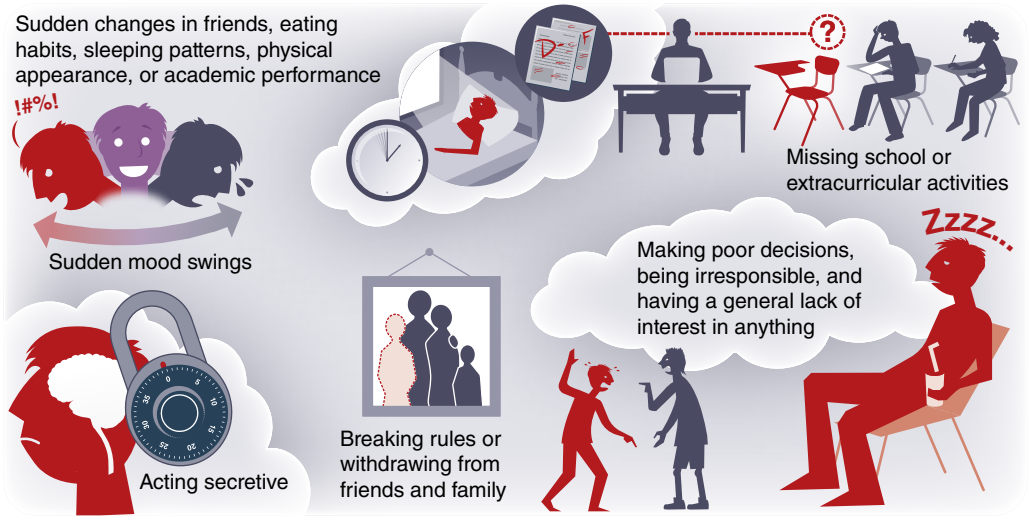


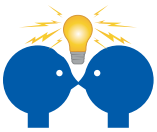
Figure 12.5 Warning signs of drug use.

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Skill-Building Challenge

Refuse to Use



You and some of your friends heard there was going to be a big party Friday night. You decide to go, and when you get there it is much bigger than you imagined it would be. Everyone seems to be having a great time. As you go into another room to find the rest of your friends you realize they are smoking pot. You knew your friend Emily smoked pot with her older sister now and then, but you didn't know until now that your other friends smoked pot. Your friends all begin encouraging you to smoke pot with them.

You know you shouldn't smoke pot, but your friends are starting to put a lot of pressure on you to give it a try. What do you do?

Using the following decision-making steps, write out your response to each of the steps.

STEP 1: What is the problem you are faced with?

STEP 2: What are your options?

STEP 3: What are the consequences based on the options you chose? What would happen if you did smoke pot with your friends? What would happen if you didn't smoke pot with your friends?

STEP 4: What is the decision you are going to make?

STEP 5: How do you think your choice will work out for you?

Healthy Living Skills

This lesson focused on making healthy decisions. Here are some more ways you can develop healthy living skills related to this lesson.



PROMOTING GOOD HEALTH

Create two or three public service announcements about the dangers of drug use that could be read over the intercom at school. Use the Advocacy Skill Cues to help you organize your work and include at least three realistic things students could do besides using drugs as part of your messages.



HEALTHY COMMUNICATION

Write a letter to an elementary school student that explains why drug use is dangerous. Make sure the letter is appropriate for their age and include tips for how they might avoid drug use in the future. Include art and illustrations to make your letter appealing to the reader.

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LESSON 12.2 Review: Illicit Drugs

LESSON SUMMARY

- Illicit drugs are drugs that are illegal to have, that can be dangerous to take, and that have no medical use. They can stimulate or slow down the central nervous system or cause hallucinations.
- The following drug categories and drugs were discussed in this lesson: marijuana, stimulants (cocaine and methamphetamine), narcotics or opioids (heroin), inhalants, steroids (anabolic and androgenic), performance-enhancing drugs (creatine, caffeine, and energy drinks), hallucinogens (ecstasy and GHB), depressants (Rohypnol), and diet pills.
- Teens use illicit drugs for a variety of reasons including to fit in, curiosity about the drug, to feel good, to feel better or to forget, to do better, and because they are bored.
- Some warning signs to look for if you think someone is using drugs include a change in friends, eating habits, sleeping habits, physical appearance, and academic performance, and mood swings, lack of interest, and withdrawing from friends and family.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ drugs stimulate or slow the central nervous system or cause hallucinations.
2. When a person's awareness of their surroundings including their own thoughts and feelings are altered this is known as a(n) _____ effect.
3. The main ingredient of _____ is THC.
4. A _____ speeds up the body's systems.
5. _____ is made with over-the-counter ingredients including ephedrine or pseudoephedrine, a common ingredient in cold medicines.
6. _____ include heroin and prescription medicines such as oxycodone and hydrocodone.
7. _____ promote muscle growth, enhance athletic performance, and improve physical appearance.
8. _____ produces feelings of increased energy, emotional closeness, and distorted perceptions of surroundings and time.

THINKING CRITICALLY

Create a list of the Top 10 Reasons Not to Use Illicit Drugs. Begin by brainstorming as many reasons as you can think of and then put them in order based on what you think is the most important reason (#1) to what you think is the least important reason (#10).

TAKE IT HOME

Ask older family members about when they were in school and whether illicit drugs were being used at that time. See if the same drugs were available when your family members were in school compared to now. How have the drugs changed over time, and why do you think they have changed, if they have?

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LESSON 12.3

Influences on the Use of Medications and Drugs

Terms to Learn

advertisement

generic



The Big Picture

You may come across many influences that will try to get you to use medications and drugs in ways other than what they are commonly used for. Media in some form is a daily part of most of our lives. Teens regularly use social media, watch streaming media and movies, and surf the Internet, which means they may be influenced by advertising for OTC and prescription drugs on a regular basis. Every advertisement is meant to influence your way of thinking about a specific product. While the media and advertisements are trying to influence you to make choices, sometimes about substances you shouldn't be using, there are many healthy activities you can be taking part in instead.

Learning Targets

- Identify three factors that influence teens to use medications and drugs.
- Review the three things drug ads are required to tell consumers.
- Analyze three techniques marketers use to influence teens to purchase items.
- Differentiate between three healthy alternative activities you could do instantly without any planning and three healthy alternative activities you would have to plan ahead of time to be able to do.

SEL Connection

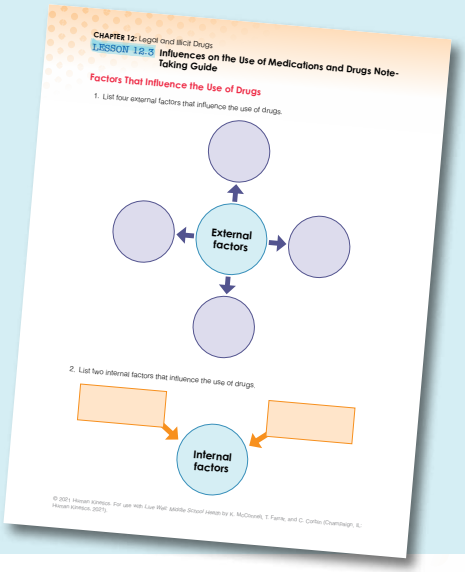
Healthy Living Skills: Setting Healthy Goals (Self-Management)

Write About It

Who or what is your biggest positive influence and why? Who or what is your biggest negative influence and why? Who are your biggest external influencers when it comes to making big decisions in your life? Why are they so important to you?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 12: Legal and Illicit Drugs
LESSON 12.3 Influences on the Use of Medications and Drugs Note-Taking Guide

Factors That Influence the Use of Drugs

1. List four external factors that influence the use of drugs.

External factors

2. List two internal factors that influence the use of drugs.

Internal factors

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Bianca and Dillon have been neighbors and friends since they were little and have continued to be close as they have grown up. Now that they are in middle school, they have some of the same classes but don't see each other much outside of class. They follow each other on Snapchat, and Dillon has begun to see Bianca posting snaps of herself at parties on the weekends, sometimes showing handfuls of drugs. Bianca has some new friends who are convincing her to use drugs, which is something she never would have done before. Dillon doesn't like Bianca's new friends, and this has made it hard for them to stay friends. Dillon wants to try to help Bianca, so he decides to invite her to do something with him tonight to keep her away from her new friends. Bianca told him she wasn't doing anything this weekend but wasn't able to hang out because she had a paper due on Monday. As Dillon is looking through Snapchat that night, he finds pictures Bianca is posting of herself at a party using drugs. What can Dillon do to help Bianca stop using drugs? Why do you think Bianca has begun to use drugs? Do you think Snapchat has influenced Bianca to use drugs? Why or why not?



Factors That Influence the Use of Drugs

There are many factors that will influence you to use or not use medications and drugs. External factors may include family, peers, and media and internal factors include how you feel about using or not using drugs.

- **Family influence.** If you have a sibling who uses any type of drug, you will be at a higher risk of using, and the closer in age you are to your sibling the greater the chance that you will use.
- **Peer influence.** If you have friends who are using drugs, chances are you will also use because peer pressure can be difficult to resist. It's also important for you to know that not everyone is using drugs and it is okay not to. If your friends really care about you, they will understand and maybe you can even help them not to use.
- **Media influence.** TV and movies often contain some use or reference to drugs. Sometimes drugs are portrayed seriously and drug abuse or addiction is talked about realistically; other times it is just joked about. Media can include billboards, newspapers, magazines, radio, TV, Internet, and social media, all of which can influence a teen to use substances in an illegal manner.
- **Social media influence.** More teens use Snapchat and Instagram than any other social media platform. Many teens follow their favorite singers,

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athletes, and actors and often those celebrities post pictures of themselves in party situations where drugs are being used. You may also see pictures of your friends in party situations where drugs are being used, and that may influence you to use. Drug dealers are also beginning to advertise their products on their social media platforms.

- **You as an influence.** You have to decide what is best for you. Sometimes you may feel that drugs help you feel better about your problems, but you know in the end this is not true.
- **Life influence.** There are also specific periods of time, such as major transitions in your life, when drug use may happen. The first important transition is when students move from elementary school to middle school. This is a time when they make new friends and experience new academic and social situations and more freedom. It may also be the first time they encounter drugs.

Media and Advertisements

An **advertisement** is the communication of a message about a product or service by means of different types of media. Watch streaming media, read a magazine, or go online for any amount of time and you may see an advertisement for a prescription drug. The United States and New Zealand are the only two countries in the world that allow consumer advertising of prescription drugs.

Ninety percent of teens are initially exposed to pictures of their peers drinking or using drugs on social media before they reach the age of 15.



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Advertising Techniques and Their Influence on Teens

By the time you were eight years old, you began to understand that ads were trying to sell something. Advertisers spend billions of dollars each year making sure their products are seen by teens. They advertise on TV, websites that stream music and videos, games, movies, and apps—all the places you spend time. Advertisers also understand that you are still figuring out what your preferences are, and that you have a strong influence on your family's spending. Techniques advertisers use to influence teens include the following.

- **Making interesting commercials showing a lot of different things happening.**
- **Engaging the teen by incorporating an experience in the ad such as games, apps, and contests to hold their attention.** An experience may also include families. Teens are drawn in by images of families spending time together and enjoying their time together.
- **Using emotions to have teens identify with a product.** Music can be a part of the emotional appeal with teens and using jingles or songs that play with the commercial can build interest not only in the product being sold but also in the song or the artist. Playing off these types of emotions can make a difference in what they buy.
- **Taking advantage of teen insecurities by appealing to their need to fit in and to be viewed as attractive, athletic, or popular.** This technique implies you can only be cool if you have the specific product being advertised, very often a particular brand of clothing.
- **Using celebrities and athletes to endorse their products.** Teens are more likely to purchase something if their favorite celebrity or athlete is endorsing it than if it is a person who is not famous.
- **Using messages that imply everyone is doing it.** Teens want to fit in and be part of their peer group so if the ad can convince them that everyone else has a certain product, they will want it also. For example, a cell phone commercial might show a group of teens looking at their phones and laughing. The implied message is that all teens have their own cell phones and that they are having a great time when they are looking at their phones.
- **Tracking their digital trail to determine their interests, purchases, preferences, and even location.** Ever wonder why certain ads pop up on your phone or computer? It's because marketers know what you have looked at. Using privacy settings and being cautious about the information you are sharing on the Internet can be helpful in reducing your digital trail.
- **Using peer influence on social media by having teen followers market their products for them.** In many online stores you can share items with your friends and can even upload pictures of yourself with a particular jacket, shoes, or food. This reinforces the idea that the brand "makes" the person which isn't true at all. A person isn't the brand they wear, it's who they are.

The goal of advertising to consumers is to get them to ask their doctor about a specific drug they have seen in an ad if they have those same symptoms. The goal of advertising to doctors is to get them to prescribe the drug. Drug company sales reps leave doctors with samples they can give to their patients

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for free with the hope the doctor will like what the medicine does and will prescribe it for their patients.

Federal law states that advertising must be truthful and backed by scientific evidence. Drug ads are required to tell the consumer three things (figure 12.6):

1. At least one approved use of the drug.
2. The **generic** name of the drug. A generic drug is a copy that is the same as a brand name drug in dosage, safety, strength, how it is taken, quality, performance, and intended use. For example, Tylenol is a brand name and the generic name is acetaminophen. Generic medicines are often packaged and labeled under the store brand name, such as Walgreens or Target, and are often less expensive than the name brand.
3. All the risks of using the drug.



Figure 12.6 Drug ads must tell the consumer three things.

In their ads, drug makers don't tell you how many people the drug has helped, or if other treatments exist with fewer side effects, or if the drug is even necessary. Drug ads also seem to make the drug seem better than it really is by showing a person at a party with friends having fun while the narrator reads the side effects in the background so your focus is on the fun the people are having and not on the side effects. Ads also use terms like *may* or *mild* when they describe a risk or side effect to make it seem less dangerous than it is.

Healthy Alternatives to Using Drugs

With all the influences, marketing, and advertising around drugs it isn't surprising that teens can at times get caught up in all the hype and choose to use. Other times, teens just don't think there's anything else to do, especially if they have older siblings and have seen them use drugs. Teens need to realize there are always other things to do besides drugs; sometimes they just need to think about it ahead of time.

When teens are engaged in productive and healthy activities such as sports, volunteering, and youth groups they are much less likely to turn to drugs for fun. Think outside the normal day-to-day activities and explore other options as alternative activity ideas (figure 12.7).

HEALTHY LIVING TIP

Choose one of the healthy alternative ideas to using drugs or add one of your own and go do it.

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Figure 12.7 Some suggestions for healthy alternative activities to drugs. There are many more ideas you can come up with based on where you live and the options you have.

Skill-Building Challenge

Analyzing Influences

Advertisers target teens daily through multiple media in an attempt to make their products appealing to them. Recall that there are external factors and internal factors that will influence your purchase of a product. Spend one hour using at least two different types of media you would typically use to find information (streaming media, social media, magazines, webpage, etc.). Find three advertisements: one for an alcohol product, one for an OTC medication or a prescription drug, and one for something you are interested in or that catches your attention.

Decide whether you chose the product due to an external factor (family, peer, media) or an internal factor (how you feel about using or not using the product). Then using the Analyzing Influences Skill Cues as a guide to answer the following questions.

What type of media was used? (streaming media, social media, magazine, webpage)	What company or organization is responsible for the advertising?	Were you influenced due to an external or internal factor? Be specific as to the influence (family, peer, media, yourself).	What is the ad trying to get you to buy, do, or think?

When you have filled in the chart, answer the following questions.

1. How are the three ads alike?
2. How are the three ads different?
3. Take another look at the three ads. Is the advertiser's point of view different from yours? If so, how is it different?
4. How effective were these ads for you? Would any of the ads influence you to purchase the item?

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Healthy Living Skills

This lesson focused on analyzing influences. Here are some more ways you can develop healthy living skills related to this lesson.

HEALTHY COMMUNICATION

Use your conflict resolution skills and your healthy alternatives to using drugs options to communicate a safe alternative to attending a party with drugs. What could you say and what steps could you follow if a friend was trying to get you to attend? Write out your options, the consequences of each option, and your decision.

SETTING HEALTHY GOALS



Set a SMART goal to say no to peers if they try to influence you to use substances of any kind. If you plan ahead for something like this to happen, you will be more prepared and will be less likely to act thoughtlessly. Use the Goal-Setting Skill Cues to set your short-term goals describing how you will deal with peer influences beginning today through the next four weeks.

Set a long-term goal using the Goal-Setting Skill Cues for how you will remain drug-free for the rest of your life.

ACCESSING INFORMATION

There will be times in your life when you need to take safe over-the-counter medications because of illness. Research three different over-the-counter medicines. Identify what they are intended to be used for, how to safely use them, and what the potential side effects of using them might be. Create a table or chart of your results.

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LESSON 12.3 Review: Influences on the Use of Medications and Drugs

LESSON SUMMARY

- Factors that influence teens to use medications and drugs include family, peers, media, social media, and you. You ultimately make decisions about what is best for you and what is the right thing for you to do. Those decisions influence all the external influencers and the decisions you make.
- Drug ads are required to tell consumers at least one approved use for the drug, the generic name of the drug, and all the risks of using the drug.
- Advertisers use multiple techniques to influence you to buy their products. The techniques may include showing experiences, producing emotions, promoting a brand as the only way to fit in, using celebrities and athletes, and using peers to influence what you purchase.
- Healthy alternatives to using drugs can be easy to do such as playing a video game, taking a walk, or watching a movie at home or they may take more planning such as making dinner for your friends or family, volunteering for an important cause, or attending a group exercise class.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ can include magazines, TV, billboards, newspapers, radio, Internet, and social media.
2. The communication of a message about a product or service is known as a(n) _____.
3. A copy of a brand-name drug in dosage, safety, strength, how it is taken, quality, performance, and intended use is known as a(n) _____ drug.
4. A(n) _____ is someone who buys a product.

THINKING CRITICALLY

Using the five influencers—family, peers, media, social media, and you—write down an item you have purchased or something you have done because of each of the influencers. Include both positive and negative things you have purchased or done. Put a star next to the ones that were positive choices and a check mark next to the ones that were negative choices.

TAKE IT HOME

Talk to a family member about a purchase they have made because of an advertisement they saw. Referring to the advertisement techniques you learned in this lesson, ask your family member which technique they think made them more likely to purchase the item. Ask the family member how they think advertising influences the purchases they make over time.

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LESSON 12.4

Prevention, Treatment, and Being Drug-Free

Terms to Learn

substance use disorder
addictive potential
tolerance
withdrawal
behavioral therapy
relapse



The Big Picture

Substance use disorders happen when you continue to take a drug even though you experience problems as a result of the drug. Being educated from an early age on substance abuse is important because it can prevent the initial substance use. The more that can be done to prevent kids from using initially the better off they will be, because treating a substance use disorder can be a lifelong journey. Being drug-free makes friends, school, family, and life in general much easier.

Learning Targets

- Define substance use disorder.
- Explain addictive potential and the three aspects of a drug that determine its addictive potential.
- Describe behavioral therapy.
- Identify at least three barriers and three benefits of being drug-free.
- Examine community and school policies about drug use.

SEL Connection

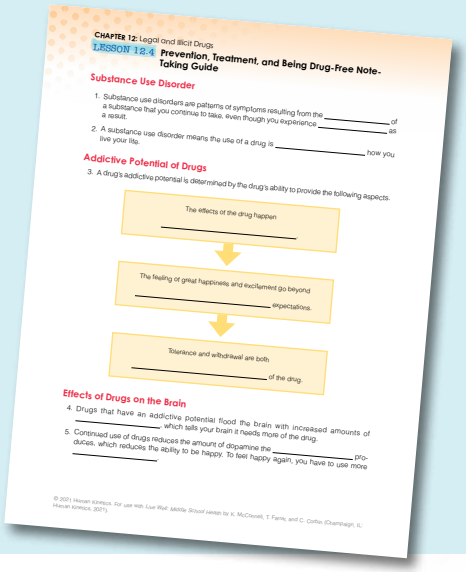
Healthy Living Skills: Practicing Healthy Behaviors (Self-Awareness)

Write About It

What would be the consequences if you were found using or possessing marijuana at school? Are you aware of your school's policies related to the use, possession, and sale of drugs? If so, list them. If you don't know what they are, where do you think you could find this information?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.



CHAPTER 12: Legal and Illicit Drugs
LESSON 12.4 Prevention, Treatment, and Being Drug-Free Note-Taking Guide

Substance Use Disorder

1. Substance use disorders are patterns or symptoms resulting from the _____ of a substance that you continue to take, even though you experience _____ as a result.
2. A substance use disorder means the use of a drug is _____ how you live your life.

Addictive Potential of Drugs

3. A drug's addictive potential is determined by the drug's ability to provide the following aspects.

The effects of the drug happen _____

The feeling of great happiness and excitement go beyond _____ expectations.

Tolerance and withdrawal are both _____ of the drug.

Effects of Drugs on the Brain

4. Drugs that have an addictive potential flood the brain with increased amounts of _____, which tells your brain it needs more of the drug.
5. Continued use of drugs reduces the amount of dopamine the _____ produces, which reduces the ability to be happy. To feel happy again, you have to use more _____

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Harper has started hanging out with people from her art class after school and working on other projects. Sometimes Harper and the other students are left in the art studio to work on their own and when this happens there are a couple of students who usually begin using drugs, saying it makes them more creative and they can produce better art projects. In the beginning everyone would smoke a little marijuana and it wasn't a big deal. But one of the students' older brothers is a drug dealer and the students have begun snorting meth as well. Harper had never used meth before but really likes the way it makes her feel. Since Harper has begun using meth her grades have dropped. She craves the drug and can't wait to get more after school. She realizes she might have a problem, because she's thinking about asking her friend how she can buy some. Still, she's pretty sure she could quit if she wanted to. What kind of help might Harper need and who could she talk to?

Substance Use Disorder

HEALTHY LIVING TIP

If you or someone you know meets any of the substance use disorder criteria, it is important that you take the steps needed to get help. Talk to a trusted adult right away to find out what you need to do for yourself or for your friend.

Substance use disorders are patterns of symptoms resulting from the use of a substance that you continue to take, even though you experience problems as a result. A substance use disorder means the use of a drug is changing how you live your life. Even if you know the drug is causing you problems at school or with your family or friends you continue to use it. The initial classification is determined by the number of criteria you meet and then by the actual criteria you have (figure 12.8). If you met two or three of the following criteria, you would be classified as having a mild substance use disorder, if you met four or five of the criteria, you would be classified as having a moderate substance use disorder, and if you met six or more of the criteria, you would be classified as having a severe substance use disorder.

☐ **1.** Hazardous use: Using substances again and again, even when it puts you in danger.

☐ **2.** Social and personal problems related to using: Continuing to use, even when it causes problems in relationships.

☐ **3.** Neglecting major roles to use: Not managing to do what you should at work, home, or school because of substance use.

☐ **4.** Withdrawal: Development of withdrawal symptoms, which can be relieved by taking more of the substance.

☐ **5.** Tolerance: Needing more of the substance to get the effect you want.

☐ **6.** Using larger amounts or for longer: Taking the substance in larger amounts or for longer than you're meant to.



☐ **7.** Repeated attempts to control use or quit: Wanting to cut down or stop using the substance but not managing to.

☐ **8.** Much time spent using: Spending a lot of time getting, using, or recovering from use of the substance.

☐ **9.** Physical or psychological problems related to using: Continuing to use, even when you know you have a physical or psychological problem that could have been caused or made worse by the substance.

☐ **10.** Activities given up to use: Giving up important social, occupational, or recreational activities because of substance use.

☐ **11.** Cravings: Cravings and urges to use the substance.

Figure 12.8 Substance use disorder criteria.

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Addictive Potential of Drugs

A drug's **addictive potential** is determined by the drug's ability to provide the following characteristics: the effects of the drug happen quickly, the feeling of great happiness and excitement go beyond normal expectations, and tolerance and withdrawal are both effects of the drug.

The more of these characteristics a drug has, the higher its addictive potential. Tolerance and withdrawal increase the addictive potential of a drug by making it difficult for a person to stop using without experiencing discomfort. **Tolerance** means the person will require higher doses of the drug to have the same effect and they will want to continue use of the drug to prevent withdrawal symptoms. **Withdrawal** is a group of symptoms that a person experiences when the quantity of the substance is reduced.

Effects of Drugs on the Brain

Drugs that have an addictive potential flood the brain with dopamine, the chemical responsible for feelings of excitement, relaxation, and stress relief. While dopamine is responsible for making people feel good, its real job is to help a person continue important behaviors like sleeping, eating, and forming friendships. When drugs are used, the effects of the increased amounts of dopamine tell your brain that it needs more of the drug, which becomes more important than your basic needs of food, sleep, or friendship.

If you continue to use drugs, the brain reduces the amount of dopamine it produces, which reduces the ability to be happy. In order to get the happy feeling back, dopamine encourages the brain to make you want to take more drugs in order to feel good again. Now you need drugs just to feel normal. Teens who use drugs frequently have difficulty with impulse control, judgment, planning, completing tasks, meeting goals, learning, and retaining information. See figure 12.9.

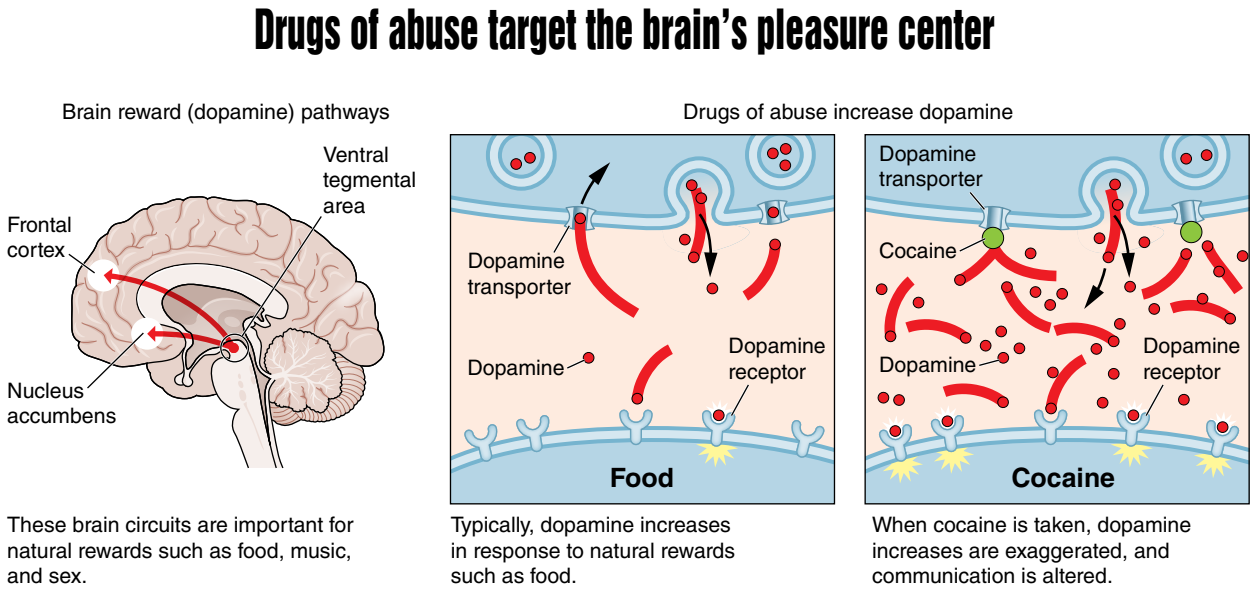


Figure 12.9 Drugs with an addictive potential target the brain's pleasure center.

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Being Drug-Free

Being drug-free is a behavior that teens choose to make. Sometimes the choice to be drug-free is difficult because peers and friends may encourage you to use and in certain circumstances it may be hard to say no. Being aware of why you are choosing not to use drugs is an important step in practicing healthy behaviors. Prevention programs are designed to teach youth that there are other options besides using drugs to have fun, make friends, and fit in. Research has shown that if a person delays the first time they use a drug until after the age of 21, their addictive potential chances drop significantly. Teens' addictive potential is seven times greater if they try drugs before the age of 21. To be able to stand up to a peer or a friend and say no to using drugs takes belief in your values and confidence in yourself to do what is right in a difficult situation. It is being aware of what you want for yourself and having the strength to follow through even when it is challenging. Being drug-free is a choice. It is a way of life, and while it isn't always easy it is worth the effort (figure 12.10).

Benefits
Healthier life. They won't have the negative side effects caused by using drugs.
Clean conscience. Drug users no longer have to lie or steal from their family and friends.
Making friends. While drug users may think they have good friends, those people are only around if there are drugs. Real friends have mutual respect and are there for each other.
Better school and job opportunities. Being drug free gives teens options to choose good schools to go to because their grades will be better. They will also have opportunities to get a job and keep it if they are drug free.
Mental health. Teens' minds will be clearer, and they will be able to make plans for their future.
Barriers
Drug users don't feel they need treatment. They think they can quit whenever they want.
They are not ready to stop using. They let the substance use disorder control their lives.
Their family can't afford the cost of treatment.
They worry about the negative effect treatment would have on school, such as if a person has to go into a treatment facility they may be out of school for months.
They are concerned with what others will think. They don't want to be different than their peers—they want to fit in.
They don't know where to go for help. They don't know who to turn to for help, so they don't get the help they need.

Figure 12.10 Benefits and barriers of being drug-free.

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Schools can help educate teens about the risks of using all the different substances: alcohol, nicotine, illicit drugs, OTC drugs, and prescription drugs. It's important for you to understand the risk factors of using drugs. It's also important for you to learn how to make good decisions, become more assertive, stand up to peer pressure, set goals, and build positive relationships.

Families and adult role models can also play a large part in teen substance use prevention. Teens who have an adult to talk to about the dangers of substance use are much less likely to develop a substance use disorder. It's important for teens to understand and be able to talk about the mixed messages movies, TV shows, music, video games, and social media show so they can understand that drugs of any kind are not as harmless or fun in real life as the media shows them to be.

Treating Substance Use Disorders

The most effective types of treatment are a combination of medication (when appropriate and available) and behavioral therapy. Medications are used to treat withdrawal symptoms while a teen stops using opioids (prescription drugs). **Behavioral therapy** helps teens with withdrawal symptoms (along with medication when appropriate) by teaching them how to handle cravings, how to avoid situations and people that might trigger the desire to use the drug again, and how to prevent a relapse. A **relapse** happens when a teen begins using drugs again after they have stopped.

Treatment must be long enough and strong enough to be effective. If the teen doesn't go through the recommended level of care or goes for a shorter time period than recommended, the risk of relapse increases greatly. The following are the most common treatment settings for teens.



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- *Outpatient treatment programs* are for teens with less severe addictions, who do not have any mental health problems, and who have a supportive living environment as they continue to live at home. Outpatient treatment may be delivered in an individual or a group setting and usually requires one to two sessions per week.
- *Intensive outpatient treatment programs* are for teens with moderate addictions and are delivered at least three times a week or more with sessions lasting three or more hours a day. Teens continue to live at home.
- *Day treatment and partial hospitalization treatment programs* are for teens with more severe substance use disorders who can still live at home but who need an intensive, structured experience. In this setting, teens are in treatment sessions for four to six hours a day at least five days a week.
- *Residential treatment programs* are for teens who require a 24-hour structured environment and a high level of care because they have severe levels of addiction and mental health or medical needs.

School Policies

All schools have specific policies related to the use, possession, and sale of drugs on school grounds and at school functions on or off school grounds. They also have policies for the use, possession, and sale of illicit drugs off school grounds if you are an athlete or involved in other clubs or organizations as a representative of the school. How schools handle the use, possession, and sale of illicit drugs is described in their student handbook.

An example of a school policy for the use, possession, and sale of illicit drugs would be the police being contacted and a possible long-term suspension, or a short-term suspension with a drug assessment and meetings with a drug counselor.

Career Connection



SOCIAL AND HUMAN SERVICES ASSISTANT

Social and human services assistants provide a range of services, including support for families, in a wide variety of fields, such as psychology, rehabilitation, and social work. They assist other workers, such as social workers, by connecting clients to benefits or community services. Social and human services assistants have many job titles, including addiction counselor assistant, social work assistant, case work aide, family service assistant, and human service worker. For people with addictions, human services assistants identify and match rehabilitation centers to the needs of their clients. They can also help find support groups for people who are dependent on alcohol, drugs, gambling, or other substances or behaviors. In addition, social and human services assistants may follow up with clients to ensure that they are receiving the intended services and that the services are meeting their needs. A high school diploma and on-the-job training are required to become a social and human services assistant.

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Community Laws

The juvenile justice process is different from the criminal justice process for adults. Juvenile courts have a much wider range of options when dealing with offenders. Juvenile courts tend to focus on rehabilitating juveniles rather than sending them away to jail or prison. Juvenile court judges may use alternative sentencing options if they determine that a juvenile meets certain requirements. The judge takes into consideration a juvenile's criminal history, their character, the nature and circumstances of the crime committed, the risks and needs of the juvenile, and whether it is necessary to imprison the juvenile to protect the public. Juveniles who commit drug crimes for the first time and who are not charged with transportation or intent to sell illicit drugs have a better chance to qualify for alternative sentencing.

Juveniles (individuals under the age of 18) may commit and get charged with a wide variety of drug crimes, including

- possession of an illicit substance,
- sale of an illicit substance,
- intent to distribute an illicit substance,
- transportation of an illicit substance, and
- cultivation of an illicit substance.

Even a small amount of illicit drugs can result in serious legal charges being filed.

Alternative sentencing programs may include supervised or unsupervised probation, community service, electronic monitoring, Narcotics Anonymous (NA) meetings, behavioral management programs, therapy sessions, and outpatient and drug rehabilitation programs. Some alternative programs, if completed successfully, also allow the lowering or complete dismissal of charges.

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Skill-Building Challenge

Accessing Information

Using the Internet, locate an outpatient treatment program and a residential treatment program for teens in your area. Make sure that they are two different treatment programs and that both work with teens. (Not all programs work with teens; many are for individuals 18 years of age and older.) After you have located the two treatment programs and filled out the following chart, discuss them with a classmate.

	Outpatient treatment program	Residential treatment program
Name of program		
Location of program (if it's not in your city or town, about how many miles away is it?)		
Phone number		
Website		
Do they work with alcohol, tobacco, and drugs (list all that apply)?		
How many programs do they have for teens (list at least three)?		

Healthy Living Skills

This lesson focused on accessing information. Here are is one more way you can develop healthy living skills related to this lesson.

PRACTICING HEALTHY BEHAVIORS



Choosing to be drug-free may at times be difficult, so it is important that you have a plan ahead of time to help you. Develop a checklist of things you can do to stay drug-free: include people you should spend time with, places you can go after school, activities or clubs you should be involved in, healthy ways to relevant stress, activities you can do if you are bored, and anything else you can think of. Write "Things I Can Do to Stay Drug-Free" on a piece of paper and identify your ideas. You can use drawings, different sizes and styles of font, or other creative means to express your choices. Each time you successfully make each choice, put a checkmark, smiley face, or other mark next to the behavior.

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LESSON 12.4 Review: Prevention, Treatment, and Being Drug-Free

LESSON SUMMARY

- A substance use disorder means the use of a drug is changing how you live your life. Even if you know the drug is causing you problems at school or with your family or friends, you continue to use it. Substance use disorders are classified as mild, moderate, or severe, depending on the criteria you meet and how many of the criteria you meet during a 12-month period.
- Addictive potential is determined by the drug's effects happening quickly, the feeling of great happiness and excitement beyond normal expectations, and whether both tolerance and withdrawal are effects of the drug.
- Behavioral therapy helps individuals learn how to modify their attitudes and behaviors related to using drugs. Behavioral therapy (along with medication when appropriate) helps with withdrawal symptoms and helps individuals learn how to handle cravings, how to avoid situations and people who might trigger the desire to use the drug again, and how to prevent a relapse.
- Benefits of being drug-free may include having an overall healthier life, having a clean conscience because you don't have to lie or steal, making real friends that don't just use you for the drugs, doing better in school, having better job opportunities now and in the future, and having better mental health because you know you will actually have a future.
- Community and school policies about teen drug use will vary depending on your school and community. At the very least, students will get some type of suspension from school.

REVIEWING CONCEPTS AND VOCABULARY

1. A(n) _____ disorder results from the use of a substance that you continue to use even though you experience problems as a result.
2. A drug's effects happening quickly, the feeling of great happiness beyond normal expectations, and tolerance and withdrawal of a drug are all part of a drug's _____.
3. _____ is when a person requires higher doses of a drug to have the same effect.
4. When a drug is no longer being used, or has been reduced substantially, the signs and symptoms a person experiences are known as _____.
5. _____ helps individuals learn how to modify their attitudes and behaviors related to using drugs.
6. When a person begins using drugs again after they have stopped it is known as a _____.

THINKING CRITICALLY

Discuss with a classmate what your school does right now to help prevent substance use. If you don't know what your school does, try to find out who would have that information. Discuss what you think your school should do to help prevent substance use.

TAKE IT HOME

Put together a list of resources in your community for people who have substance abuse problems. Give it to a family member or friend as a resource for themselves or for others they might know who have substance abuse issues.

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Chapter Review

ACTION PLAN: Deciding to Be Drug-Free

Use the My Action Plan Worksheet to quit using OTC or prescription products incorrectly. Here is an example.

My Action Plan: Stop Abusing Prescription Drugs

STEP 1: Identify the health behavior you are going to work on.

I am going to stop abusing prescription drugs to help me focus and make myself feel better.

STEP 2: Write SMART goal(s).

Write one or two short-term goals (one day to one month).

I will get a regular amount of sleep each night so I am rested and can focus better.

Write a long-term goal (one to six months or more).

I will not use anyone else's prescription drugs.

STEP 3: Make a plan.

Identify two to four action steps (strategies) you could do to meet your goal.

I will set an alarm on my phone 30 minutes before my bedtime so I can start getting ready for bed. This will help me relax and be ready to fall asleep.

I will chew gum to help me stay focused and alert.

STEP 4: Do your plan and track your progress.

Short-term goal ☒ Met ☐ Not met Date: November 18

Long-term goal ☐ Met ☒ Not met Date: _____

If you met your goal, what helped you to be successful?

I have gotten 8 hours of sleep each night this week. Setting an alarm for 30 minutes before I go to bed has made me aware of the time and has helped me get into a routine, so I am able to fall asleep quickly.

If you did not meet your goal, what made it harder for you to be successful?

For my long-term goal I have done a lot better this week but I didn't completely meet it. I have used my friend's prescription drugs twice this week. In the past I might have used it 4 times a week, so 2 times is better. It was hard to be successful because I like the way it makes me really focused on what I need to do.

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Test Your Knowledge

Select the best answer for each question.

1. Which three factors are drug ads required to tell consumers?
   a. Prescription name, an approved use, risks of the drug
   b. Risks of the drug, how it's advertised, prescription name
   c. Generic name, risks of the drug, how it's advertised
   d. An approved use, generic name, risks of the drug

2. Ecstasy is a(n)
   a. stimulant
   b. inhalant
   c. hallucinogen
   d. depressant

3. Using a substance that you continue to take even though you experience problems as a result is called
   a. substance use misuse
   b. substance use abuse
   c. substance use
   d. substance use disorder

4. Which type of drug category should only be used by one person?
   a. Generic
   b. OTC
   c. Brand name
   d. Prescription

5. Heroin is a(n)
   a. stimulant
   b. opioid
   c. hallucinogen
   d. inhalant

6. What is the fastest-growing drug problem in the United States affecting teens' mental and physical health?
   a. OTC drugs
   b. illicit drugs
   c. prescription drugs
   d. hallucinogenic drugs

7. Drugs that stimulate, depress, or cause hallucinations are _____ drugs.
   a. illicit
   b. prescription
   c. stimulant
   d. OTC

8. _____ helps individuals learn how to modify their attitudes and behaviors related to drug use.
   a. Psychotherapy
   b. Cognitive therapy
   c. Physical therapy
   d. Behavioral therapy

9. Meth is a(n)
   a. stimulant
   b. opioid
   c. hallucinogen
   d. depressant

10. Rubber cement, hair spray, gasoline, and nail polish remover are examples of
    a. stimulants
    b. inhalants
    c. hallucinogens
    d. depressants

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PROJECT-BASED LEARNING: Reducing Prescription Drug Use in Middle School Students

What to Remember

Prescription drugs are designed to treat specific illnesses and conditions. Abuse of prescription drugs can be deadly.

What to Do

Create a multimedia presentation on middle school prescription drug use to present at a school board meeting.

Who It Is For

Adult family members and friends of you and the students in your school and members of the school board.

Why It Is Important

Middle school students are more likely to be offered prescription medications because the drugs can be easy to get. The use of prescription drugs, other than prescribed, by teens is the fastest-growing drug problem in the United States, affecting teens' mental and physical health.

How to Do It

Work in a small team of three to five students. Using the Internet, research prescription drug use by middle school students to get the information you will need for your presentation. Remember to use the Checklist for Evaluating Health Websites to make sure you are using valid websites.

Checklist for Evaluating Health Websites

Who publishes the site? Consider the domain and what it might suggest. Start with .gov, .edu, or .org sites.

What is the purpose of the site? Try to get basic information from sites that are not selling a product or service.

What type of information is on the site? Look for sites that provide data from research and tell you where the data come from.

Is the information reviewed by experts? Use sites that tell you who wrote the information and what credentials they have.

Is the information current? Try to find sites that are no older than five years.

Create a presentation and make sure you answer the following questions in your presentation. Be sure to use multimedia like PowerPoint, and make sure everyone in your group has a role in the presentation.

- Where do students get prescription drugs?
- Why are students using prescription drugs?
- What are the prescription drugs most commonly used by students?
- What are the signs you may see if students are using prescription drugs, other than prescribed?
- What are some possible consequences of using prescription drugs, other than prescribed?
- Provide statistics, if possible, on prescription drug use by middle school students.
- Note that prescription drug use can lead to a substance use disorder.
- Provide additional resources.
- Add additional information as needed.

Practice your presentation so you are able to present without reading directly off your slides or a notecard. Ask the people at the board meeting to make a plan of action to help reduce the use of prescription drugs by middle school students.

CROSS-CURRICULAR CONNECTIONS: Social Studies

Research the history of prescription drugs in the United States. Include information on how they have been controlled or regulated if you can. Once you have your information, create a timeline that shows how things have changed and evolved over time.

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UNIT V

Keeping Yourself and Others Safe

CHAPTER 13 Injury Prevention, Safety, and First Aid
CHAPTER 14 Public and Environmental Health



What advice would you give to the people making these comments and asking these questions? Revisit your advice after reading the unit to see how your advice might change.

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13

Injury Prevention, Safety, and First Aid

LESSON 13.1 Injury Prevention and Safety at Home
LESSON 13.2 Safety in the Community
LESSON 13.3 Safety Online
LESSON 13.4 First Aid and Emergency Procedures



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Understanding My Health

How Prepared Am I for an Emergency?

Answer *yes* or *no* to each question by putting an X in the correct box. Add up the total number of *yes* responses and use the guide at the end of the assessment to evaluate your score.

	Yes	No
I know how to reduce the risk of injuries in and around water.		
I know how to prevent sunburns.		
There are smoke alarms installed in my home.		
I always wear a seat belt when I am in a motor vehicle.		
I can be safe when using technology.		
I feel prepared if there is an active shooter situation in my school.		
I know basic first aid procedures.		
I know how to reduce the risk of injuries during sports and recreational activities.		
I know how to protect myself from hackers on social media and my phone.		
I know how to stay safe in a natural disaster if one occurs where I live.		

My score for How Prepared Am I for an Emergency? = _____ (total number of *yes* answers)

If you gave 8 to 10 *yes* responses, you are well prepared to deal with a variety of emergency situations. If you gave 6 to 7 *yes* responses, you are somewhat prepared to deal with a variety of emergency situations. If you gave 5 or fewer *yes* responses, you may be putting yourself at risk and may not be ready to deal with a variety of emergency situations.



Injury prevention, safety, and first aid are interconnected in your home, your community, and online. In your home and community, you should work at keeping injuries from happening by making your home, school, neighborhoods, and towns as safe as possible. Your physical, mental, and emotional safety are important. Knowing first aid and emergency procedures will be helpful if you get into a situation in which you or someone else needs help.

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LESSON 13.1

Injury Prevention and Safety at Home

Terms to Learn

unintentional injuries
intentional injuries
safety conscious
natural disaster



The Big Picture

Injuries are the leading cause of death in individuals 19 years of age and younger. Falls, accidental shootings, poisonings, and fires can all be prevented by paying more attention to what you are doing. Natural disasters can happen anywhere and at any time. Being prepared for the natural disasters in your area can help prevent or lessen injuries, death, and significant property damage.

Learning Targets

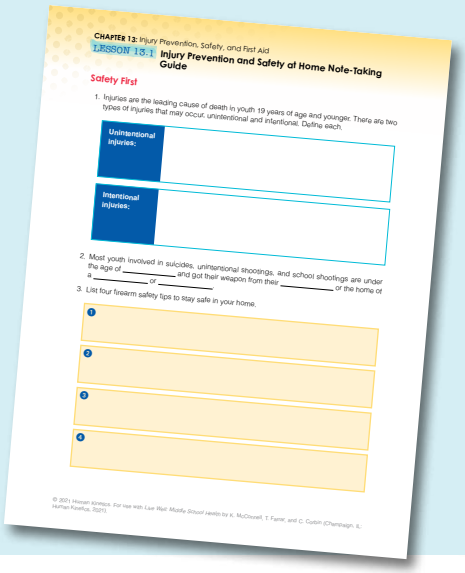
- Differentiate between unintentional and intentional injuries.
- Identify how to prevent falls in your home.
- Describe how to keep yourself and others safe from fire-arms in your home.
- Discuss what you should do if there is a fire in your home.
- Explain what a natural disaster is and how you would prepare for one that could affect you.

Write About It

If you have been in a natural disaster, describe what happened. If you haven't been in a natural disaster, explain what natural disaster could strike where you live and what you are most worried about.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 13: Injury Prevention, Safety, and First Aid
LESSON 13.1 Injury Prevention and Safety at Home Note-Taking Guide

Safety First

1. Injuries are the leading cause of death in youth 19 years of age and younger. There are two types of injuries that may occur, unintentional and intentional. Define each.

Unintentional injuries:

Intentional injuries:

2. Most youth involved in suicides, unintentional shootings, and school shootings are under the age of _____, and got their weapon from their _____ or the home of a _____ or _____.
3. List four firearm safety tips to stay safe in your home.

1
2
3
4

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Zander and his little sister, Anna, live on the 10th floor of their apartment building. They have been home from school for about an hour and are working on their homework while they wait for their mom to get home from work. Zander looks out his bedroom window and sees smoke. He goes to the window and looks down to see smoke and flames coming out of a window a few floors below. As he runs out of his room to get Anna there is an announcement over the building intercom telling everyone there is a fire on the seventh floor and everyone needs to leave the building immediately, using the stairs. The fire alarm begins going off. Zander and Anna run to their front door. Before opening it Zander lightly touches it to see if it's hot. It isn't, so he cracks it open just enough to see if there's any smoke or flames. He doesn't see anything but definitely smells smoke. Zander and Anna run to the nearest stairwell, where other people are leaving the building as well. There are also firefighters coming up the stairs to give direction and help people out. Zander and Anna follow the rest of the people down the stairs and safely make it outside. What did Anna and Zander do that helped keep them safe in this situation?

Safety First



Injuries are the leading cause of death in youth 19 years of age and under. Most injuries are **unintentional injuries**, which are caused by accidental or unplanned events such as motor vehicle crashes, drowning, poisoning, fires, and falls. Many unintentional injuries happen because people are not paying attention either to themselves or to what others are doing. **Intentional injuries** are caused by another person or are self-inflicted to cause injury such as violence, suicide, self-injury, and homicide. Being more **safety conscious** can help you prevent many unintentional injuries. Safety conscious means you are trying to be safe and keep yourself and others from getting injured. The benefits of reducing the risks for unintentional injuries in people of all ages includes the potential to live free of disability or chronic pain and to avoid loss of productivity in all areas of your life.

Falls

Falls are an unintentional injury. They are the leading cause of nonfatal injuries for children and teens and one of the most common preventable injury-related deaths in older adults. There are hazards in and around your home you may not even think about that could result in a fall, such as items left on the stairs you may not notice or electrical cords in areas you may trip on if you're not

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paying attention, and uneven yards or sidewalks. Falls that result in injuries most often happen to children and teens because they tend to run more and are more distracted by things such as cell phones than adults are. The following are some tips for preventing falls in your home.

- Clear things off the floor so they aren't a tripping hazard.
- Make sure there is good lighting, especially outside.
- Use night lights so you don't trip in the dark.
- Don't stand on a chair or a table to reach something high; use a step stool instead.
- If using a ladder, make sure someone else is there to steady it for you.



Poisoning

A poison is any substance that causes harm to a person if too much is eaten, inhaled, injected, or absorbed through the skin. Children under the age of six tend to be unintentionally poisoned by ingesting personal care products (such as make-up, shampoo, or shaving cream), household cleaning supplies (especially detergent pods for laundry and dishwashers, because they look like candy), and the button batteries used in keyless remote door openers. Preteens and teens tend to be unintentionally poisoned by mixing different prescription medicines unknowingly.

A different kind of poison that you may not think about is carbon monoxide. Carbon monoxide is an invisible, odorless, colorless gas created when fuels such as gasoline, natural gas, or propane burn incompletely. A person can be poisoned by a small amount of carbon monoxide over a long period of time or by a large amount of carbon monoxide over a short period of time. Carbon monoxide poisoning can lead to severe illness and even death.

The following are some tips to prevent poisoning.

- Only take prescription medications that are prescribed to you, and take them in the prescribed dose.
- Always keep detergent pod containers closed, sealed, and stored out of the reach of children, especially if you have younger siblings who may not know what they are.
- Store button batteries out of reach of children, especially if you have younger siblings, so they don't choke on them.
- Have a working carbon monoxide detector in your home. Ask your guardian if you have these in your home.
- If your carbon monoxide detector goes off, immediately move to a fresh air location outdoors and call 911.

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Firearms

Firearm safety is another aspect of staying safe at home. Having an unlocked, loaded gun in your home increases the risk of both intentional and unintentional deaths, including injuries and suicides of children and teens. Most of the guns used by youth under the age of 18 in suicides, unintentional shootings, and intentional school shootings are from their home or the home of a relative or friend. Use the following firearm safety tips to stay safe in your home.

- Keep all firearms unloaded.
- Use a firearm safe or lockbox to store firearms, and keep it locked.
- Add gun locks to each firearm in addition to keeping them in a firearm safe.
- Keep the ammunition locked separately from the firearms.
- When using a gun for hunting, keep the safety lock in place until you are ready to fire.
- Treat every gun as if it were real and loaded.
- Never treat a gun as a harmless toy.



If you find a gun at school or somewhere it doesn't belong, or you hear of someone having a gun at school, either tell a trusted adult you know or call 911 so it can be properly removed from the area. Don't pick the gun up or play with it because you don't know if it is loaded or not. Even if you aren't sure whether someone actually has a gun or not, it is better to be cautious and find out the truth than to not say anything and have people get hurt.

Fire

HEALTHY LIVING TIP

Create a fire escape plan with your family. Make sure to include a gathering place where your family will meet after they are away from the fire.

Fire safety involves both planning to keep fires from ever starting and what to do if a fire does happen. A fire needs oxygen to keep burning. The fire triangle is a simple way to understand the elements of fire (figure 13.1). Each side of the triangle represents one of the elements needed for fire: heat, fuel, and oxygen. If any one of these elements is removed, the fire will go out. By keeping your door closed you cut off the oxygen supply and help contain the fire.

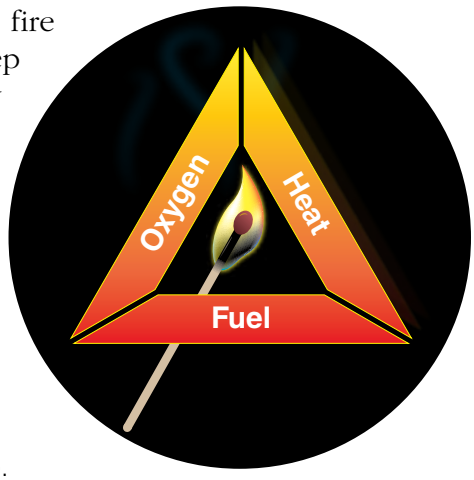


Figure 13.1 The fire triangle.

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Fire Safety Tips

Tips to Prevent House Fires



- Smoke Alarms: Change the batteries in the smoke alarms once a year.
- Cooking: Stay in the kitchen; you should never leave a hot cooking surface unattended. Cooking fires are the number one cause of home fires.
- Electrical: Electrical cords can produce heat, so don't trap them under a rug or between furniture and the wall.
- Candles: Place candles in tip-proof holders and extinguish them before leaving the room or going to sleep.
- Heating: Keep items that can catch on fire at least three feet away from anything that gets hot, such as wall heaters, space heaters, and fireplaces.

Follow these steps if you live in a home:



- Get out quickly.
- If the fire alarm sounds, feel the door before opening and close all doors behind you as you leave. If the door is hot, find another way out.
- If you can't get out of your bedroom because of fire or smoke, stuff wet towels or sheets around the door and vents to keep smoke out.
- If your clothes catch on fire, *stop, drop, and roll* is the best way to put out the fire.
- If you have a two-story house, have escape ladders to exit through windows.

Follow these steps if you live in a high-rise apartment or condominium building:

- Know the locations of all the exit stairs from your floor in case the nearest one is blocked by fire or smoke.
- If there is a fire, pull the fire alarm on your way out to notify the fire department and your neighbors.
- If you can't get out of your apartment because of fire or smoke, stuff wet towels or sheets around the door and vents to keep smoke out.
- Call 911 and tell them where you are.
- Open a window slightly and wave a bright towel or cloth to signal your location. Be prepared to close the window if it makes the smoke condition worse.

Make a Fire Escape Plan



- Try to have two ways out of every room in your house.
- The first way out should be a door. Every way needs to be planned and practiced.
- Stay low to the floor when escaping a fire.
- Have a gathering place outside where everyone in your family will meet after they get out.
- After you get out, call 911. Stay outside no matter what; don't go back in for anyone or anything.

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Natural Disaster

Natural disasters include all types of severe weather, and they have the potential to be a significant threat to human health, safety, and property. Severe weather can happen anytime in any part of the country. Natural disasters include winter storms, floods, thunderstorms, tornadoes, hurricanes, and earthquakes (table 13.1). Other natural disasters that may occur where you live include volcano eruptions, wildfires, and tsunamis.

TABLE 13.1 **Weather-Related Natural Disasters**

Natural disaster	Tips to stay safe
Winter storms are usually classified as a *winter weather advisory*, *winter storm watch*, or *winter storm warning*. • *Winter weather advisory* means winter weather is expected and you should plan for it. • *Winter storm watch* means there is a very good chance of a significant winter storm, which may include heavy snow, ice storms, heavy sleet, blowing snow, or a combination of any of these. • *Winter storm warning* is a significant winter weather event including heavy snow, ice storms, heavy sleet, blowing snow, freezing rain, high winds, or a combination of any of these. 	• Stay off roads. • Stay indoors and dress warmly. • Prepare for power outages and use generators outside only. • Look for signs of hypothermia and frostbite on people. • Check on neighbors.
Flooding is a temporary overflow of water onto land that is normally dry. Floods are the most common natural disaster in the United States. Floods may develop slowly or quickly, as in a flash flood that can have no warning. Failing to evacuate a flooded area, entering flood waters, or remaining after a flood has passed can result in injury or death. 	• Stay off roads, especially if there is snow, ice, or flooding. • Prepare for power outages. • Evacuate if told to do so.

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Natural disaster	Tips to stay safe
Thunderstorms are dangerous storms that can include lightning, winds over 50 mph, and hail, and can cause flash flooding and tornadoes. Lightning is a leading cause of injury and death from weather-related natural disasters. A severe thunderstorm can produce tornadoes with little to no advanced warning. 	• When thunder roars, go indoors. A sturdy building is the safest place to be. • When indoors, avoid running water because the electricity from lightning can travel through plumbing. • Unplug appliances and other electric devices such as TVs and computers. If caught outside: • Avoid open areas; you do not want to be the tallest object in the area. • Stay away from tall objects; lightning tends to strike the tallest objects in an area. • If boating or swimming, get to land and find a sturdy shelter or vehicle immediately.
Tornadoes are violently rotating columns of air that look like a funnel and extend from a thunderstorm to the ground. Tornadoes can destroy buildings, flip cars, and create deadly flying debris. They can happen anytime, anywhere, and can bring winds over 200 mph. 	• Go to a basement or storm cellar. If neither of these is available, go to a small, interior room, without windows if possible (such as a bathroom), on the lowest level of your building. • Stay away from windows, doors, and outside walls. • If you are in a vehicle, get to a sturdy building immediately. If there is no building available, move your vehicle to a flat area. (Do not park under an overpass or a bridge because it may collapse.) If you don't feel comfortable in your vehicle, find a lower area such as a ditch and lie down in it. Use your arms to protect your head and neck. Watch out for flying debris.
Hurricanes are storm systems that form over warm ocean waters and move toward land with sustained wind speeds of 74 to 155 mph or higher. Hurricanes can have powerful winds, heavy rainfall, storm surges (a rise in seawater level), and coastal and inland flooding. Hurricanes can happen along any U.S. coast and can affect areas more than 100 miles inland. 	• Evacuate if you are told to do so. • Take shelter in a storm shelter or an interior room.

>continued

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TABLE 13.1 *>continued*

Natural disaster	Tips to stay safe
Earthquakes are a sudden, rapid shaking of the earth, which happens without warning. Earthquakes often result in fires, damaged roads, and collapsed buildings and can result in serious injuries and death. Most injuries and deaths occur when people are hit by falling household items or when hit or trapped by collapsing walls. Earthquakes can also cause tsunamis, landslides, and avalanches. Aftershocks may occur for hours and days but are usually smaller than the initial earthquake. 	• *Drop, cover, and hold.* Protect yourself right away by dropping to your hands and knees, covering your head and neck with your arms, and holding on to any sturdy furniture until the shaking stops. • If in bed, stay there and cover your head and neck with a pillow. Watch out for objects that could fall off the wall, or drawers or bookcases that could fall onto the bed. • If you are outdoors, stay outdoors and watch out for possible falling objects.

Preparing for Disaster

While natural disasters can't be prevented, you *can* learn how to prepare for them. Winter storms, floods, tornadoes, hurricanes, and thunderstorms are weather phenomena and can be predicted. Earthquakes, volcano eruptions, wildfires, and tsunamis are unpredictable; we can't tell when they may happen. Even though you won't know if an earthquake, volcano eruption, wildfire, or tsunami is going to happen you can be prepared in case one does. See the Creating a Disaster Preparedness Plan.

Career Connection

METEOROLOGIST

A meteorologist studies and predicts the weather and climate and how it may affect our lives and economy. Meteorologists have a bachelor's degree or higher in many different fields, such as physics, chemistry, or math. Many jobs are open to meteorologists, such as forecasting the weather on TV or the radio, teaching at a university, doing atmospheric research, tracking and warning of hazardous weather, and providing forensic services, which means testifying in court cases that involve the weather. The job outlook for meteorologists is very good and is projected to continue growing.

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Creating a Disaster Preparedness Plan

Regardless of the natural disaster, it is important that you plan ahead. You can be more prepared for a natural disaster by completing the following steps.

1. With your family, discuss how to prepare and respond to the types of emergencies (winter storms, floods, thunderstorms, tornadoes, hurricanes, earthquakes, volcano eruptions, wildfires, tsunamis, etc.) that are most likely to happen where you live, learn, work, and play.
2. Identify responsibilities for each member of your household and how you will work together as a team. Don't forget about your pets and who will take care of them.
3. Practice as many elements of your plan as possible.

Here are two websites that offer disaster preparedness plans:

- The Federal Emergency Management Agency (FEMA) has the *Family Emergency Communication Plan*.
- The American Red Cross has the *Family Disaster Plan Template*.

Here are things you can do to prepare for a natural disaster:

- Listen to a radio or look online for information and instructions as to what is happening and what to do. If you have to try to get to shelter, watch for fallen power lines.
- Sign up for your community's warning system or your state's emergency alert system.
- Make sure you have food that will keep if the power goes out, water, first aid supplies, medications, flashlights, and batteries in case you are stuck at home for several days. Think about having supplies in your family cars also, in case you are stuck somewhere and cannot get home.
- Make sure you have food and water for your animals as well.
- Plan how you will communicate with family members after a disaster. Often, the phone lines will be too busy to get through, so texting may be a better option.



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Skill-Building Challenge

Advocating for Gun Safety

Work in a group with other students in your class who have a similar interest in how you want to present this information. You may have seen national news stories about gun violence and want to try to do something to help prevent such an incident in your school and community. People need to know that most guns used by youth and teens are obtained from their home or from a family friend. Gun violence at school is not just about the person with the gun; it starts from where they got the gun to begin with, which involves the home and the community.

You want to persuade family members and community members to lock their guns up so youth and teens cannot get to them. You also want to convince elementary, middle school, and high school students to speak up if they hear of someone having a gun at school or talking about harming others. Use the Advocacy Skill Cues and the following questions to complete the challenge.

1. What is the exact issue you will advocate for? Why is it important? Find research and statistics on your issue so you can show people it is a valid issue. Look at both sides of the issue to make sure you understand other perspectives.
2. What are some realistic solutions to the problem? Think about why people may not agree with your solutions and how you could change their mind.
3. Who will support you in your advocacy? Find other students, teachers, school staff, community members, and family members. You can even reach out to your social media friends for support.
4. Take action. Who will you present your message to? Work with your school district and community groups to help spread your message.

Healthy Living Skills

This lesson focused on advocacy. Here is one more way you can develop healthy living skills related to this lesson.

ACCESSING INFORMATION

Identify a natural disaster that could happen in your area (e.g., earthquake, tornado, tsunami, hurricane, fire). Conduct research to determine what steps people in your community should take to stay safe during the disaster and to get the help they may need after the disaster. Use the information you find to create a one-page informational flyer to distribute in your community. Include a list of community resources as part of your information. Be sure to use valid and reliable sources of information when building your flyer. Evaluate whether or not the website is valid and reliable. Use the Accessing Valid and Reliable Websites Skill Cues to help you evaluate the site.

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LESSON 13.1 Review: Injury Prevention and Safety at Home

LESSON SUMMARY

- Most injuries in youth and teens are unintentional. Unintentional injuries can be prevented by paying more attention to what you are doing or what other people around you are doing. Intentional injuries are either caused by someone else or are self-inflicted.
- Falls are one of the most common unintentional, preventable injuries. They can be easily prevented by making sure things aren't left on the floor, that there is good lighting outside so you can see at night, and that you pay attention to where you are going and what you are doing.
- Firearms should be kept unloaded and in a safe that is locked. Gun locks can be added to firearms even in a gun safe for extra safety. You should never treat a gun as if it were a toy and you should always assume a gun is loaded.
- The most important thing to do if there is a fire in your home is to get out as quickly as possible. Know the different ways you can get out of a room and out of the house. If you live in an apartment building, know the locations of all the exit stairs from your floor. If you can't get out of your room or your house because there is smoke or fire, stuff wet towels or sheets around the door and vents to keep smoke out. If you can't get out, call 911 and tell them where you are located in the home.
- A natural disaster is any type of severe weather that has the potential to be a significant threat to human health, safety, and property. General guidelines for preparing for a natural disaster include making sure you have food that will keep if the power goes out, water, first aid supplies, medications, flashlights, and batteries in case you are stuck at home for several days.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ injuries are caused by accidental or unplanned events such as motor vehicle crashes, drowning, poisoning, fires, and falls.
2. _____ injuries are caused by another person or are self-inflicted to cause injury such as violence, suicide, self-injury, and homicide.
3. When you are trying to be safe and prevent yourself and others from getting injured you are being _____.
4. A(n) _____ includes all types of severe weather that has the potential to be a significant threat to human health, safety, and property.
5. A person who studies the weather and tries to predict how bad a weather system might be and when it will hit certain areas is known as a _____.
6. The three elements needed for fire are _____, _____, and _____.

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THINKING CRITICALLY

Develop a list of medications and food items your family would need to stay in your home without power for one week. Consider water and food needs for all infants, children, adults, and pets living in your home. Find out what medications each family member needs and what a one-week supply would be. Write down your list.

TAKE IT HOME

Look around your house and see if you have any smoke alarms and carbon monoxide alarms. Both types of alarms tend to look similar so you may need to ask a family member which is which. There should be a smoke alarm in each bedroom, in the hallway of the bedrooms, in the living room, near the stairway, and on every level of the home including the basement. Carbon monoxide alarms should be located in the hallway of the bedrooms and on every level of the home. Find out from a family member when they were last tested and when the batteries were changed. Smoke alarms and carbon monoxide alarms should be tested every month and the batteries changed at least once a year.

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LESSON 13.2

Safety in the Community

Terms to Learn

active shooter
pedestrian
distracted driving
public transportation
ride-hailing service



The Big Picture

Your community consists of your school, public places you may visit such as movie theaters, parks, restaurants, and stores, and the many activities you may be involved in when you are out in your community. Staying safe in your community is very important. While we all hope that we will always be safe wherever we are and in whatever we are doing, we need to make sure we are taking precautions to help keep ourselves and those around us safe. Be aware of your surroundings, know who is in the area with you, and when using any form of transportation take the safety precautions discussed in this lesson to stay safe and free of injury.

Learning Targets

- Explain three actions schools are taking to be safer and more prepared for unsafe situations.
- Describe three ways to stay safe as a pedestrian or a bike rider.
- Discuss three things you should do to stay safe in a public place.
- Identify two important things a passenger can do to help a driver stay focused on the road.
- Demonstrate how to rescue someone who is struggling in the water or is beginning to drown.

SEL Connection

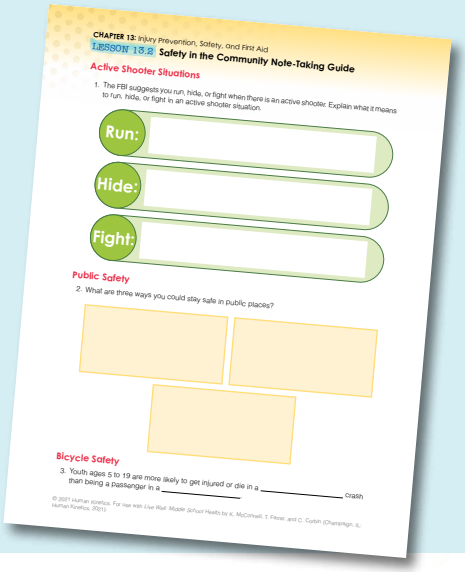
Healthy Living Skills: Healthy Communication (Relationship Skills)

Write About It

Explain why it is important to report someone having a weapon at school even if you have only heard about it from someone else and haven't actually seen it yourself.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 13: Injury Prevention, Safety, and First Aid
LESSON 13.2 Safety in the Community Note-Taking Guide

Active Shooter Situations

1. The FBI suggests you run, hide, or fight when there is an active shooter. Explain what it means to run, hide, or fight in an active shooter situation.

Run:
Hide:
Fight:

Public Safety

2. What are three ways you could stay safe in public places?

Bicycle Safety

3. Youth ages 5 to 19 are more likely to get injured or die in a _____ crash than being a passenger in a _____.

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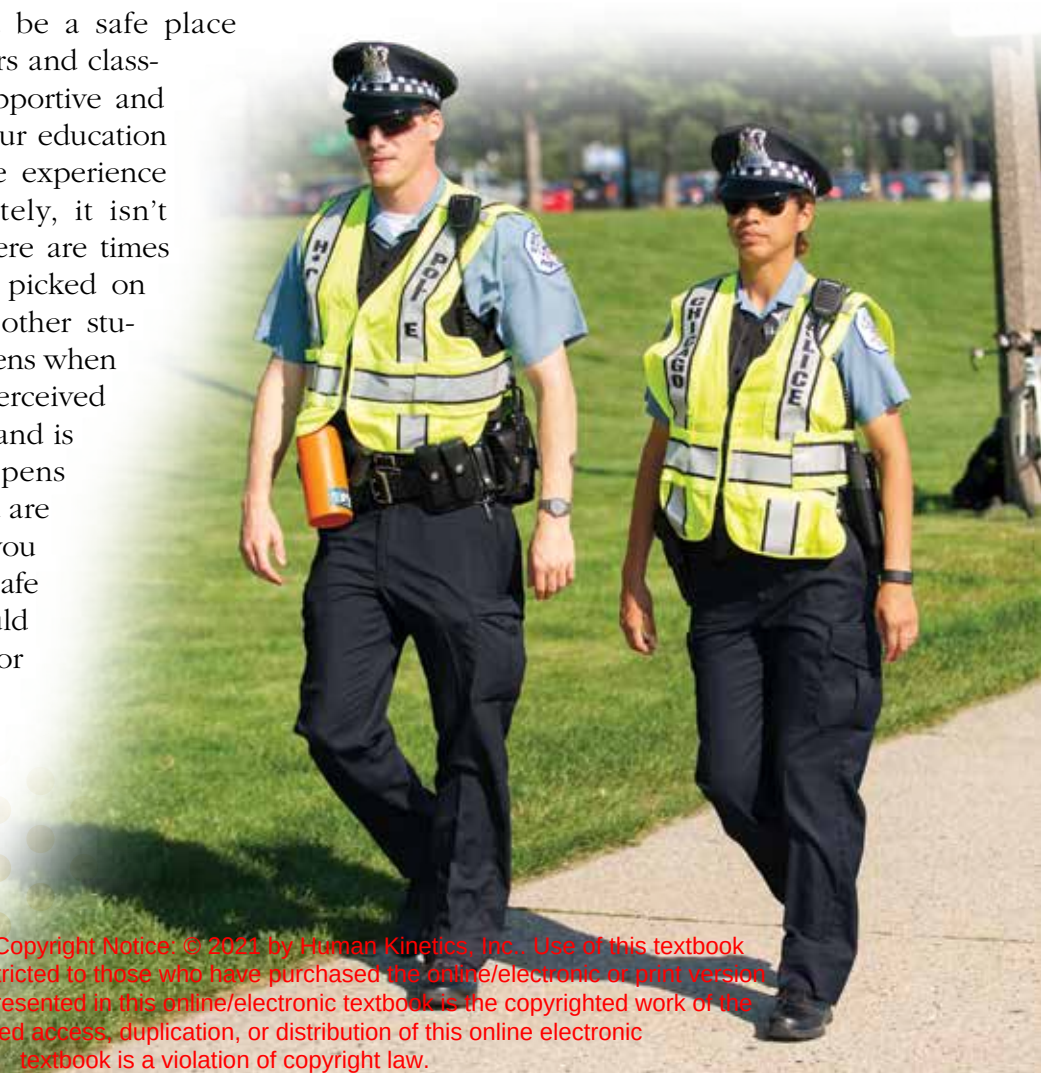
Sydney and Derek are walking to school one morning when they notice a black SUV driving slowly behind them. Derek says it has been following them since they left his house. He thinks the SUV had been parked on the side of the road a couple of houses from his. They are still a couple of blocks from school and are the only people outside. Sydney and Derek start to get worried and a little afraid. They're too far away from either of their houses to turn around and go back home quickly and they don't know anyone in this part of their neighborhood. A couple of houses away they see a man walking to his car. Sydney and Derek quickly run over to the man and explain what is happening with the black SUV. What options do Sydney and Derek have in this situation? What do you think is their safest option?

Community Safety

A community can be described as a group of people with a common interest participating in similar activities or having similar experiences. Your community includes your school, public places you go to, your home, and the online community of your social media. It is important to be able to stay safe in all your different communities. Community safety involves reducing injuries, practicing safe behaviors, and working to change unsafe situations.

School Safety

Your school should be a safe place for you. Your teachers and classmates should be supportive and encouraging, and your education should be a positive experience for you. Unfortunately, it isn't always that way. There are times when you may feel picked on or even bullied by other students. Bullying happens when there is a real or perceived difference in power and is something that happens multiple times. If you are being bullied, or if you feel threatened or unsafe in any way, you should ask a trusted adult for help.



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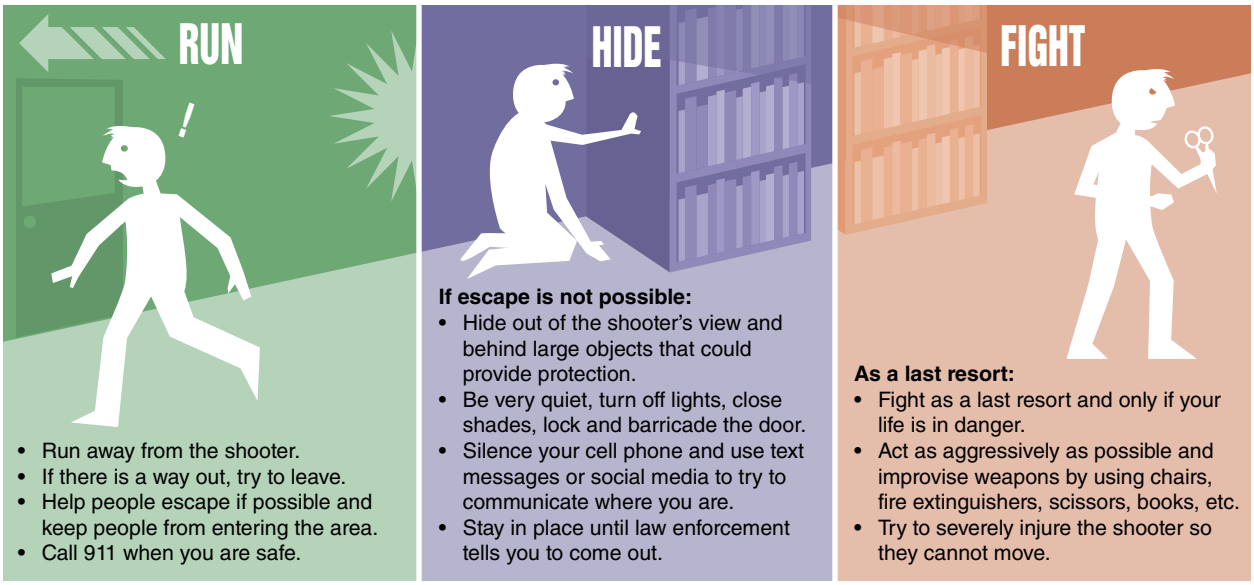
All schools have rules and policies for keeping students safe. Students are responsible for following the rules and for letting teachers and school staff know if there is an unsafe or dangerous situation, such as a weapon at school or bullying, and then teachers and administrators are responsible for enforcing the rules. Schools should strive to have a physically, emotionally, and bully-free environment where both students and adults feel safe and supported. If you see or hear about something that makes you feel unsafe, report it to an adult. By telling an adult what you saw or heard, you can reduce the chance of injuries and an unsafe situation at your school.

Schools are taking actions to do what they can to be safer and to be more prepared for unsafe situations. Such actions may include teaching problem solving and communication skills to students to help them handle their emotions better. Schools are also working on improving school designs by building hallways that have convenient exits and are well lit instead of dead-end hallways. Office areas are centrally located so they are easy to access from all locations in the building. Schools are also locking all outside doors; all visitors must enter through one main door and show identification. Visitors are given a badge to wear to let students and teachers know they have been cleared through the office.

Active Shooter Situations

The term **active shooter** is used to describe an individual actively engaged in killing or attempting to kill people in a populated area. In today's schools, an active shooter drill is just as common as a fire drill. While there may be some variations to how you should respond to an active shooter situation, the FBI suggests you *run, hide, fight* (figure 13.2). Make sure you pay attention to what your school policy is for an active shooter and follow directions closely when in that situation.

Figure 13.2 Active shooter procedures.



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Public Safety



You are at an age where your guardian may begin to let you hang out more with your friends. You may get to go to the mall or the movies with your friends. With the freedom of getting to be out on your own and with your friends also comes more responsibility.

When you are out in public you need to be much more aware of where you are and who is around you. While it may be fun to go to the mall or to the movies and to take different types of transportation, you have to stay aware of your surrounding so you can stay safe.

Tips to Stay Safe in Public Places

- Always tell your guardian where you are going, how you are getting there, and who you are going with.
- Avoid approaching or talking to strangers and never accept rides from strangers.
- Be alert for suspicious individuals or vehicles.
- Avoid walking alone at night.
- Always have your cell phone with you and make sure it is fully charged.
- Carry only as much cash as you need.
- Trust yourself, and if you feel uncomfortable in a location, leave as quickly as you can.

Staying Safe While Being Active

Many of you may rely on family members, public transportation, walking, and biking to get you where you need to go. It is important no matter how you get around that you do so safely. For every mode of transportation there are different laws to observe and things happening around you to be aware of.

Pedestrian Safety

No matter where you live you will eventually have to cross a street or get from the parking lot to the store or school as a **pedestrian**. A pedestrian is a person traveling by foot, including walking or jogging. According to the National Highway Traffic Safety Association (NHTSA) a pedestrian is killed every 88 minutes in traffic crashes. Most pedestrian deaths occur when a pedestrian tries to cross the road where there is no intersection and also when it is dark. Being aware of your surroundings and everything that is going on when you are walking or jogging can help keep you safe (figure 13.3).

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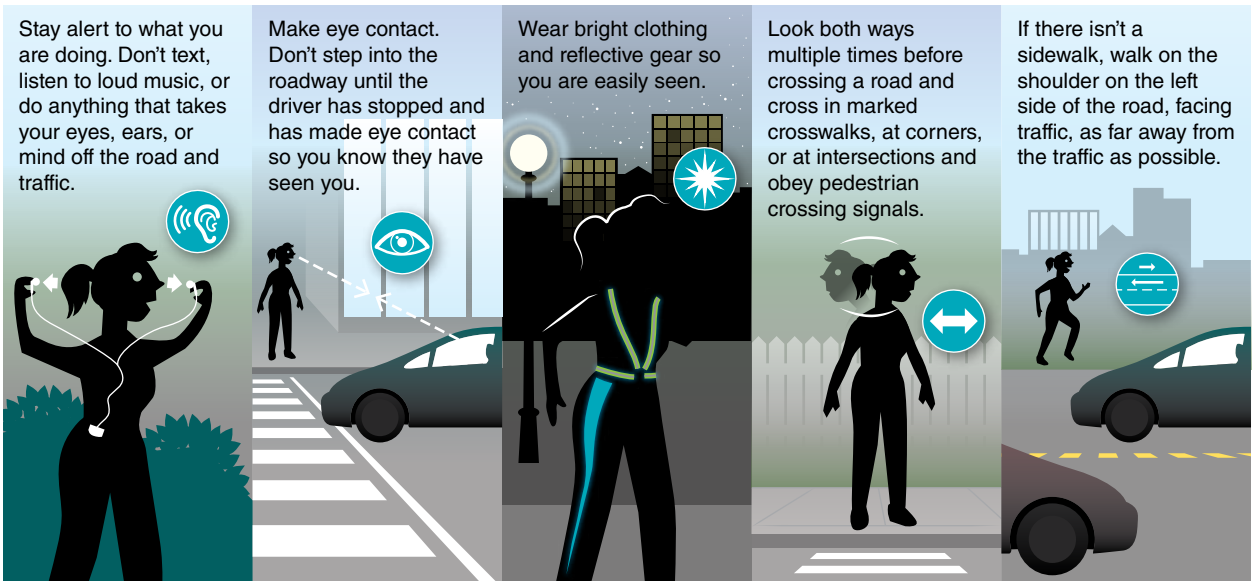


Figure 13.3 Tips for being safe as a pedestrian.

Bicycle Safety

Bicycles are a great form of transportation and one you might use one to go to a friend's house, to ride to school, or just to get some exercise. It is important that you ride your bike safely. Youth ages 5 to 19 are more likely to get injured or die in a bicycle crash than by being a passenger in a motor vehicle. To help prevent such injuries it's important to follow the same tips as those for pedestrians in the Pedestrian Safety section of this lesson. The one thing you have to add to the list when riding your bicycle is to always wear a properly fitted bicycle helmet to reduce head and brain injuries in the event of a crash (figure 13.4). If you are riding at night make sure you have active lighting, which is a light source, not just a reflector, that actively transmits light so you can be easily seen. Use white on the front of your bike and red on the back to make it easier to see you at night.

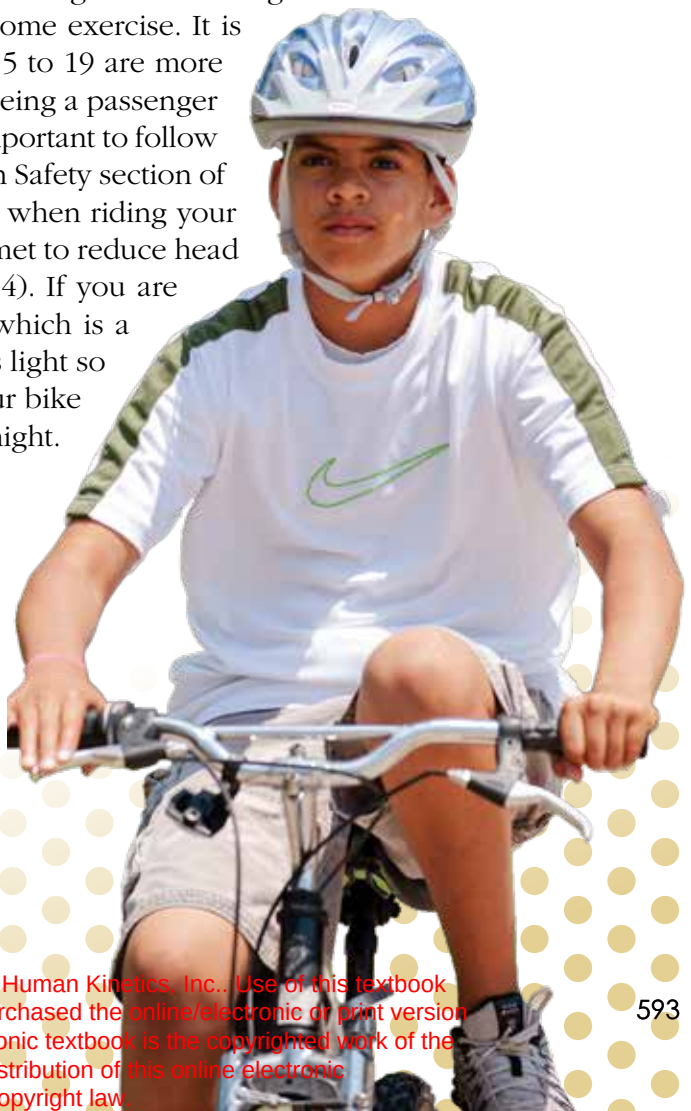


Figure 13.4 Wearing a properly fitted helmet helps reduce injuries.

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Figure 13.5 Using a seat belt properly can save your life in a car crash. Remember SAFE: **S**eat belts **A**re **F**or **E**veryone.

Motor Vehicle Safety

When riding in a car make sure you always wear your seat belt properly, no matter where you are sitting or how far you are going (figure 13.5). Most fatal crashes happen within 25 miles of home and at speeds of less than 40 mph.

Distracted driving is any activity that takes the driver's attention away from driving. This includes talking to someone in the car, talking or texting on the phone, eating and drinking, and messing with the entertainment or navigation system. Be a great passenger and help your driver focus on driving by not talking and by taking charge of the entertainment and navigation system so they don't have to.

If you are riding on a motorcycle make sure you always wear an approved motorcycle helmet, no matter how fast or how far you will be going. Helmets reduce the risk of death by 37 percent and the risk of head injury by 69 percent.

If you take the school bus, make sure you listen to the driver when they give directions. Make sure the bus has stopped and the driver has said it is safe to get off. If your bus has seat belts, make sure you wear them properly. Don't distract the bus driver. When waiting for your school bus make sure you stay back from the road.

Public Transportation Safety

Public transportation is transportation that charges a set fare, runs on fixed routes, and is available to the public, such as buses, light rail, trains, and trams. If you take public transportation it is important to be aware of safety procedures while you are waiting and once you are aboard.



- ☐ Avoid isolated areas to be picked up in.
- ☐ Keep the fare amount or pass ready in your hand.
- ☐ Stay alert and be aware of the people around you. If someone bothers you, change seats.
- ☐ Stay alert to your surroundings and limit your conversation to general topics.
- ☐ A legitimate bus, tram, or train driver has a badge or identification of some kind, so look for that before you get in the vehicle.

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Ride-Hailing and Ridesharing Services

HEALTHY LIVING TIP

Make sure that anytime you ride in a motor vehicle you wear a seat belt and encourage everyone else in the car to do so also.

Another type of transportation you might take is an Uber or Lyft ride. This is known as a **ride-hailing service** or ridesharing service, which means you hail a driver and car from an app on your phone. This is different from public transportation because it takes you wherever you want to go rather than to designated stops. Uber and Lyft are car-for-hire services, which means you request an Uber or a Lyft and a driver is dispatched. Uber and Lyft drivers do not have a special license like a taxi driver does. Instead, the drivers use their personal vehicles to offer discounted rides. If you are using Uber or a Lyft, make sure the car make and model, license plate number, and driver's name and photo match the information on the app. If it doesn't, don't get in.

Water Safety

Water activities include swimming, boating, water skiing, kayaking, stand-up paddleboarding, and many other fun activities. Water injuries can include shoulder, back, and knee injuries from repetitive movements from swimming, kayaking, and stand-up paddleboarding. Water skiing can also result in collision-related injuries if the skier hits the water at a high rate of speed. Injuries including sprains and fractures often happen to the shoulders, back, and knees. In addition to a variety of injuries, water activities also involve the risk of unintentional drowning. Prevent injuries and drowning by following these tips to stay safe in the water.

- Learn how to swim.
- Always swim with a buddy and in areas with lifeguards.
- Make sure you pay attention to younger children when swimming with them and never leave them in the water unsupervised.
- Water wings, pool noodles, and inner tubes are not life jackets and will not keep you safe.
- Make sure you wear a U.S. Coast Guard–approved life jacket when swimming if you are inexperienced or if you are on a boat of any kind.
- Do not dive in shallow water or water you can't see into. Enter the water feet first for your safety.
- When swimming in a lake, river, or ocean do not swim in really cold water, and watch out for currents.
- If someone starts to struggle in the water or begins to drown, reach out and have them grab your hand or arm so you can pull them to the edge, making sure someone is also holding onto you so you don't get pulled in. Or you can throw a life buoy or extend a pool noodle for the person to grab so you can pull them to the edge.
- Do not use alcohol or legal or illegal drugs of any kind when swimming, boating, jet skiing, or using other watercraft. Any type of impairment caused by substance use may result in injury or death to yourself or others.

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Skill-Building Challenge

Accessing Valid and Reliable Information to Determine Laws and Consequences

Use the Internet to find valid information on the law (and the consequences of disobeying it) in your city or town for the following situations:

- A pedestrian jaywalking
- A bicyclist not wearing a helmet
- A motor vehicle driver texting while driving
- A driver not wearing a seat belt

If there is no law on the topic in your city, town, or state, explain what you would do.

Healthy Living Skills

This lesson focused on accessing valid and reliable information. Here are some more ways you can develop healthy living skills related to this lesson.

HEALTHY COMMUNICATION



You are waiting at the bus stop for the 4:30 bus to take you to the mall. There is one other person at the bus stop with you that you don't know. It's 4:20 and you have 10 minutes before the bus arrives. A car pulls up with some high school guys in it. You know that one of the guys is your friend's brother. They are all being loud and laughing, and you can't tell if they are laughing at you or at something else. You feel very uncomfortable. Your friend's brother asks you if you want a ride to the mall because he knows you are going to the mall to meet his sister. You say no but he persists and now some of the other guys in the car start telling you to ride with them. Using your refusal skills, write out what you would say to the high school guys in the car.

PRACTICING HEALTHY BEHAVIORS

It is important to wear a seat belt every time you get into a car. Create a visual reminder you can carry with you to help you remember to wear your seat belt. It could be a small card with a phrase or image on it that you can put in your pocket, or a homemade bracelet you can write on. Each time you get into a car and remember to wear your seat belt, make a mark on your reminder. After a week reflect on your behavior and whether or not your reminder worked for you.

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LESSON 13.2 Review: Safety in the Community

LESSON SUMMARY

- Schools are working on improving school designs by building hallways that have convenient exits and are well lit. Office areas are centrally located so they are easy to access from all locations in the building. Schools are also locking all outside doors so all visitors must enter through one main door and show identification to get in. Visitors are given a badge to wear so it is clear to students and teachers they have been cleared through the office.
- Some ways to stay safe as a pedestrian and while riding a bike are to wear bright clothing and reflective gear, stay alert to what you are doing, and plan routes with less traffic and fewer sidewalks. When riding a bike, be sure to wear a helmet.
- Some ways to stay safe in public places include avoiding talking to strangers, never accepting rides from strangers, being alert for suspicious individuals or vehicles, avoiding walking alone at night, and always having your cell phone with you and making sure it is fully charged. If you feel uncomfortable in a location, leave as quickly as you can.
- As a passenger you should help a driver stay focused on the road by limiting your talking to the driver and by taking control of the entertainment and navigation system.
- To rescue someone who is struggling in the water or beginning to drown you should either reach out and have them grab your hand or arm so you can pull them to the edge or you can throw a life buoy or extend a pool noodle for the person to grab onto so you can pull them to the edge.

REVIEWING CONCEPTS AND VOCABULARY

1. A person actively engaged in killing or attempting to kill people in a populated area is known as a(n) _____ shooter.
2. A(n) _____ is a person traveling by foot, including walking or jogging.
3. _____ is any activity that takes the driver's attention away from driving.
4. Transportation that charges a set fare, runs on fixed routes, is available to the public, and is in the form of buses, light rail, trains, or trams is known as _____.
5. _____ service is when you hail a driver and car from an app on your phone to take you exactly where you need to go.
6. The three steps a person should take in an active shooter situation are _____, _____, or _____.

THINKING CRITICALLY

Do you think teens are more likely to engage in distracted driving? Research information on distracted driving and use it to help you with your answer. Write a paragraph to explain your perspective.

TAKE IT HOME

Talk to your family about their use of public transportation. Have any of them ever used public transportation? If they have, what did they like about it and what didn't they like about it? Have any of them ever used a ride-hailing service? Ask a member of your family to use public transportation or a ride-hailing app with you so you can learn how to use it safely.

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LESSON 13.3

Safety Online

Terms to Learn

identity theft
phishing attack
malware
hacker
antivirus software



The Big Picture

While the Internet and smartphones have made our lives easier in many ways because of how quickly we can get in touch with people and find information, you also have to be careful about what you share about yourself on social media. Keeping your personal information safe online is very important to your safety and that of others.

Learning Targets

- Explain what social media sharing is and how it can leave you at risk to social media criminals.
- Describe what identity theft is and how it can affect you.
- Assess the effectiveness of your passwords and change them if needed.
- Identify four examples of how to keep yourself safe online and on a cell phone.

SEL Connection

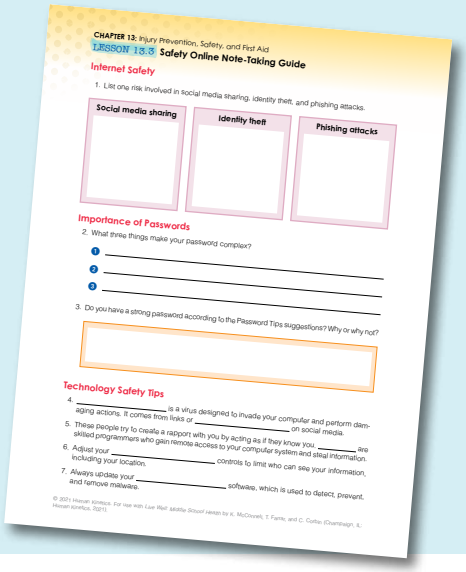
Healthy Living Skills: Promoting Good Health (Self-Awareness)

Write About It

List at least three ways you could be safer on the Internet or on your phone.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 13: Injury Prevention, Safety, and First Aid
LESSON 13.3 Safety Online Note-Taking Guide
Internet Safety
1. List one risk involved in social media sharing, identity theft, and phishing attacks.
Social media sharing
Identity theft
Phishing attacks
Importance of Passwords
2. What three things make your password complex?
1
2
3
3. Do you have a strong password according to the Password Tips suggestions? Why or why not?
Technology Safety Tips
4. _____ is a virus designed to invade your computer and perform damaging actions. It comes from links of _____ on social media.
5. These people try to create a rapport with you by acting as if they know you. _____ are skilled programmers who gain remote access to your computer system and steal information.
6. Adjust your _____ controls to limit who can see your information, including your location.
7. Always update your _____ software, which is used to detect, prevent, and remove malware.

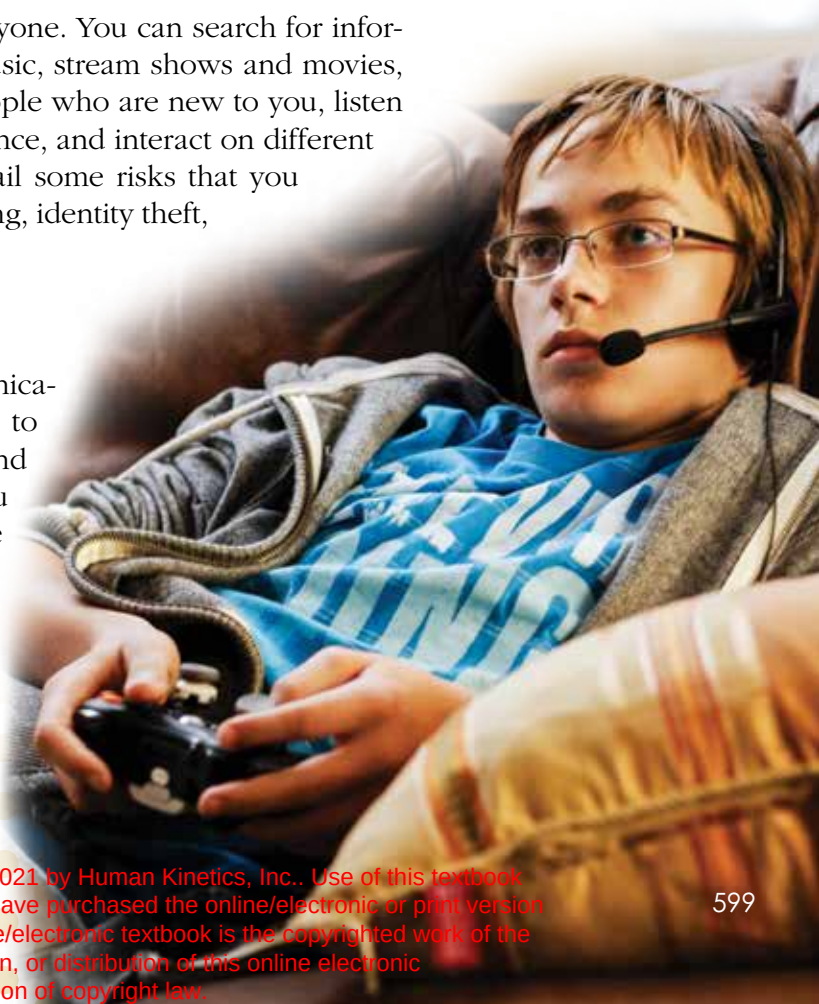
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Kier and Julien met each other through online gaming and have known each other for about six months. They both really like gaming and like playing against each other because they are both very good and it is always competitive. They begin sharing more information with each other on Snapchat and seem to have a lot in common. They now play against each other every day after school and Snapchat at least a couple of times a day. One day Kier asks Julien where he lives, and they found out they only live about 45 minutes from each other. Ever since Kier found out they live close to each other he has started to ask a lot of other questions, like what street Julien lives on, what time he gets home from school, and if anyone else is at his house when he gets home from school. Julien didn't think much about the questions until Kier really started pushing for them to meet. Kier says he has an older brother who drives and could bring Kier to Julien's house one day. Julien says he would need to ask his guardian if it would be alright if Kier came over but Kier says there's no reason to ask because he would be gone before Julien's family got home. This makes Julien uncomfortable and he isn't sure what to say or do. Kier keeps pushing about coming over and wanting to know which day Julien's family members would be the latest getting home. The more Julien thinks about this the more uncomfortable he becomes because he realizes he really doesn't know much about Kier while Kier seems to know a lot about him. Does the relationship between Kier and Julian seem healthy? What should Julian do?

Internet Safety

The Internet seems to have something for everyone. You can search for information, get help with schoolwork, listen to music, stream shows and movies, play games, email, talk with friends, talk to people who are new to you, listen to podcasts, go to school online, video conference, and interact on different types of social media. These options also entail some risks that you need to be aware of, such as social media sharing, identity theft, and phishing attacks.



Social Media Sharing

Social media is described as electronic communication in which users create online communities to share information, ideas, personal messages, and other content. Social media sharing means you are sharing your current location when you take photographs or are checking in to a specific building or event. It is easy for social media criminals to see where you are, even including very detailed addresses at times. This address feature means that strangers can learn where you are, who you are with, and what you are doing. This in turn means that strangers can contact

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you, find you, and stalk you because you've led them directly to your location. It can also let strangers know when you're not at home, which could lead to break-ins.

Identity Theft

Identity theft occurs when someone uses your identity or personal information without your permission to commit a crime. You might think this isn't something you need to worry about, but you really should. Your identity as a teen can be stolen just like that of an adult. The difference is that you won't know about it until you are 17 or 18 and applying for student loans or a credit card and are denied because you have maxed-out credit cards or unpaid bills. Make sure your computer and cell phone are protected with a password, fingerprint scan, or facial recognition. Use only websites and apps you know are trustworthy and make sure you always have the most recent versions of apps and operating system software, which include the latest security updates.

Phishing Attacks

Phishing attacks are dishonest websites, apps, or emails that look legitimate but are not. Phishing schemes in the form of an email might ask you to sign into your gaming account because there's a problem that needs to be fixed right away. You click on the link in the email, which takes you to a website that looks just like your game, but when you log in all of your personal information, including your username and password, has just been given to the attacker. The attacker now has access to your account, and if there is a credit card attached to the account, they now have access to the credit card as well.

Importance of Passwords

Begin your protection by having a strong password (figure 13.6). Many of the hacks to your social media, email, and other online sites result from weak or stolen passwords. Your password should be complex and have multiple types of characters including numbers, letters, and symbols. Having a different password for each website or app also helps to defend against hacking.

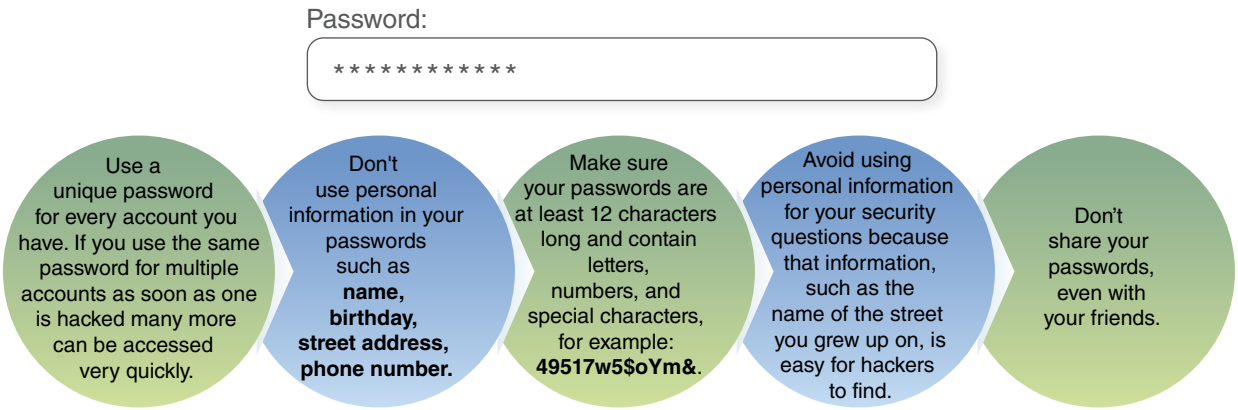


Figure 13.6 Tips for creating a strong password.

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Technology Safety Tips

1. Think before clicking on any links or apps on social media. If a link seems fake don't click on it, because it is there to spread **malware**, which is a virus designed to invade your computer system and perform damaging actions to change the way it works. As soon as you click on a fake app or link it can collect all your personal information including cell numbers, email IDs, passwords, home address, and other personal details. This is how your identity is stolen.
2. Think before you share your location, and double-check with the people you are with if you can tag them in your social media post. Sharing inappropriate selfies and photos of you or friends or sharing personal details may not be a good idea because that information is out there for everyone to see.
3. Know your social media friends and don't accept friend requests from people you don't know in real life. Most **hackers** try to create a rapport with you by acting as if they know you. A hacker is a skilled computer programmer who hacks your password or gains remote access to your computer system to alter or steal information.
4. Adjust your privacy controls to limit the people who see your information, including your location. Don't always post where you are by sending pictures or tagging images with your live location displayed for all to see. Customize your setting or uncheck the box while installing a new app that asks your permission to access location details.
5. Use **antivirus software**, which is designed to detect, prevent, and remove malware. Make sure you also update it regularly to remain protected from the most current threats.
6. If you receive a message that makes you uncomfortable, do not delete the message and do not respond; instead, tell your guardian or another trusted adult.
7. Don't meet people in person you only know from being online.
8. You have a digital footprint. Anything you upload, email, post, or message has the potential to stay online forever. Even if you delete it, someone else may have saved a copy of it. Don't share anything you wouldn't want your guardians, teachers, future employers, potential colleges, or military branches to see.
9. Be careful who you give your cell number to and how you use your GPS or other apps that can pinpoint your physical location.
10. Secure your phone with a PIN, fingerprint swipe, or facial recognition.



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Skill-Building Challenge

Keeping Myself Safe on Social Media

Reflect on your own social media habits. If you are not allowed to use social media, partner up with someone who does and help them. Answer each question below and then complete the final task.

1. How often do you use social media?
2. What social media do you use?
3. Why do you use social media?
4. What things do you do on social media that help you to stay safe? What things do you do that might not be safe?
5. What steps could you take to change your behavior so that it is safer? Identify as many specific actions as you can.
6. Create a way to track your social media behaviors (like a daily checklist you can fill out). Include the things you do already that keep you safe as well as the things you should do differently.

Final task: Log your social media behaviors for one or two weeks and reflect on how, or if, your behaviors improved and became healthier. If you are working with a partner, check in with them each day to see how they are doing with their behaviors.

Healthy Living Skills

This lesson focused on practicing health-enhancing behaviors. Here are some more ways you can develop healthy living skills related to this lesson.



COMMUNICATION SKILLS

If you find yourself in a situation where you are feeling unsafe at school, at home, or on the Internet, it is important to be able to tell a trusted adult what is happening so they can help you. Practice asking for help by using an *I* message. Use the steps below to create an *I* message you could use to ask a trusted adult for help.

1. Take responsibility for your feelings: "I feel . . ."
2. State the behavior that is the problem: "when . . ."
3. State what it is about the behavior or its consequences you don't like: "because . . ."
4. Suggest a preferred alternative: "I would really like it if . . ."



PROMOTING GOOD HEALTH



You know that you and many of your friends spend too much time online and you want to spend more time interacting face-to-face. You're advocating for teens in your school to leave their phones in their lockers at lunch and spend quality time with their friends rather than looking at social media posts. Use the questions from the Advocacy Skill Cues from chapter 1 to answer the questions and put together a short presentation for your health class advocating for less time on social media.

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LESSON 13.3 Review: Safety Online

LESSON SUMMARY

- Social media sharing is when you reveal your current location by posting photographs or when checking in to a specific building or event.
- You make it easy for social media criminals to see where you are, including very detailed addresses and—depending on the pictures—exactly what you are doing. It can also lead strangers to where you are not, such as your home, which could lead to break-ins.
- Identity theft happens when someone uses your identity or personal information without your permission to commit a crime. Use only websites and apps you know are trustworthy and make sure you always have the most recent versions of apps and operating system software so that you have the latest security updates.
- Passwords should be complex and unique, and you should have a different password for each website and app you use. Passwords should be 12 characters long and include letters, numbers, and special characters.
- Make sure your antivirus software is up to date to protect yourself from current threats. Keep yourself safe online by using common sense about who you give information to and what you post.

REVIEWING CONCEPTS AND VOCABULARY

1. When someone uses your identity or personal information without your permission to commit a crime it is known as _____.
2. Dishonest websites, apps, texts, or emails that look legitimate but are not are known as _____.
3. _____ is a virus designed to invade your computer system and perform damaging actions on it to change the way it operates.
4. A(n) _____ is a skilled computer programmer who hacks a password code or gains remote access to a computer system to alter or steal information.
5. _____ is software designed to detect, prevent, and remove malware.
6. People should have strong passwords for their social media, email, and online resources, which include _____, letters, and _____.

THINKING CRITICALLY

Write a real-life scenario that demonstrates how someone might use social media to threaten another person. Try to be realistic and write out the conversation as if it were taking place on a social media platform you select.

TAKE IT HOME

Talk to your family members about the importance of strong passwords and review the password tips from the lesson to strengthen their password, if needed.

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LESSON 13.4

First Aid and Emergency Procedures

Terms to Learn

emergency
first aid
cardiac arrest
cardiopulmonary resuscitation (CPR)
anaphylaxis
shock
heat-related emergency
cold-related emergency
wounds
concussion



The Big Picture

Medical emergencies can happen anytime and anywhere. When a medical emergency does happen, it is important to know basic first aid so you can provide medical care. Being able to recognize that an emergency exists and at the very least call 911 can save someone's life.

Learning Targets

- Discuss the emergency action steps.
- Explain why you should use universal precautions.
- Describe the steps to giving cardiopulmonary resuscitation (CPR).
- Summarize the steps in caring for a choking adult or child.
- Identify the differences between a closed and an open wound.
- List the four types of injuries to muscles, bones, and joints.
- Describe two thinking and remembering signs or symptoms of a person with a concussion.

SEL Connection

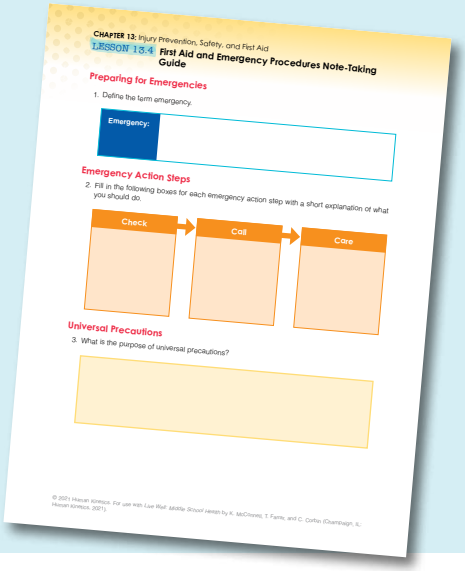
Healthy Living Skills: Accessing Information (Self-Management)

Write About It

What steps would you take if your guardian said they weren't feeling well and suddenly collapsed onto the floor?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 13: Injury Prevention, Safety, and First Aid
LESSON 13.4 First Aid and Emergency Procedures Note-Taking Guide

Preparing for Emergencies

1. Define the term emergency.

Emergency:

Emergency Action Steps

2. Fill in the following boxes for each emergency action step with a short explanation of what you should do.

Check | Call | Care

Universal Precautions

3. What is the purpose of universal precautions?

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Bryce is sledding with his friends on a Saturday morning, hits a bump in the snow, and smashes his face against the sled. His friend Craig hears him scream in pain and notices that his nose and lip are bleeding and two teeth are missing. What should Craig do to help Bryce?

Preparing for Emergencies

An **emergency** is an unexpected situation that requires immediate action. One of the first things you can do to prepare for an emergency is to have a first aid kit ready in your home and in your family car. If an emergency does happen make sure the first thing you do is call 911. The sooner emergency medical services (EMS) arrives, the better chances the patient has for a positive recovery. In an emergency you may be able to provide **first aid**, which means providing basic medical care to someone experiencing a sudden injury or illness.

Having a first aid kit on hand is one thing you can do to be prepared for emergencies. You can either buy one or assemble one. See figure 13.7 for the basic supplies recommended in a first aid kit. You should encourage your family members to put a list of any medications they take into the first aid kit, so everyone knows where the information is in case it is ever needed in a medical emergency.

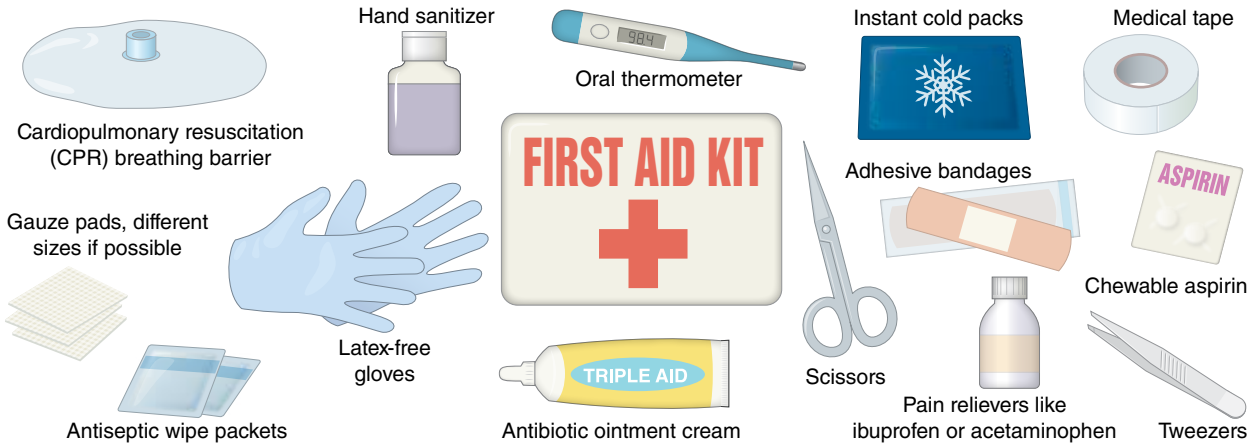


Figure 13.7 First aid kit basics.

Emergency Action Steps

In any emergency situation, use the emergency action steps of *check, call, care*.

1. *Check* the scene to make sure it is safe to enter and check the person to determine what the illness or injury might be.
2. *Call* 911 or have another person who is there with you place the call. See figure 13.8 for what you should tell the 911 dispatcher.
3. *Care* for the person according to the conditions that you find and your level of knowledge and training until EMS arrives.

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What You Will Need to Tell the 911 Dispatcher

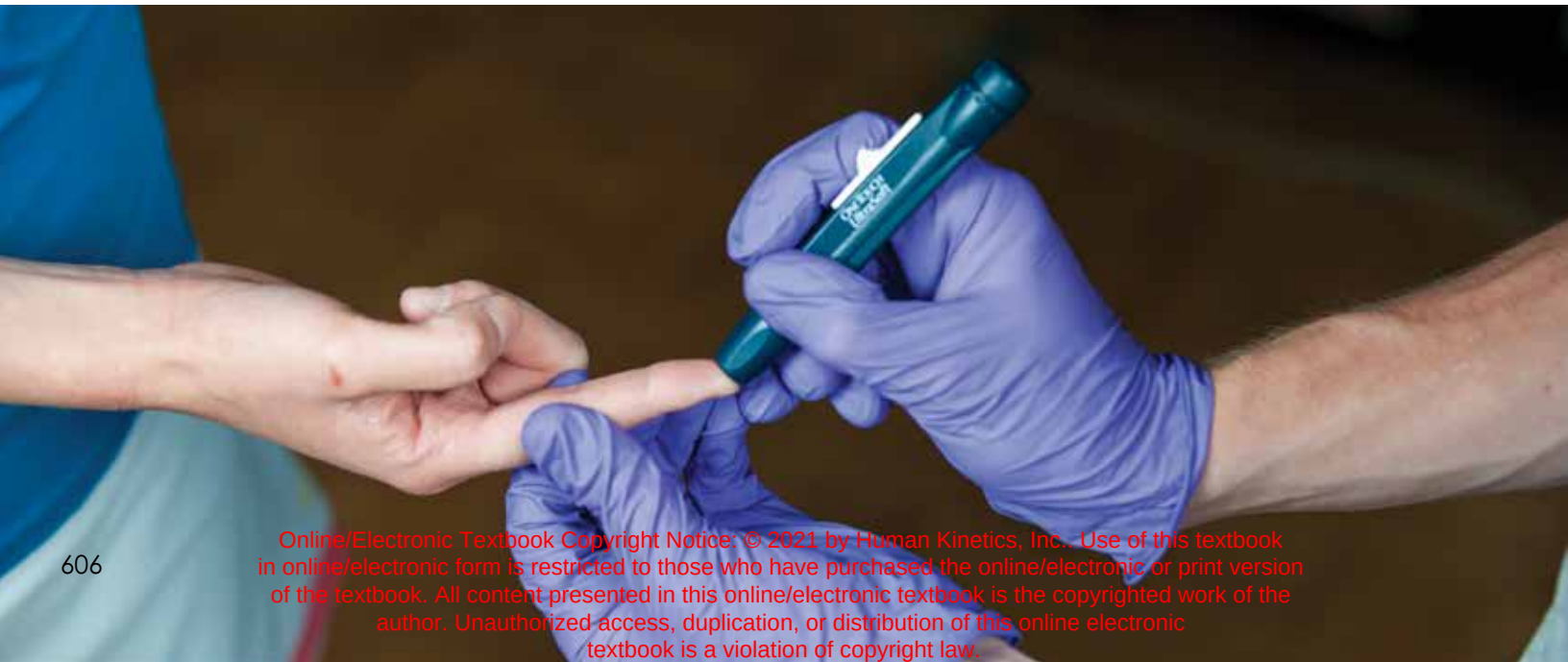
- Location of the emergency. If you don't know the address, look for nearby intersections or landmarks you can refer to.
- Number of the phone being used. If you get disconnected, they can call you back.
- Type of emergency. Describe what happened.
- Number of injured or ill people.
- What help, if any, has been given so far, and by whom.
- Be prepared to follow the dispatcher's directions for giving care.
- Stay on the phone with the 911 dispatcher until EMS arrives.

Figure 13.8 Information to give the 911 dispatcher.

Even if you are afraid to give care to the person, you can still be helpful by calling 911.

Universal Precautions

Universal precautions are steps people take to reduce the risk of transmitting pathogens from one person to another through close physical contact or through a contaminated surface or object. A pathogen is an organism that causes disease. Using universal precautions will help protect you from bloodborne pathogens such as human immunodeficiency virus (HIV) infection and hepatitis B, C, and D. You may also be exposed to airborne pathogens when an infected person breathes, coughs, or sneezes. Universal precautions may include wearing gloves, masks, gowns, and other personal protection equipment as deemed necessary based on the situation.



Universal precautions like these gloves help reduce the risk of spreading pathogens.

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Cardiac Emergencies

The two most common cardiac emergencies are heart attack and cardiac arrest. A heart attack happens when blood flow to part of the heart muscle is blocked. **Cardiac arrest** happens when the heart stops beating or beats too ineffectively to circulate blood to the brain and other vital organs. If a person is having a heart attack or is in cardiac arrest, call 911 right away. Monitor the victim until EMS arrive and be ready to perform CPR or use an automated external defibrillator (AED) if they stop breathing or no longer have a heartbeat.

Cardiopulmonary Resuscitation

Cardiopulmonary resuscitation (CPR) uses chest compressions and rescue breaths to keep oxygenated blood moving to the brain and other vital organs until advanced medical help arrives (figure 13.9). The chest compressions squeeze the heart between the breastbone and the spine, which moves blood out of the heart to the brain and other vital organs. The rescue breaths deliver a fresh supply of oxygen into the person's lungs.

If you are not comfortable giving chest compressions and rescue breaths, you can give compression-only CPR instead. In compression-only CPR, you give continuous chest compressions, with no rescue breaths. Compression-only CPR is better than doing nothing and can save a person's life.



Figure 13.9 Steps for performing CPR.

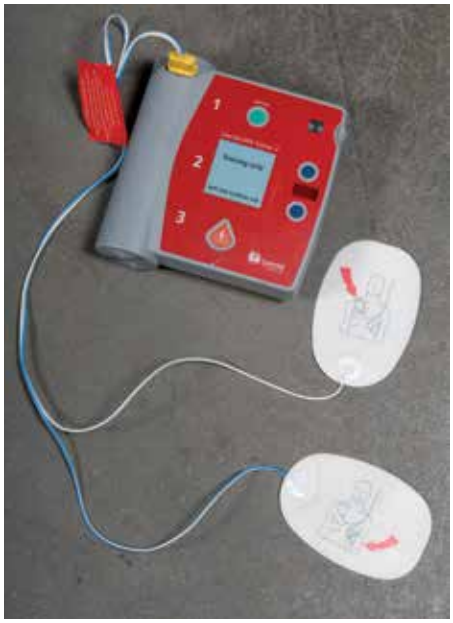
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STEM in Health

AUTOMATED EXTERNAL DEFIBRILLATOR

An automated external defibrillator (AED) delivers an electrical shock to the heart, helping it to return to a normal beating rhythm. When an AED is used on a victim the chance of saving their life increases by 75 percent. The first AED that looks similar to what you may see on TV was used successfully in 1947 on a 14-year-old boy. The paddles then were gauze-covered spoons with wooden handles. In 1966, the first portable defibrillator was installed in an ambulance. A car battery was used for the current and the machine weighed a total of 150 pounds. Starting CPR immediately and using an AED as soon as possible gives the person the best chance for surviving cardiac arrest. Portable AEDs are found in all public buildings, now weigh about three pounds, and are fully automated so they can be used by anyone.



Sudden Illness

A sudden illness often strikes with little to no warning. Examples of sudden illnesses include the following.

- **Asthma.** Asthma is a chronic illness in which certain substances or conditions cause inflammation and narrowing of the airways, making breathing difficult. A person who has been diagnosed with asthma may use an inhaler to take their medication.
- **Allergic reactions and anaphylaxis.** People can be allergic to almost anything. A person who is having a mild to moderate allergic reaction may develop a skin rash, stuffy nose, or red, watery eyes. A person who is having a severe, life-threatening allergic reaction, called **anaphylaxis**, may develop trouble breathing, swelling of the face or tongue, and a feeling of tightness in the chest or throat within minutes of contact with the allergy trigger. People with allergic reactions may carry an EpiPen that contains epinephrine, a drug that slows or stops the effects of anaphylaxis.
- **Diabetic emergencies.** Diabetes is a chronic condition characterized by the body's inability to process glucose (sugar) in the bloodstream. There are two kinds of diabetic emergencies: hypoglycemia (excessively low blood glucose levels) and hyperglycemia (excessively high blood glucose levels). For either emergency you may be able to give the person a small amount of sugar by mouth if they are responsive and able to swallow. Acceptable forms of sugar include fruit juice, regular (nondiet) soda, or a spoonful of sugar mixed into a glass of water.

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An inhaler for treating asthma (left) and an EpiPen for treating severe allergic reactions (right).

- **Seizures.** Seizures happen when there is abnormal electrical activity in the brain. They can happen for different reasons, including epilepsy, high fevers, and injuries to the brain. A person may have a grand mal seizure, in which they lose consciousness and have convulsions, or an absence seizure in which they are very quiet with a blank stare. If a person is having a seizure, let it run its course; don't try to hold the person down or stop the seizure.
- **Fainting.** Fainting is caused by a sudden decrease in blood flow to the brain. A person who may suddenly lose consciousness, and then comes to after about a minute or less, probably fainted. The cause of fainting may include dehydration, being too hot, being in a crowded room, or feeling intense emotion.

While every sudden illness is different there are some general signs and symptoms people may have regardless of the illness. The person may have any of the following.

- Trouble breathing: rapid breathing or gasping for air
- Dizziness
- Chest pain or tightness in the chest, abdominal pain, or a headache
- Changes in levels of consciousness, including confusion, spacing out, and passing out
- Sweating
- Blurred vision or slurred speech
- Numbness or weakness

If someone has a sudden illness, use the following general care steps.

- Call 911 if appropriate. *Not all illnesses need 911 help.*
- Help the person rest in a comfortable position and reassure them to keep them calm.
- Monitor the person's breathing and level of consciousness.
- Keep the person from getting too hot or too cold.
- Continue to watch for changes in the person's condition.

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Other Types of Emergencies

Other types of emergencies are often the result of an external factor. Choking happens when the airway is blocked by an object such as food; shock is caused from some type of physical or emotional trauma; and heat-related and cold-related emergencies are caused by the environment, as are burns. Such emergencies are usually more preventable than the sudden illnesses just discussed and yet probably happen more often than a sudden illness.

Choking

Choking occurs when the airway becomes either partially or completely blocked by something like a piece of food. Choking can happen when you are talking or laughing with your mouth full or eating too fast. Signs and symptoms of choking include placing one or both hands on the throat (the most common sign), trying to cough, or being unable to cough at all. If the airway is totally blocked, the person will not be able to speak, cry, or cough. To care for a choking child or adult see figure 13.10.

- If the person can speak and is coughing forcefully, encourage them to continue coughing. A person who can cough forcefully is getting enough air to breathe.
- If the person is coughing weakly or is unable to speak or cough, the airway is blocked and the person will soon become unresponsive unless the airway is cleared. Call 911.
- When an adult or child is choking, give 5 back blows (directly between the shoulder blades) and then 5 abdominal thrusts (place fist just above the navel and thrust inward and upward). The purpose is to force the object out of the airway, allowing the person to breathe. Continue giving 5 back blows and 5 abdominal thrusts until the person can cough forcefully, speak, breathe, or becomes unresponsive.



Figure 13.10 Guidelines for helping someone who is choking.

Shock

Shock is a life-threatening condition in which the circulatory system fails to deliver enough oxygen-rich blood to the rest of the body. Common causes of shock include severe bleeding, allergic reactions (anaphylaxis), and potentially the aftereffects of any serious injury or illness. A person who is showing signs and symptoms of shock needs immediate medical attention. Signs and symptoms of shock may include restlessness, an altered level of consciousness, pale or grayish skin color, and rapid breathing.

To Care for Shock

- ☐ Call 911.
- ☐ Have the person lie flat on their back or in a comfortable position.
- ☐ Try to keep the person calm and cover them with a blanket to keep them warm.

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Heat-Related Emergencies

Heat-related emergencies are caused by overexposure to heat and by dehydration. The three types are heat cramps, heat exhaustion, and heat stroke.

Heat cramps are painful muscle spasms, usually in the legs or abdomen. To care for heat cramps, move the person to a cool place and give cool water to drink. Stretch the muscle and gently massage.

Heat exhaustion is more severe than heat cramps. Symptoms may include nausea, weakness, headache, and dizziness. To care for heat exhaustion, move the person into the shade or indoors with air conditioning and let the person rest. Apply cool, wet towels to try to cool the person down.



Heat stroke is the most severe and least common. Heat stroke causes a person to have an extremely high body temperature, but they won't be sweating and they may be unconscious. To care for heat stroke, call 911 and take steps to rapidly cool the person's body by immersing them in cold water or placing ice water–soaked towels or bags of ice over the person's entire body.

Cold-Related Emergencies

Cold-related emergencies are caused by overexposure to cold. The two types are frostbite and hypothermia.

Frostbite is the freezing of the skin and underlying tissues resulting from prolonged exposure to freezing or below-freezing temperatures. The affected body part is numb and the skin is cold to the touch. To care for frostbite, remove any wet clothing, rewarm the affected body part using skin-to-skin contact with warm hands, or soak the frostbitten area in warm water.

Hypothermia is the lowering of the body's core temperature to a point where body function becomes impaired. Hypothermia results from exposure to cold air, cold water, or both. The signals of hypothermia include intense shivering, overall numbness, confusion, and possible loss of consciousness. To care for hypothermia, call 911, move the person to a warm place, and have them put on dry clothing including a hat and gloves. Wrap the person in blankets, warm them slowly near a heat source, and treat for shock if needed.



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Burns

Burns are caused by contact with extreme heat, chemicals, radiation, or electricity. Burns range in severity from minor to critical. A critical burn is life threatening or potentially disfiguring and requires immediate medical attention. Burns can be classified according to how deep they are: the deeper the burn, the greater the severity (table 13.2).

There are three general steps in caring for burns:

1. *Stop* the burning by removing the source of the injury if it is safe to do so.
2. *Cool* the burn and relieve pain using clean cool or cold water. Never use ice or ice water because that can cause more damage to the skin.
3. *Cover* the burn loosely with a sterile dressing.

Call 911 if the person has trouble breathing or has burns that cover more than one body part or a large surface of the body. Make sure you monitor for shock. Do not remove pieces of clothing that may be stuck to the burned area.

TABLE 13.2 **Types and Characteristics of Burns**

Degree or thickness of burn	Depth of burn	Characteristics of burn
First-degree or superficial burns 	Epidermis	Pain, redness, mild swelling
Second-degree or partial thickness burns 	Epidermis and dermis	Pain, blisters, splotchy skin, severe swelling
Third-degree or full thickness burns 	Epidermis, dermis, and the subcutaneous tissue (fat, muscle, bone, nerves)	White or charred skin. Nerve endings are destroyed so there may be no pain at the site, but surrounding tissue that has superficial or partial thickness burns will still be painful.

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A sunburn is both a heat-related emergency and a type of burn. Sunburns are caused by an overexposure to the sun. Many sunburns are classified as superficial (first-degree) or partial thickness (second-degree) burns.

To protect yourself from potential damage from the sun:

- ☐ Stay in the shade to limit your sun exposure.
- ☐ Put on sunscreen and reapply it throughout the day.
- ☐ Wear a hat with a brim that shields your face and neck.
- ☐ Wear sunglasses to protect your eyes.

HEALTHY LIVING TIP

Prevent sunburns by avoiding being in the sun between 10 a.m. and 2 p.m., wear sunglasses with UV protection, use a sunscreen with an SPF of 30 or higher, and reapply the sunscreen every two hours.

Wounds

Wounds are an injury that results when the skin or other tissues of the body are damaged. There are two types of wounds: closed and open. Closed wounds consist of bruises and internal bleeding. Bruises are usually caused by blunt trauma such as running into something like a table. Bruises happen when the small blood vessels under the surface of the skin are damaged and blood leaks into the surrounding tissues. Internal bleeding is bleeding that occurs inside the body—typically in the abdomen, chest, or skull—and may be life threatening. Internal bleeding is primarily caused by blunt trauma, such as from a fall from a ladder onto the cement or being struck by a vehicle. There are four types of open wounds: abrasions (scrapes), lacerations, avulsions or amputations, and punctures (table 13.3).

Injuries to the Face

Injuries to the face happen quite often when people are active and usually involve the nose and teeth. Injuries can range from minor cuts, bloody noses, and knocked-out teeth to more severe injuries such as broken bones. Two of the more common facial injuries are nosebleeds and knocked-out teeth. To stop a nosebleed, pinch the nostrils together with the head tilted slightly forward. Keep the nostrils pinched shut until the bleeding has stopped. If the bleeding is severe or gushing, call 911. If a tooth is knocked out, control the bleeding by placing a rolled gauze pad into the space left by the missing tooth and have the person gently bite down to maintain pressure. If possible, put the knocked-out tooth into whole milk or into the injured person's saliva in a small cup or baggie. The sooner the person can get to the dentist the better chance that the tooth will survive and be able to be put back into place.

Caring for Open and Closed Wounds

To care for a closed wound, apply an ice pack to a bruise. The ice will help to decrease the bleeding and reduce the pain and swelling. For internal bleeding, call 911 immediately and be prepared to treat for shock until help arrives.

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TABLE 13.3 **Types of Open Wounds**

Wound type	Description
Abrasion 	Abrasions happen when something rubs roughly against your skin.
Laceration 	A laceration is a cut, usually from a sharp object, through layers of skin, fat, and muscle.
Avulsion or amputation 	Avulsion means that a portion of the skin and sometimes the underlying tissue is partially or completely torn away; amputation refers to the loss of part or all of a body part, such as a finger.
Puncture 	Punctures occur when an object such as a nail pierces the skin.

To care for a minor open wound, use gloves so you don't come in direct contact with another person's blood, and apply direct pressure with a gauze pad to stop the bleeding. If blood soaks through the dressing, place another dressing on top of the first and continue applying direct pressure. Do not remove the blood-soaked dressing because that might restart the bleeding. After the bleeding stops, wash the area with soap and water, apply antibiotic ointment, and cover with a bandage. If blood is spurting from the wound or the wound is a very deep gash you won't be able to control the bleeding of, call 911 instead of trying to care for the open wound yourself.

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Muscle, Bone, and Joint Injuries

Injuries to the muscles, bones, and joints include sprains, strains, dislocations, and fractures. Sprains happen when a ligament is stretched or torn, and they usually happen in the ankle, knee, wrist, or finger joints. Strains happen when a tendon or muscle is stretched or torn and usually occur in the back or hamstring. Dislocations happen when the bones that meet at a joint move out of their normal position. This usually happens in the fingers, knees, and collarbone. Fractures are a complete break, chip, or crack in a bone. Fractures can be open (the end of the broken bone breaks through the skin) or closed (the broken bone does not break through the skin). Fractures are most common in the arm or leg, but any bone can be broken.

If you have to call 911, help the person to rest in a position that is comfortable for them without moving or straightening the body part. Apply a cold pack, wrapped in a thin towel, to the injured area if the person can tolerate it to help reduce swelling and pain. If 911 doesn't need to be called, use the reminder *RICE* to help care for a muscle, bone, or joint injury (figure 13.11).

Rest by limiting the use of the injured body part.

Immobilize the injured body part to limit movement.

Cold - apply a cold pack wrapped in a thin towel to the injured area.

Elevate the injured body part to help reduce swelling unless it causes more pain.



Figure 13.11 The acronym RICE can help you remember how to care for a muscle, bone, or joint injury.

Head, Neck, and Spinal Injuries

Head, neck, or spinal injuries are serious; depending on how severe they are they can leave a person with a permanent disability. Head injuries can occur from a blow to the head or from a car accident that causes the head to snap forward and then back. A blow to the head can lead to concussion (a traumatic brain injury that alters the way the brain functions), brain contusion (bruising of the brain tissue), or brain hematoma (bleeding into the space between the brain and the skull).

Spinal cord injuries can result from trauma that causes one or more vertebrae (the bones that surround and protect the spinal cord) to break. The bone fragments can press into the soft tissue of the spinal cord, damaging it. Damage can also result if the injury causes the soft tissue of the spinal cord to swell, compressing it against the vertebrae. Depending on the location and severity of the spinal cord injury, the person may develop paralysis (the loss of movement, sensation, or both) in body parts below the level of the injury.

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Signs and Symptoms of Head, Neck, and Spinal Injuries

Signs and symptoms depend on the type of injury and the location of the injury, and may include

- changes in level of consciousness,
- blood or other fluids in the ears or nose,
- partial or complete loss of movement of any body part,
- severe pain or pressure in the head, neck, or back, and
- a broken or damaged safety helmet (if the person was using a bicycle, motorcycle, skateboard, or scooter).

If you think someone has suffered a head, neck, or spinal injury call 911. As long as the person is breathing normally, they should stay in the position they are in. If the person is wearing a helmet, do not remove it unless you must perform CPR. If a child is strapped in a car seat, do not remove the child unless you need to perform CPR.

Concussions

A **concussion** is a common type of traumatic brain injury that involves a temporary loss of brain function. Concussions are common sports-related injuries. Many people who experience a concussion do not lose consciousness, or they may lose consciousness only very briefly. See table 13.4 for signs and symptoms of a concussion. If you think a person has a concussion, have them stop what they are doing and follow up with a health care provider.

TABLE 13.4 **Signs and Symptoms of Concussion**

Difficulty thinking and remembering	Physical signs and symptoms	Emotional signs and symptoms	Behavioral signs and symptoms
• Difficulty remembering new information • Difficulty thinking clearly • Difficulty concentrating • Difficulty remembering events that occurred just prior to and just after the incident	• Headache • Blurry vision • Nausea or vomiting • Dizziness • Sensitivity to noise or light • Balance problems • Lack of energy	• Irritability • Sadness • Overwhelming emotions • Nervousness or anxiety	• Sleeping more or less than usual • Difficulty falling asleep

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Skill-Building Challenge

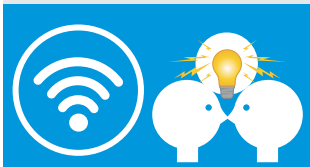
Analyzing Influences on Sun-Safety Practices

Adam and Heath are spending the day at the beach with Adam's family. It is somewhat overcast but the sun is starting to come out. Adam's guardian reminds Adam and Heath to put sunscreen on. They both put on sunscreen and head into the water. They swim and mess around in the water for 30 minutes or so and then get out to lie in the sun. Adam asks Heath if he wants more sunscreen and he says no because he wants to work on his tan and a little bit of a burn will be alright. Adam decides not to put on any more sunscreen either. Heath tends to tan pretty easily and isn't very worried about getting burned. Adam on the other hand hasn't been out in the sun much yet this summer and will probably burn if he doesn't continue to put on sunscreen. Adam's guardian throws the bottle of sunscreen to Adam and tells him to put more on. Adam thinks putting on sunscreen will make him look kind of weak in front of Heath so he doesn't put any more on. Adam also saw some information on the Internet the other day about people looking better the more tan they are, so his goal today is to get tan. Adam knows once the sunburn goes away he will be tan and look good. They spend the rest of the day going back and forth between the water and lying on the beach. Heath has gotten a little red but within a day or two he will tan. Adam has definitely gotten a sunburn and will even have a few spots that will blister.

Put yourself in Adam's place about the people and concepts that influenced him, and using the Analyzing Influences Skill Cues, identify who or what the influences are, evaluate whether the influences are positive or negative, make a positive choice, and reflect on the benefits of your choice.

Healthy Living Skills

This lesson focused on analyzing influences. Here are some more ways you can develop healthy living skills related to this lesson.



ACCESSING INFORMATION

You have just learned about first aid in your health class and you want to know how to get a first aid and CPR card. Using your resources decide who you can ask or where you can look to get more information on how to get a first aid and CPR card.



HEALTHY COMMUNICATION

Practice what you would say if you had to call 911 in each of the following situations.

1. A friend suddenly stands up at lunch and grabs their throat. They aren't speaking or making any noise.
2. Your grandma is talking to you and she starts to slur her words. You notice that she can't sit up straight.
3. Your teammate passes out at practice on a hot day in summer. You notice that their skin is pale and feels clammy.

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LESSON 13.4 Review: First Aid and Emergency Procedures

LESSON SUMMARY

- You need to know the emergency action steps of *check* the scene and the victim, *call* 911, and *care* for the victim.
- Universal precautions are taken to reduce the risk of transmitting pathogens. You should protect yourself from bloodborne illnesses and other infectious diseases.
- To do CPR, do sets of 30 chest compressions followed by two rescue breaths. The chest compressions squeeze the heart between the breastbone and the spine, which moves blood out of the heart to the brain and other vital organs. The rescue breaths deliver a fresh supply of oxygen to the person's lungs.
- Common symptoms of a sudden illness include trouble breathing, dizziness, chest pain, changes in levels of consciousness, blurred vision, and numbness or weakness.
- To stop someone from choking, give the person five back blows (hit directly between the shoulder blades) and then five abdominal thrusts (place fist just above the navel and thrust inward and upward).
- To protect yourself from a sunburn, stay in the shade, put on sunscreen and reapply it throughout the day, wear a hat with a brim that shields your face and neck, and wear sunglasses to protect your eyes.
- To care for a knocked-out tooth, place a piece of rolled gauze in the missing tooth space and have the person gently bite down on it to stop the bleeding.
- Head injuries resulting in a concussion can occur in a number of ways including from a blow to the head or from a car accident that causes the head to snap forward and then back.

REVIEWING CONCEPTS AND VOCABULARY

1. To keep oxygenated blood moving to the brain and other vital organs until advanced medical help arrives is known as _____.
2. A(n) _____ delivers an electrical shock to the heart's electrical activity long enough to allow the heart to spontaneously develop an effective rhythm on its own.
3. _____ is a life-threatening allergic reaction.
4. A progressive, life-threatening condition in which the circulatory system fails to deliver enough oxygen-rich blood to the body's tissues and organs is called _____.
5. An injury that results when the skin or other tissues of the body are damaged is called a _____.

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6. _____ is a common type of traumatic brain injury that involves a temporary loss of brain function.
7. _____ are steps people take to reduce the risk of transmitting pathogens from one person to another.

THINKING CRITICALLY

Create a story about a person who gets heat exhaustion and another person or persons who provide the correct response to the situation. Make your story realistic and factually correct.

TAKE IT HOME

Check your first aid kit or whatever medical supplies you have at home to see if you have dressings and bandages you could use if someone cut themselves and had severe bleeding. Make a list of items you need to create or improve your first aid kit.

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Chapter Review

ACTION PLAN: Staying Safe and Injury Free

Use the My Action Plan Worksheet to develop a plan to stay safe and injury free. Here is an example.

My Action Plan: Learn First Aid and CPR

STEP 1: Identify the health behavior you are going to work on.

I want to take a first aid and CPR class.

STEP 2: Write SMART goal(s).

Write one or two short-term goals (one day to one month long).

I will do a Google search to find out where I can take a first aid and CPR class.

Write a long-term goal (one to six months or more).

I will sign up for a first aid and CPR class.

STEP 3: Make a plan.

Identify two to five action steps (strategies) you could do to meet your goal.

I am always busy so I will block out one hour to look up information on where I can take a first aid and CPR class.

I will have my calendar with me so I can schedule a class when I find one I can take. I know if I don't sign up for it right away then I may not get around to it again.

STEP 4: Do your plan and track your progress.

Short-term goal ☒ Met ☐ Not met Date: May 31

Long-term goal ☐ Met ☒ Not met Date: _____

If you met your goal, what helped you to be successful?

I met my short-term goal because I set aside one hour and found a first aid and CPR class I could take at the YMCA.

If you did not meet your goal, what things made it harder for you to be successful?

I did not meet my long-term goal because even though I found a class I decided not to sign up for it until a friend could go with me. I am working on trying to get my friend to go with me.

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Test Your Knowledge

Select the best answer for each question.

1. The correct order of the emergency action steps are
   a. call, check, care
   b. care, call, check
   c. check, call, care
   d. check, care, call

2. Which natural disaster includes staying safe by dropping, covering, and holding?
   a. thunderstorm
   b. tornado
   c. earthquake
   d. hurricane

3. How many characters should your password be?
   a. 6
   b. 8
   c. 10
   d. 12

4. When the bones that meet at a joint move out of their normal position this is known as a
   a. sprain
   b. dislocation
   c. strain
   d. fracture

5. An example of an intentional injury is
   a. suicide
   b. drowning
   c. motor vehicle crash
   d. fall

6. A virus designed to invade your computer system and perform damaging actions on it to change the way it operates is known as
   a. antivirus
   b. phishing
   c. hacker
   d. malware

7. What is the correct order of heat-related emergencies from least critical to most severe?
   a. heat cramps, heat stroke, heat exhaustion
   b. heat stroke, heat cramps, heat exhaustion
   c. heat cramps, heat exhaustion, heat stroke
   d. heat stroke, heat exhaustion, heat cramps

8. When doing CPR what is the ratio of chest compressions to rescue breaths?
   a. 1 to 15
   b. 30 to 2
   c. 15 to 1
   d. 2 to 30

9. An example of an unintentional injury is
   a. self-injury
   b. homicide
   c. fall
   d. suicide

10. *RICE* stands for
    a. rest, immobilize, compress, evaluate
    b. raise, ice, cold, elevate
    c. raise, immobilize, cold, evaluate
    d. rest, immobilize, cold, elevate

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PROJECT-BASED LEARNING: Keeping You Safe and Free

What to Remember

There are many areas of your life to think about when you are told to keep safe. It could be at your home, at school, on the Internet, in your social media, during a natural disaster, during a fire, on public transportation, riding your bike, and so many other areas. Staying safe can be as simple as being aware of your surroundings, where you are and who is around you—people you know and people you don't know. Keep your head up and keep looking around at all that is happening instead of burying your head in your phone so you don't know what's going on around you. Being aware of your surroundings is one way to keep yourself safe.

Why It Is Important

While no one wants to think about bad things happening or about getting injured, these things do happen, so it is important to have a plan to try to stay safe and injury free.

Who It Is For

Students in your class specifically, but by posting it to your social media account you could even be affecting students in other countries with your amazing ideas.

What to Do

You and your partner will plan 31 days of ways to keep yourself safe and injury free that you could post on a social media platform. Develop a series of posts that provide one tip each day for 31 days to keep yourself safe and free of injuries. Each day must include written information and a picture or short video. Work with your teacher to decide how they want your materials collected and if they want you to post directly to social media or not.

How to Do It

- Plan your 31 days using information from this chapter as well as other incredible ideas you have that we didn't discuss in the chapter. Remember that each social media post must include a picture or short video of what you are doing that will keep you safe and injury free and a few sentences explaining what you did and how it is important in your life as a middle school student. Make sure your pictures, videos, and explanations are all school appropriate.
- If both of you have social media then you should agree on a time of day when you will both make the post at about the same time. That way you can reach twice as many people especially if you and your partner post on different social media platforms.
- Make sure your teacher can see your social media posts and find out if other students in the class would also like to see your posts if you aren't already friends with them.

CROSS-CURRICULAR CONNECTIONS: Music

Create a song that teaches younger kids about how to stay safe during different natural disasters. Make a different verse for each disaster you teach about and use a common chorus between verses. Make sure your song has a strong beat and that the lyrics are clear and easy for a younger person to learn and remember.

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14

Public and Environmental Health

LESSON 14.1 Exploring Public Health
LESSON 14.2 Air, Water, and Noise Pollution
LESSON 14.3 Chemicals, the Environment, and Your Health
LESSON 14.4 Living Green







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Understanding My Health

How Environmentally Aware Am I?

Respond to each statement in the following chart by circling the response that is most accurate for you. When you are done, add up your points. The closer your score is to 21, the more environmentally aware you are in your choices.

	Always	Sometimes	Never
I do not leave the water running when I am brushing my teeth.	3	2	1
I carry a water bottle with me to school.	3	2	1
I recycle plastic bottles and aluminum cans.	3	2	1
I bring my own bag when I go shopping.	3	2	1
I bring a reusable lunch bag to school.	3	2	1
I turn off my personal device at night or whenever I am not using it.	3	2	1
I walk, ride a bike, or use public transportation (including the school bus).	3	2	1

My score for How Environmentally Aware Am I? = _____ (total number of points)



Health is not just a personal concept. Good public health, in which all have access to vaccinations, counseling services, and other medical services, is an integral part of the wellness community. People are also affected by the health of the environments we live in. The air we breathe and the water we drink affect how healthy we can be. Taking care of each other and our environment is an important part of our overall health.

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LESSON 14.1

Exploring Public Health

Terms to Learn

public health
community health
health disparity
charity
pandemic



The Big Picture

Have you ever wondered who inspects your local restaurants for cleanliness? Who tracks outbreaks of illnesses like measles? Who makes decisions about what vaccinations you were required to get to attend school? These are all public and community health issues. Learning what resources are available to you and others in your community is an important step in becoming and staying healthy.

Learning Targets

- Describe what public health is.
- Explain how public health influences you as an individual.
- List two careers related to public health.
- Provide an example of a health disparity.

SEL Connection

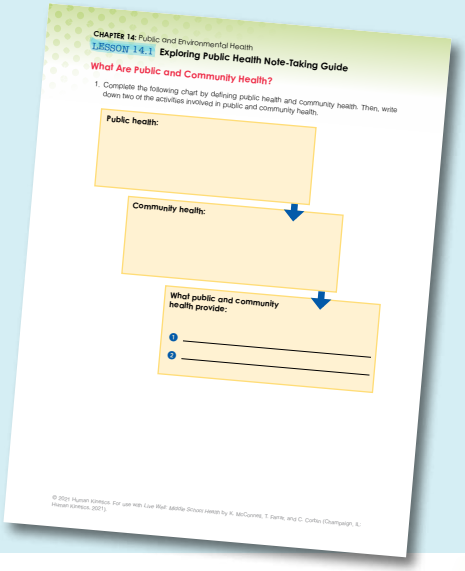
Public Health and You (Social Awareness)

Write About It

Have you ever heard of public health? What do you think it means? Provide examples in your response.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 14: Public and Environmental Health
LESSON 14.1 Exploring Public Health Note-Taking Guide
What Are Public and Community Health?
1. Complete the following chart by defining public health and community health. Then, write down two of the activities involved in public and community health.
Public health:
Community health:
What public and community health provide:
1
2

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Maria grew up on a rural farm and was home schooled until the family moved to the city when she started the sixth grade. She was told that she couldn't start school unless she received all of her vaccinations. Her parents never had her vaccinated because they didn't have health insurance and they couldn't afford for Maria or her brothers to get the shots. Luckily, the school nurse suggested that Maria and her family visit the local public health clinic. The clinic offered free vaccinations to children under 16 and provided other medical services at reduced prices. Maria was grateful for the service and was excited to start at her new school. What types of services do you think Maria saw when she visited the public health clinic?

What Are Public and Community Health?

Public health is the art and science of protecting and improving the health of individuals and large populations. Public health happens at the national, regional, state, and local level. **Community health** is a form of public health that is focused on a particular group of people or geographic area. Community health tries to bring the greatest health benefits to the largest number of people in order to protect the community as a whole. Public health involves a wide range of activities:



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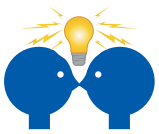
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- Educating people
  - Examples include public service announcements, educational websites, community safety, and first aid classes.
- Investigating outbreaks
  - Examples include diseases carried in the food supply, like salmonella, and contagious disease outbreaks, like measles.
- Monitoring communities
  - Examples include tracking rates of injury, illness, and disease in a community.
- Developing policies
  - Examples include establishing public no-smoking zones or identifying required vaccinations.
- Enforcing laws
  - Examples include enforcing food handling and serving laws in restaurants or policing convenience stores to make sure they aren't selling alcohol to minors.
- Conducting research
  - Examples include researching connections between behaviors and noncommunicable diseases or between pollution and cancer risk.
- Responding to disasters
  - Examples include organizing assistance to survivors after a natural disaster, like a hurricane, or a violent event, like a mass shooting or a terrorist attack.
- Providing preventative services
  - Examples include providing vaccination clinics or reduced-cost screenings for breast cancer.
- Providing accessible services
  - Examples include providing free treatment for drug addiction and mental health counseling or building community use sport complexes or fitness facilities.





Public Health and You



Public health is a big idea and it may be hard to understand how it is related to your health. Your individual health is affected by the people around you, the community you live in, the society you live in, and the policy and rules that govern it. It is impossible for your health not to be influenced by what is happening around you.

When you are thinking about the health of other individuals it is important to remember that they are also influenced by these factors. How your family, friends, community, and society affect your health may be very different from how these same factors influence others (figure 14.1).

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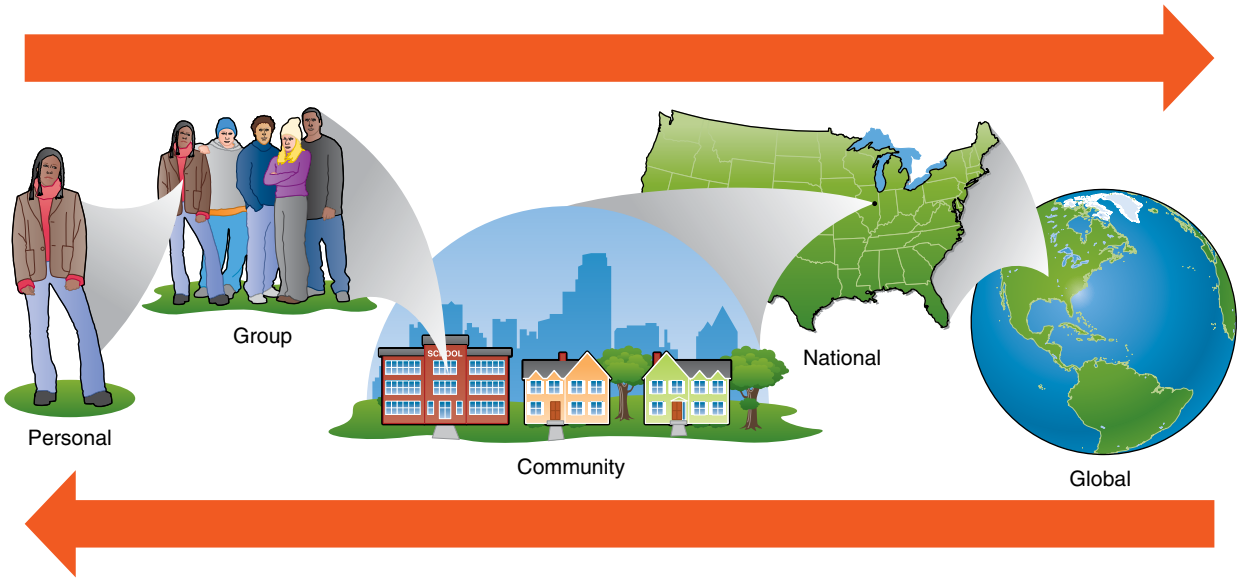


Figure 14.1 As an individual you are surrounded by public health influences.

Careers in Community and Public Health

Health care is the largest employment category in the United States. Health care includes providers like doctors, dentists, and nurses. Public and community health workers are also part of the health care industry. There are a wide range of jobs in public and community health (table 14.1). Most of these jobs require at least an undergraduate college degree and many require graduate education.

TABLE 14.1 **Examples of Careers in Public and Community Health**

Career	Description
Epidemiologist	Researches and investigates patterns of disease
Social worker	Provides counseling and assistance to people in need (like children, veterans, seniors, homeless)
Public health nurse	Focuses on working to improve the health of a specific group or community
Microbiologist	Researches microorganisms with the goal of developing drugs to fight infectious diseases
Public health educator	Provides education to a community in order to promote their health or prevent the spread of disease
Public health analyst	Gathers and tracks data about public health activities and programs to determine their effectiveness
Health inspector	Ensures that state laws and sanitary codes are followed in a community

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Community and Public Health Resources

Public health resources exist at different levels and provide different services. The major government provider of public health oversight in the United States is the Centers for Disease Control and Prevention, or the CDC. The CDC is part of the Department of Health and Human Services. The CDC website maintains current, factually accurate public health information on a wide range of topics. Other government and nongovernment agencies also provide public health services (table 14.2). Government agencies include state and local health departments, which are vital to community health. Nongovernment agencies also play a vital role in public health.

TABLE 14.2 Examples of Government and Nongovernment Public Health Organizations

Government agencies	Nongovernment agencies
Centers for Disease Control and Prevention	World Health Organization
Health and Human Services	American Public Health Organization
National Institutes of Health	Doctors Without Borders
Indian Health Services	World Bank
Food and Drug Administration	The Carter Center
Division of Adolescent and School Health	Bill and Melinda Gates Foundation
State Health Departments	American Red Cross
Local Health Departments	National Kidney Foundation
City Health Departments	

State and Local Health Departments

Each state also has its own state and local health departments. A major goal of all health departments is to reduce health disparities. A **health disparity** is a preventable difference in disease, injury, violence, or opportunities to achieve optimal health. Health disparities exist for a variety of reasons:

- Poverty
  - Poorer individuals and communities have less access to health services.
- Environmental conditions
  - Communities differ as to air quality, extreme weather conditions, and access to parks or safe outdoor spaces.
- Inadequate access to health care
  - Not everyone has access to the same services or quality of services and transportation options.
- Individual and behavioral factors
  - Some people are socially isolated because of disability or age, homelessness, or mental illness.
- Educational inequities
  - Not everyone has the same access to quality education, including health and physical education.

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HEALTHY LIVING TIP

Donate your time to a local charity that helps others in need. Helping others through charity work has been shown to benefit a person's overall health.

Nongovernment Agencies

There are a lot of private and charitable organizations focused on public health issues. A **charity** is a nonprofit organization that provides help to, and raises money for, those in need. The best-known of these organizations operate at a national level. Other agencies are focused on serving local communities or specific populations. Examples of charities focused on health-related issues include the American Red Cross and the National Kidney Foundation.

Global Issues and Public Health

Global public health examines the issues that cross borders and affect the health of people around the world. It is focused most often on preventing illness and disease, but it can also include traditional areas of medicine and rehabilitation (figure 14.2). Many global health efforts are concentrated on the poorest and most underserved populations and countries.

Global health is important because we live in a mobile society. When people travel to other countries, they are vulnerable to the diseases and risks in that country. When they return to the United States, some of the diseases and threats they encountered can travel back with them and put communities in the United States at risk. For example, influenza is highly contagious and can easily travel with people across the globe. Just one person who is sick with the flu can infect a new region of the world. When this happens a global pandemic of a disease can occur. A **pandemic** is the worldwide spread of a disease.

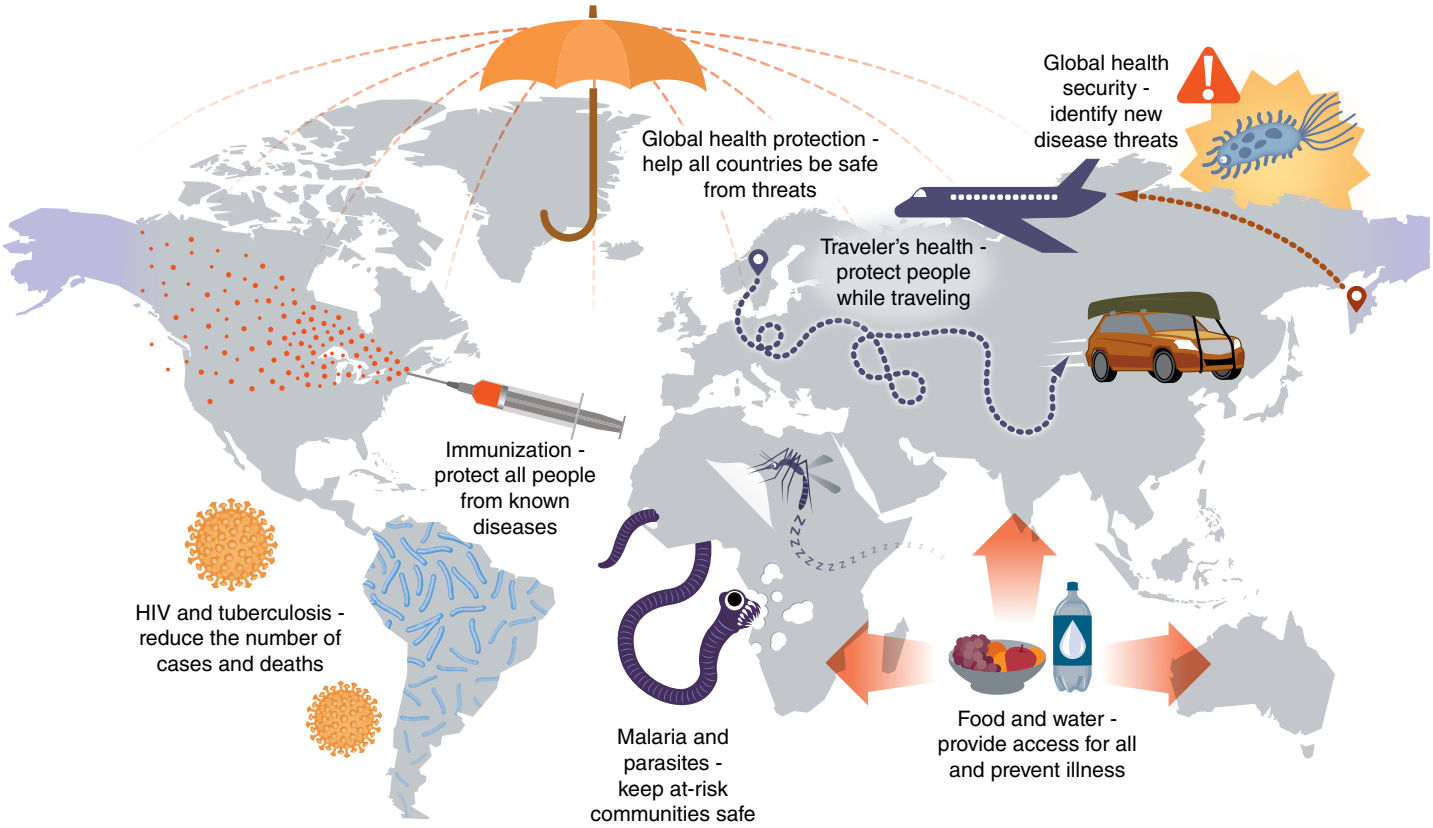


Figure 14.2 Major global health issues.

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Skill-Building Challenge WWW

Accessing Community Health Resources

Use the Internet to find two or three different resources in your community that relate to public health. Write down the name of the resource and describe what services each provides. Record a phone number, email address, or web address for each resource you find. A few major categories are provided to help you get ideas of what to look for.

- Public health department for the city or county you live in
- Public health department for the state you live in
- Local chapters of the American Red Cross or the American Heart Association
- County hospitals
- Women's and children's health clinics
- Health clinic at your school or school district
- Social and health services department for the city or county you live in
- Catholic or other church-related health services in your community
- Community and senior recreation or wellness centers in your city or town

Healthy Living Skills

This lesson focused on accessing valid and reliable information. Here is one more way you can develop healthy living skills related to this lesson.

ANALYZING INFLUENCES

Research your school's health-related rules and policies. Talk to school administrators and your school nurse to identify what rules and policies exist. Consider things like vaccination requirements, physical education and recess requirements, food services, counseling services, tobacco and vaping policies, antibullying rules, and recycling and other environmental health policies. Explain how each policy might influence your personal health and well-being.

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LESSON 14.1 Review: Exploring Public Health

LESSON SUMMARY

- Public health is the art and science of protecting and improving the health of individuals and large populations. Public health happens at the national, regional, state, and local level.
- Your individual health is affected by the people around you, the community you live in, the society you live in, and the policy and rules that govern it. It is impossible for your health not to be influenced by what is happening around you.
- There are lots of job opportunities related to public health. Social worker, public health educator, and health inspector are a few examples.
- A health disparity is a preventable difference in disease, injury, violence, or opportunities to achieve optimal health. Poverty is an example of a health disparity. When people don't have the financial resources, they may be less able to access medical services.

REVIEWING CONCEPTS AND VOCABULARY

1. The art and science of protecting and improving the health of individuals and large populations is called _____ health.
2. _____ health seeks to provide the most benefit for the greatest number of people within an area.
3. Something that causes a difference in disease, injury, violence, or opportunities to achieve optimal health is called a health _____.
4. A health _____ is a public health worker who ensures that state laws and sanitary codes are followed in a community.
5. A(n) _____ is a nonprofit organization that provides help to, and raises money for, those in need.
6. The worldwide spread of a disease is called a _____.

THINKING CRITICALLY

We know that people who have more education generally have better health. Why do you think that is the case? Provide as many reasons as you can think of and use specific examples when you can.

TAKE IT HOME

Research a charity that supports something you care about. Collect donations for the charity from friends and family. When you finish your collection, donate the money you raised to the charity you selected.

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LESSON 14.2

Air, Water, and Noise Pollution

Terms to Learn

environment
natural environment
built environment
air pollution
smog
acid rain
air quality index
noise pollution



The Big Picture

The environment you live in plays a role in your health. Air pollution and water pollution are two of the most significant environmental influences. The noises in your environment can also form a kind of pollution known as noise pollution. Understanding what things cause air, water, and noise pollution will help you to make healthy decisions and live a healthier life.

Learning Targets

- Explain how air pollution can affect health.
- Identify four common sources of indoor air pollution.
- Identify two causes of water pollution.
- Explain how noise pollution can affect health.
- Analyze influences on air and water pollution.

SEL Connection

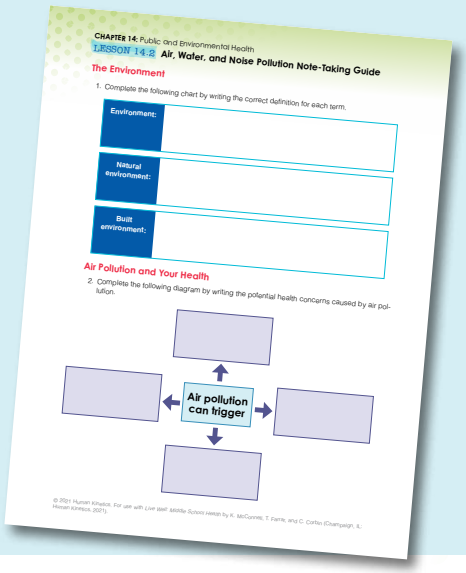
Skill-Building Challenge: Analyzing Influences on Air and Water Pollution (Responsible Decision Making)

Write About It

Do you think you are exposed to much pollution in your daily life? Explain your answer using specific examples.

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 14: Public and Environmental Health
LESSON 14.2 Air, Water, and Noise Pollution Note-Taking Guide
The Environment
1. Complete the following chart by writing the correct definition for each term.
Environment:
Natural environment:
Built environment:
Air Pollution and Your Health
2. Complete the following diagram by writing the potential health concerns caused by air pollution.
Air pollution can trigger

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Kadin started to experience dizziness and headaches and didn't know why. The city he lived in was smoggy and at first Kadin thought the poor air quality was making him sick. A few weeks later his symptoms were getting worse and he started to feel fatigued and to have muscle pains. A couple of his friends from school had similar symptoms. When Kadin kept complaining his mom took him to the local health clinic where a blood test was done. It turned out that Kadin had lead poisoning. His friends were all diagnosed with the same thing. An investigation found that old pipes were leaking lead into the drinking water at the school. Kadin always carried an empty water bottle to school and filled it at the drinking fountain like most of the other kids. He and his family were shocked to realize that the water was contaminated. How would you feel if something in your environment was making you sick?

The Environment

The **environment** is the surroundings and conditions in which you live. It includes the air you breathe, the water you drink, and the parks and buildings where you work and play. The **natural environment** includes all living species, climate, weather, and natural resources. The **built environment** includes all the human-made spaces where you work, live, and play. Both the natural and built environments affect your health.



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Air Pollution and Your Health

Air is an essential part of human life. We breathe an average of 12 to 20 times per minute and the oxygen we take in supports all of the vital functions of our bodies. It should come as no surprise that the quality of the air you breathe can affect your health. **Air pollution** happens when the air contains dangerous particles. Air pollution can trigger asthma and allergy attacks, sleepiness, headaches, and irritation of the eyes, nose, throat, and skin. The quality of the air we breathe affects the health of all people at all stages of life (figure 14.3). Air pollution is particularly dangerous for some groups of people, including

- children,
- older adults (over age 65), and
- people with existing health conditions, including
  - respiratory infections,
  - respiratory diseases including asthma and COPD,
  - heart or circulatory disease,
  - diabetes, and
  - a history of stroke.

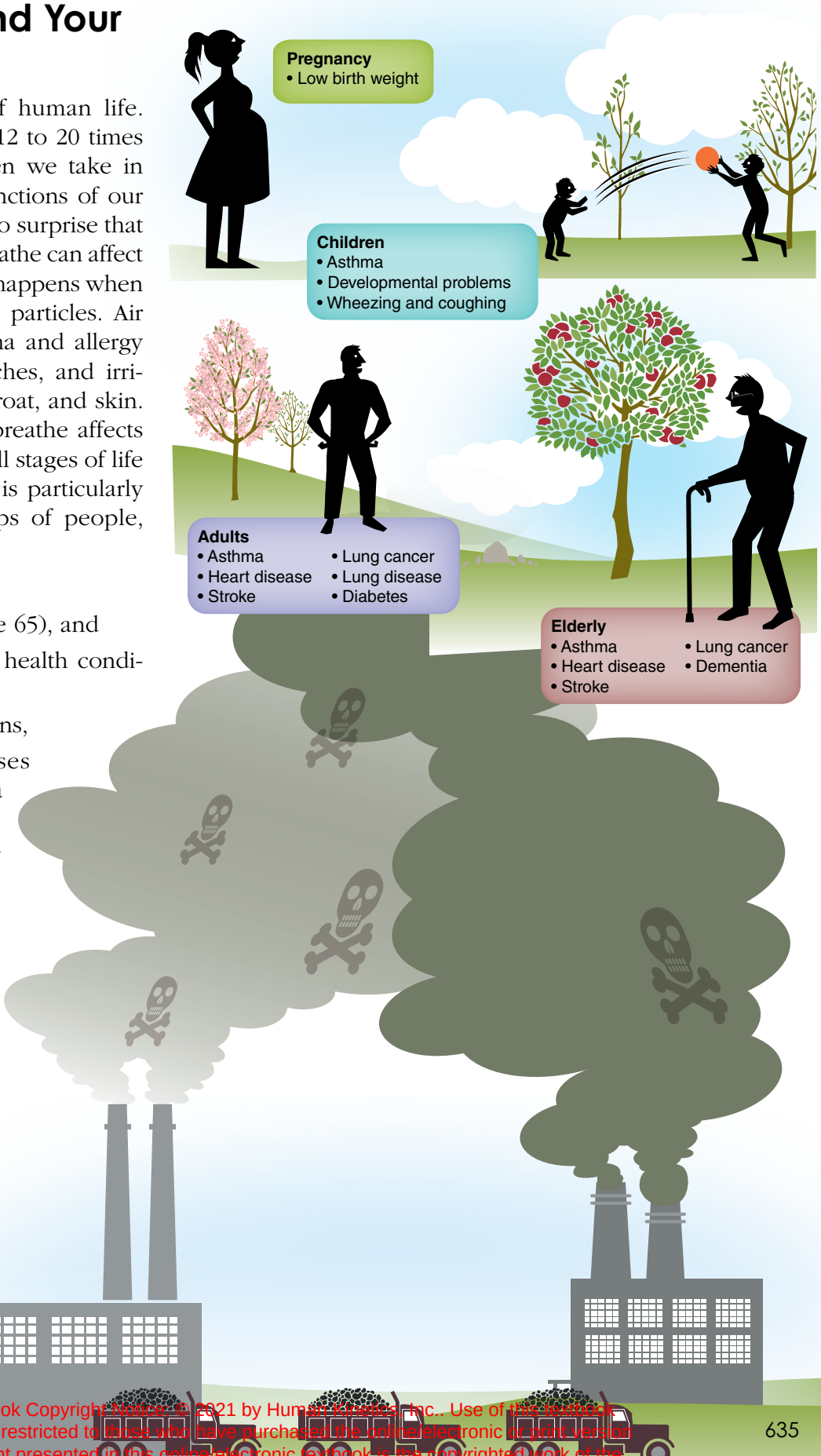


Figure 14.3 Air pollution can contribute to health problems at all stages of life.

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Outdoor Air Quality

The quality of the air outside is influenced by natural forces in the environment as well as by human activity. Natural events like a large wildfire can release carbon monoxide and smoke (figure 14.4). A volcanic eruption can release carbon dioxide, sulfur dioxide, and ash. Dust storms in desert environments can also dramatically affect air quality. Winds can carry these air pollutants for thousands of miles. Outdoor air quality can also be affected by naturally occurring pollens from trees and flowers. Many people suffer from seasonal allergies when these pollens are at high levels in the air.



Figure 14.4 Air pollution can come from natural events like volcanic eruptions, wildfires, and dust storms.

Human activities like driving motor vehicles and burning coal and oil for fuel contribute to air pollution. The quality of air can be very bad in big cities where a lot of pollution is being produced. **Smog** is the combination of moisture in the air that has mixed with smoke and chemical fumes (figure 14.5). When weather conditions are just right, smog can hang over a city for weeks or months. When the smog is bad enough, cities sometimes place temporary restrictions on driving and burning fuel.



Figure 14.5 Smog from heavy pollution settling over a city.

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Chemicals that are released into the air can mix with water and oxygen to form acids. Acids will fall to the ground in rain, snow, or ice. When this happens, it is called **acid rain**. Acid rain eventually enters the ground, waterways, and oceans and damages plant and animal life, including our food and water supplies.

Indoor Air Quality

Indoor air quality refers to how polluted the air is inside buildings and structures including your school (figure 14.6). The quality of indoor air can be affected by ventilation (access to outdoor air), humidity, mold, chemicals, tobacco smoke, dust, and other allergens like pollen and pet dander. Sometimes it is difficult to know the quality of indoor air. Unless people are smoking, we usually can't see air pollution when we are inside the way we might when we are outside.

The best ways to improve indoor air quality are to

- keep things clean, including bedding, clothing, curtains, and furniture,
- keep air filters clean in heating and cooling units,
- use chemical-free cleaning products when possible,
- use an air purifier, and
- let fresh air in when outdoor air quality is good.

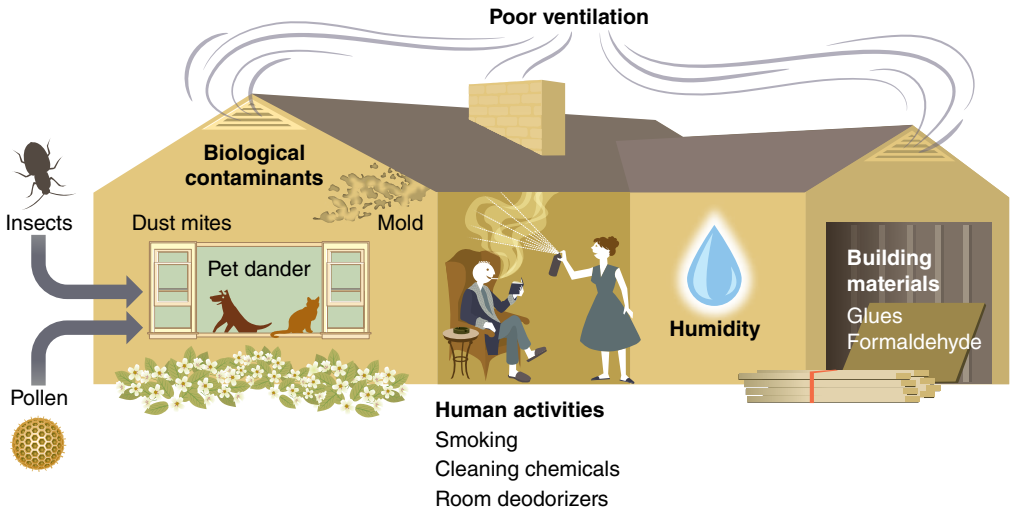


Figure 14.6 Sources of indoor air pollution.

Determining Air Quality

Air quality is measured and reported as the air quality index, or AQI (figure 14.7). The **air quality index** measures ozone, particulate matter, carbon monoxide, sulfur dioxide, and nitrogen dioxide levels in the air. Many weather apps include an AQI score for your local area. There are also apps that show a map of air quality across the United States. When the air quality is unhealthy people are advised to avoid spending long periods of time outside. Individuals with respiratory conditions like asthma should pay close attention to the air quality when working or playing outdoors.

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Air quality index	Levels of health concern	Color	
0-50	Good	Green	Safe for most people
51-100	Moderate	Yellow	
101-150	Unhealthy for sensitive groups	Orange	
151-200	Unhealthy	Red	
201-300	Very unhealthy	Purple	
301-500	Hazardous	Maroon	Everyone should avoid physical activity outside.

Figure 14.7 The air quality index is used to communicate the quality of the air in a region on any given day.

Water Pollution and Your Health

HEALTHY LIVING TIP

Help preserve water when you brush your teeth. Turn off the water while brushing.

Water is one of the most important natural resources we have. It supports all forms of life on earth. In fact, almost two thirds of the earth's surface is covered by water. Most of this water is salt water found in the oceans. Humans and other animals can't drink salt water. Only about 3 percent of the water found on earth is fresh water and most of that is frozen in glaciers and ice caps. That leaves an even smaller amount that is accessible to humans and other animals for drinking. As the global population grows, safe and accessible water is becoming one of the world's most challenging issues.

The Water Cycle

Water moves around earth in a cycle (figure 14.8). As the sun shines on bodies of water like the ocean or lakes, the water evaporates into the air. The air travels inland and moves upward. Eventually the water in the air concentrates into clouds. When the clouds become dense enough with water, precipitation in the form of rain, snow, or ice will occur. The water lands on the earth's surface and travels downhill in streams and rivers until it eventually finds its way to the oceans and lakes where the process will begin again. Water pollution can occur along this process as water picks up chemicals and debris from the atmosphere and the land.

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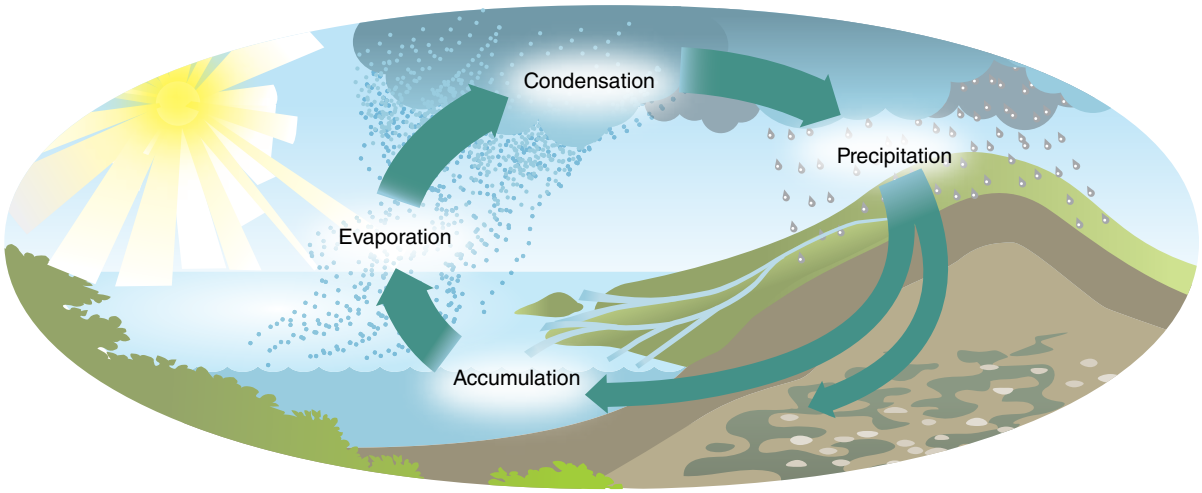


Figure 14.8 The water cycle.

How Humans Contaminate the Water



People are a major cause of water pollution. When we do simple things like use chemicals on our lawns to kill weeds or wash our car in the driveway, the chemicals we use enter the water cycle. Chemicals used in the manufacturing of products can also enter our water cycle. These substances travel in the water and eventually enter our rivers, lakes, and oceans. This can cause a wide range of effects including the death of fish and other marine life, and it makes the water unsafe to drink. It can also make it dangerous to swim or play in the contaminated water. The same process occurs when people do not properly dispose of products containing chemicals, like paint, batteries, and medicines.

In addition to chemicals, other microorganisms can get in the water from animal and human waste, and from garbage and food waste that is not properly disposed of. When this happens, the water can contain dangerous pathogens that infect our water and food supplies resulting in food-borne illnesses. Polluted and contaminated water can cause a variety of health problems including gastrointestinal and reproductive problems, nervous system damage, and even death.

Other Causes of Water Pollution

Natural disasters can also contaminate the earth's water. During hurricanes and floods the chemicals and garbage that are normally properly stored can be swept into the floodwater and eventually into the runoff. Earthquakes can damage pipes in homes or city sewage systems or can disrupt water treatment plants. If you live in an area where any natural disaster occurs, it is important to realize that the water supply could potentially be contaminated.

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STEM in Health

WATER TREATMENT



With so much potential for water to become polluted, you may wonder how drinking water is made safe for humans. Drinking water in the United States comes from natural bodies of water like streams, ponds, rivers, and lakes. The water from these sources is treated in large water treatment plants. The process involves removing all pollutants from the water. The first step of treatment is to remove the small solid particles in the water. Chemicals called coagulants are added to the water. These chemicals cause the solids to stick together so that they can be filtered out.

After solids are removed, chemicals and bacteria may still be in the water. To remove these, the water passes through sand filters. The final step in the process is disinfection. Water is disinfected by adding chlorine to kill the pathogens. Most cities have codes as to what the maximum and minimum chlorine levels must be at service points throughout a water network. The treated water is used for homes, farms, and industries in the United States. The goal of water treatment is to protect people from drinking polluted water and becoming ill as a result.

Noise Pollution and Your Health

Sound is a significant part of our environment as well. You are almost always exposed to some sort of noise from cars, planes, trains, televisions, music, video games, and machinery as well as from natural events like wind and rain. When sound is unwanted, excessive, or bothersome it is called **noise pollution**. Noise pollution can damage hearing and cause high blood pressure, difficulty sleeping, and poorer performance at school and work. Individuals exposed to constant noise can also become irritable and suffer from depression or anxiety.

A major source of noise comes from the earbuds and headphones worn with personal devices. The use of earbuds is leading to record rates of hearing loss among teenagers. In fact, it is estimated that one in five teenagers has developed mild hearing loss. This can interfere with the ability to accurately hear conversation. Hearing loss is permanent, meaning your body cannot restore your hearing once it is lost. Hearing loss is also likely to get worse with age. It is important to reduce the volume on your personal device to protect your hearing now and in the future.

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Career Connection



NURSE PRACTITIONER

Nurse practitioners (NPs) are licensed medical professionals who manage people's health conditions and are a vital part of public health services. The majority of NPs work as family nurse practitioners. This means that they provide general care and often give vaccinations and treat infectious diseases. Nurse practitioners can specialize by the type of patient they see. For example, they may work only with children or only with older adults. NPs may also subspecialize in areas of medicine like dermatology (skin), cardiovascular health, and oncology (cancer treatment). Most NPs have a graduate degree in nursing. The first steps to becoming a NP are to graduate from high school and then attend a four-year college before going to graduate school.

Skill-Building Challenge

Analyzing Influences on Air and Water Pollution

Think about the different ways humans might pollute the air and water in your community. Write down as many examples as you can. For example, do people contribute to air pollution by driving everywhere they go instead of taking public transportation? Try to focus on things you notice in your school, neighborhood, community, or town. Once you have made your list, compare it with another student's list. Identify where your ideas are the same and where they are different. Combine your lists and then rank-order them. Put the behavior that you think is most common at the top of the list and the behavior that is least common at the bottom.

Once you are finished, answer the following questions together:

Why do you think people do things that are not good for the environment?

What might you do to be a positive influence on others to help them change these behaviors? Provide some specific suggestions.

Healthy Living Skills

This lesson focused on analyzing influences. Here is one more way you can develop healthy living skills related to this lesson.

HEALTHY COMMUNICATION

What would you do if you saw a relative pouring leftover cleaning products into a street drain? How would you get that person to understand that they are polluting the water? Practice what you would say to this individual to try to get them to stop and to properly dispose of the cleaner. Use *I* statements in your approach.

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LESSON 14.2 Review: Air, Water, and Noise Pollution

LESSON SUMMARY

- Air pollution can trigger asthma and allergy attacks, sleepiness, headaches, and irritation of the eyes, nose, throat, and skin. The quality of the air we breathe affects the health of all people at all stages of life. Air pollution can contribute to heart disease, cancers, and dementia.
- The quality of indoor air can be affected by ventilation (access to outdoor air), humidity, mold, chemicals, tobacco smoke, dust, and other allergens, like pollen and pet dander.
- Water can become polluted when the chemicals in products used outside (like fertilizers and bug sprays) get washed into the water system, or when people improperly dispose of products containing environmental contaminants. Natural disasters can also cause water pollution, especially when sewer lines are damaged and sewage escapes.
- When sound is unwanted, excessive, or bothersome it is called noise pollution. Noise pollution can damage hearing and cause high blood pressure, difficulty sleeping, and poorer performance at school and work. Individuals exposed to constant noise can also become irritable and suffer from depression or anxiety.

REVIEWING CONCEPTS AND VOCABULARY

1. The _____ is the surroundings and conditions in which you live. It includes the air you breathe, the water you drink, and the parks and buildings where you work and play.
2. The natural environment includes all living species, _____, weather, and natural resources.
3. The _____ environment includes all the human-made spaces where you work, live, and play.
4. A form of air pollution that happens in cities is called _____.
5. When the air _____ is unhealthy, people are advised to stay inside.
6. When sound is _____, excessive, or bothersome it is called noise pollution.
7. Acid rain happens when _____ that are released into the air mix with water and oxygen and fall to the ground.

THINKING CRITICALLY

If you were able to write three rules that would reduce pollution in your community, and everyone had to follow them, what would they be and why? Explain the rules you decide on and the reason for each.

TAKE IT HOME

Pay attention to the noise in your environment. Keep track of the types of noises you encounter on a typical day. Once you have made your list, come up with ways to reduce your exposure to the noises. For example, if you hear construction noise on your walk to school, could you take a different route?

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LESSON 14.3

Chemicals, the Environment, and Your Health

Terms to Learn

chemical
synthetic chemical
toxic chemical
hazardous material



The Big Picture

Chemicals cause air and water pollution and are harmful to our environment. Chemicals can also be harmful to human health. Products we use daily contain a range of chemicals, some of which may be dangerous. Becoming familiar with where dangerous chemicals are found and how they may affect your health will allow you to make healthier decisions.

Learning Targets

- Describe what a toxic chemical is.
- Identify four personal care products that might contain toxic chemicals.
- Identify three common toxic chemicals in household items.
- Explain what to do if you are exposed to toxic chemicals.

SEL Connection

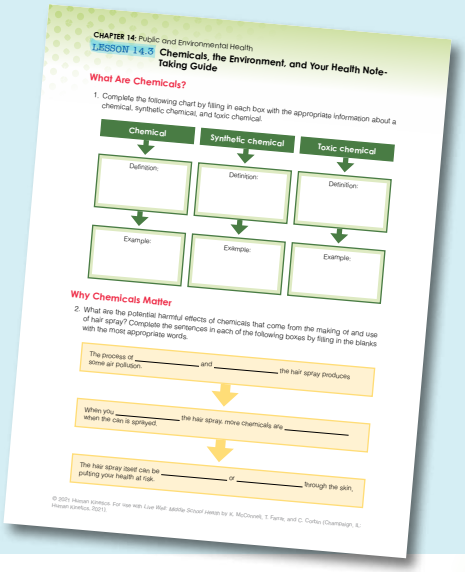
Skill-Building Challenge: Making Responsible Decisions (Relationship Skills)

Write About It

Have you ever considered whether the personal care products you use are safe? How would you feel if you found out that your shampoo, soap, or sunscreen contained dangerous ingredients? Would you try to change the products you use?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 14: Public and Environmental Health
LESSON 14.3 Chemicals, the Environment, and Your Health Note-Taking Guide

What Are Chemicals?

1. Complete the following chart by filling in each box with the appropriate information about a chemical, synthetic chemical, and toxic chemical.

Chemical	Synthetic chemical	Toxic chemical
Definition:	Definition:	Definition:
Example:	Example:	Example:

Why Chemicals Matter

2. What are the potential harmful effects of chemicals that come from the making of and use of hair spray? Complete the sentences in each of the following boxes by filling in the blanks with the most appropriate words.

The process of _____ and _____ the hair spray produces some air pollution.

When you _____ the hair spray, more chemicals are _____ when the can is sprayed.

The hair spray itself can be _____ or _____ through the skin, putting your health at risk.

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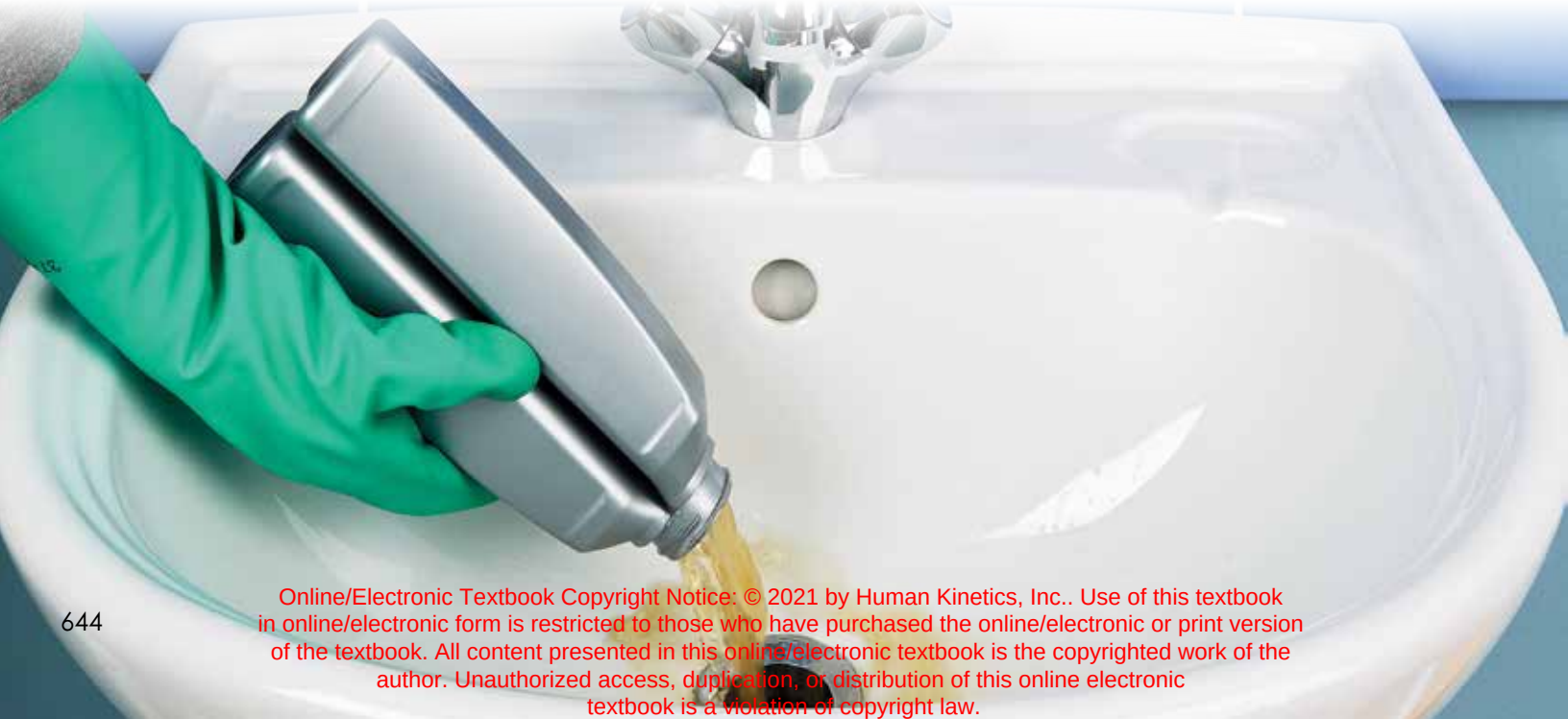
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Dante lives in a home that has a lot of chemicals sitting around. His parents are both artists. One works with paints, including spray paints, and has different paint thinners and solvents lying around. The other works with metals and wood and is always using stains and acids. Even though one parent works in the basement and the other works in the garage, Dante can smell the fumes in the house when they are both finishing projects. He also notices that chemicals are poured down the drains almost every day. Dante wonders whether his parents' work will negatively influence their health and wishes they would be more aware of the environmental impact of their work. What could Dante say to his parents to try to improve their environmental health?

What Are Chemicals?

A **chemical** is a substance that cannot be broken down without changing into something else. Chemicals can occur naturally, like the gold found in rocks or the vitamin C found in citrus fruits. Other chemicals are made by human beings for a particular purpose. A human-made chemical is called a **synthetic chemical**. Aspirin is a chemical compound made by people from substances found in the bark of trees. Aspartame is another synthetic chemical that is used to sweeten beverages like diet sodas. We are all in contact with natural and synthetic chemicals every day. Chemicals are everywhere: in the air you breathe, the food you eat, the paper you write on, and the plastic that holds your lunch.

Chemicals serve very different purposes. Some chemicals are designed to kill microorganisms on surfaces to help keep people safe from infectious diseases. Other chemicals are designed to protect fabric or building supplies from rain and sun, and still others help preserve our food from spoiling. Chemicals are used to make building materials like adhesives and plastics, and they help preserve everything from food to body lotion. Many chemicals are safe when they are used properly and in appropriate amounts. Other chemicals are dangerous no matter how carefully they are used. A **toxic chemical** is any chemical that can cause death, make you pass out for a period of time, or cause permanent harm to humans or animals.



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Why Chemicals Matter

Not only do chemicals create air and water pollution, but they can also be dangerous to your health (figure 14.9). Let's consider a can of hair spray as an example. First, the product has to be made. The process of creating and packaging the product produces some air pollution. Then, when you use the product more chemicals are released when the can is sprayed. Finally, the hair spray itself can be inhaled or absorbed through the skin, putting your health at risk. Chemicals in household products like cleaners can have the same effects. It is important to consider the ways in which you can reduce the dangers chemicals pose to you and the environment.

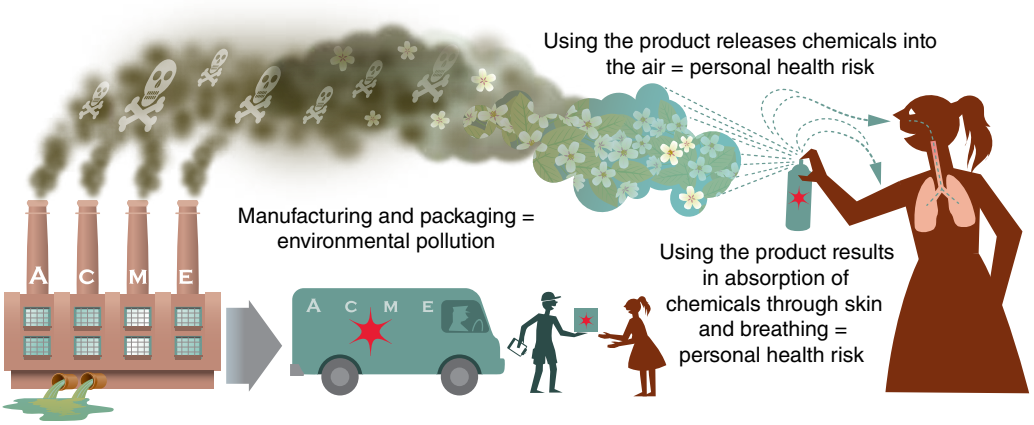


Figure 14.9 Chemicals are linked to both environmental and personal health risks.

Chemicals and Your Health

People have different perspectives on the use of synthetic chemicals in common household and personal products. Some people trust that the chemicals found in foods and personal products are safe and they don't worry much about using them. Other people have serious concerns about the dangers that chemical exposures can cause, and they try hard to avoid using products with any unnecessary synthetic chemicals in them.

Chemicals in Personal Care Products

Your body absorbs chemicals through your lungs and your skin. When you breathe, bathe, eat, drink, and use personal care products like shampoo, toothpaste, deodorant, sunscreen, and makeup you are exposing yourself to chemicals that could affect your health (figure 14.10). While a single product may have a chemical level that is considered safe, the use of multiple products over many years may be dangerous. For example, a recent study showed that people who used sunscreen as directed for four days absorbed dangerous chemicals through their skin into their blood. More research is needed to fully understand the health risks of using products containing chemicals.

HEALTHY LIVING TIP

Research the ingredients in the personal care products you use most often. Use the information you gather to help you make informed consumer decisions.

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Figure 14.10 Personal care products like perfume and shampoo often contain potentially dangerous chemicals.

Chemicals in Household Items

Household products and materials that we use to build our homes and communities can also contain toxic chemicals (figure 14.11). Solvents, paints, batteries, pool cleaners, antifreeze, and bug and weed killers are examples of common products that can be dangerous. People can become sick if they touch, inhale, or accidentally ingest the chemicals in these products. Whether or not someone gets seriously ill from a chemical depends on their general health and how much of the chemical they were exposed to. The groups that are most at risk are babies, young children, and pregnant women. Babies and young children are small and still growing, which makes their risk higher. When a pregnant woman comes into contact with dangerous chemicals it can cause harm to the fetus.

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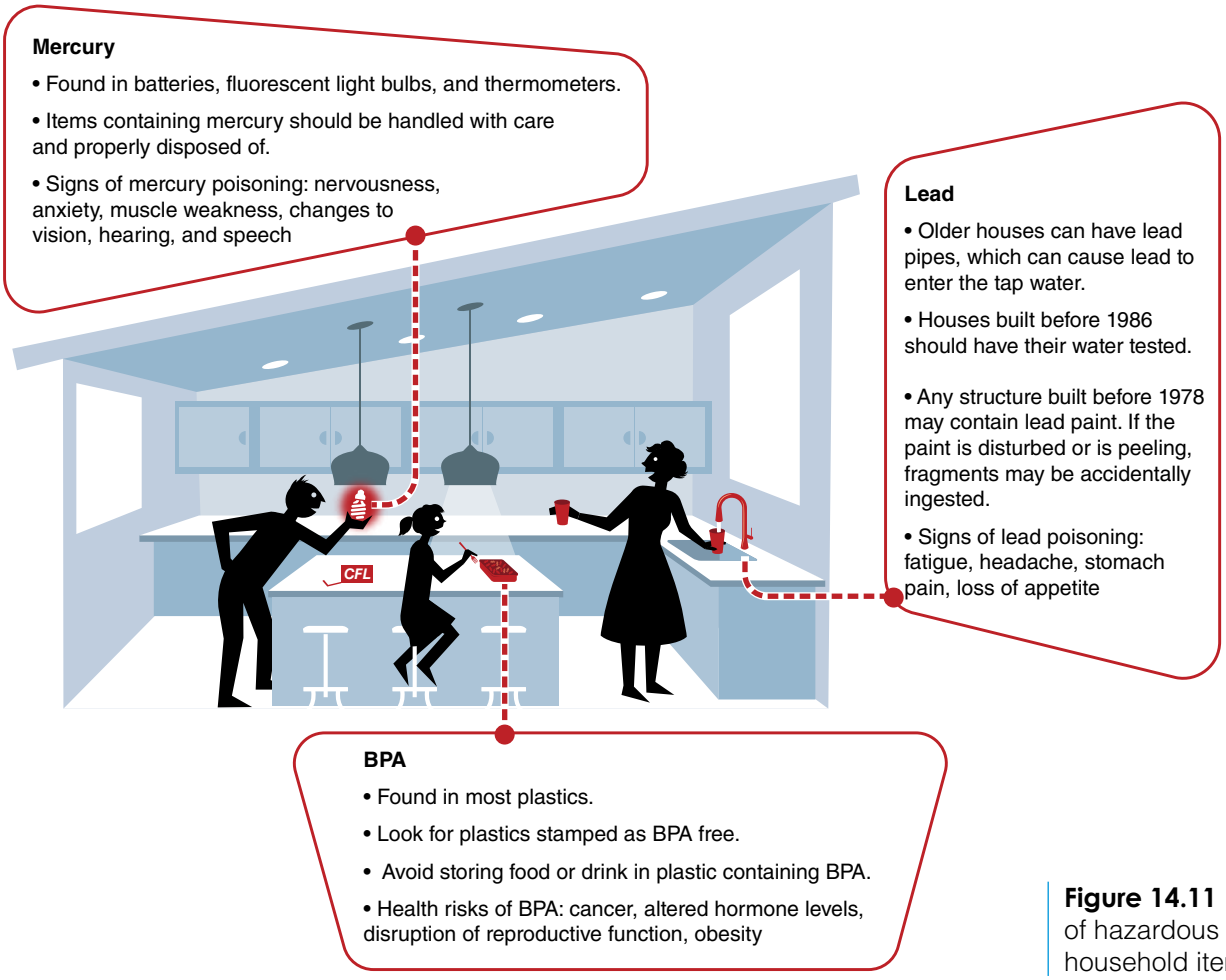


Figure 14.11 Examples of hazardous chemicals in household items.

How to Get Help When You Might Be Poisoned

All products containing dangerous chemicals are labeled according to the danger they pose. Chemicals that say *toxic* or *health hazard* are labeled appropriately. If you inhale or ingest a dangerous chemical, or if your skin is exposed to a chemical, tell your doctor, school nurse, or other trusted adult right away. You can also call the national Poison Control Center toll free at 800-222-1222 to ask for advice. Be sure you know the name of the product or chemical so they can best help you.

Poison Control Center:
Call toll free:
1-800-222-1222

Proper Disposal of Chemical Waste

Chemicals harm the environment when they enter our air and water. You can help reduce the impact of chemicals on the environment, and keep yourself

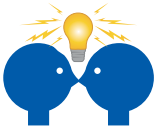
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and others safer, when you properly dispose of chemical-containing products. All products containing chemicals include specific instructions on the label about proper disposal. Most cities also support the proper disposal of chemicals by providing designated drop-off areas for hazardous materials. **Hazardous materials** include all items that could cause damage to human or animal life or to the environment.

Skill-Building Challenge

Making Responsible Decisions



If you come into contact with a dangerous or toxic chemical it is important to act quickly in order to lessen the damage the chemical might cause. Develop a short story about what you would do if you accidentally came into contact with a toxic chemical. The story should focus on what you should say and do in the situation. Use the information from this chapter to build the details of your story so that it is accurate and results in a positive outcome. Be sure to include the poison control hotline as part of your story and use the Decision-Making Skill Cues to demonstrate how you would make a healthy decision in this scenario.

Healthy Living Skills

This lesson focused on making healthy decisions. Here are some more ways you can develop healthy living skills related to this lesson.



ANALYZING INFLUENCES

How does your family influence the types of personal care products you use? Do you think this influence will stay with you even as you become independent and no longer live at home? Why or why not?



ACCESSING INFORMATION

Use the Internet to shop for a personal care product that doesn't contain any of the toxic ingredients listed in this chapter. Choose a shampoo, lotion, or deodorant. Write down the name of the product and the reason you selected it.



MAKING HEALTHY DECISIONS

Use the Decision-Making Skill Cues to help you decide on the types of personal care products you will use. Consider safety, cost, and convenience.

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LESSON 14.3 Review: Chemicals, the Environment, and Your Health

LESSON SUMMARY

- A toxic chemical is any chemical that can cause death, temporary incapacitation, or permanent harm to humans or animals.
- Toxic chemicals can be found in personal care items and common household items. Examples include shampoo, hair spray, deodorant, lotion, batteries, and cleaning products.
- Lead, BPA, and mercury are common toxins found in household items like pipes, paint, fluorescent light bulbs, and plastics.
- If you have come into contact with something that could be toxic, it is important to seek immediate medical attention. You can also call the national Poison Control Center toll free at 800-222-1222.

REVIEWING CONCEPTS AND VOCABULARY

1. A(n) _____ is a substance that cannot be broken down without changing into something else.
2. Aspirin is an example of a human-made chemical or a _____ chemical.
3. A _____ chemical is any chemical that can cause death, temporary incapacitation, or permanent harm to humans or animals.
4. Chemicals can be found in personal care products and in _____ items like paint, batteries, and bug killer.
5. _____ materials include all items that could cause damage to human or animal life or to the environment.

THINKING CRITICALLY

Why do you think chemicals are used in personal care products like shampoo if they are known to be potentially dangerous? Do you think products containing potentially dangerous chemicals should be sold in the United States? Explain your response, using specific examples when possible.

TAKE IT HOME

Pick out three personal care products in your home. Study the label and ingredients. Compare the ingredients in the product to the toxic ingredients listed in this chapter. Identify each item as *safe*, *potentially dangerous*, or *dangerous*.

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LESSON 14.4

Living Green

Terms to Learn

climate change
renewable energy source
recycling
living green
composting
biodegradable



The Big Picture

Many of the environmental challenges we face are big issues. Solving them involves families, communities, laws, and regulations working together. While that can feel overwhelming, as an individual you can also have a real impact. Making a commitment to live green is one of the most impactful things you can do to protect the environment.

Learning Targets

- Describe what climate change means.
- Explain the five ways to protect the environment.
- Provide two examples of commonly recycled products and what they are used for.
- Explain what it means to live green, and identify four related actions.

SEL Connection

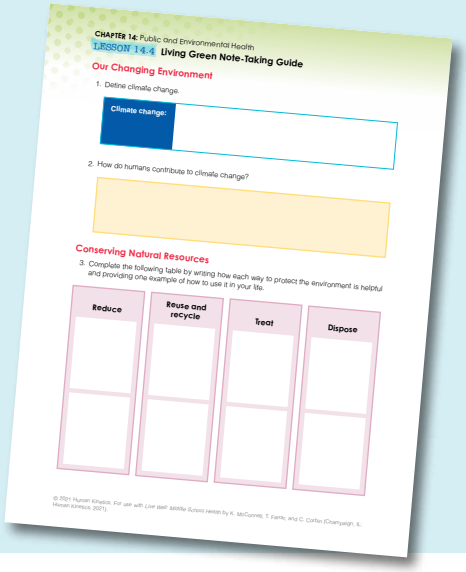
Skill-Building Challenge: Living Green Challenge (Self-Management)

Write About It

What does it mean to *live green*? Do you think about the environmental impact of your daily life? Why or why not?

Note-Taking Guide

Use this lesson's note-taking guide to help you organize and remember the material in this lesson.


CHAPTER 14: Public and Environmental Health
LESSON 14.4 Living Green Note-Taking Guide
Our Changing Environment
1. Define climate change.
Climate change:
2. How do humans contribute to climate change?
Conserving Natural Resources
3. Complete the following table by writing how each way to protect the environment is helpful and providing one example of how to use it in your life.
Reduce
Reuse and recycle
Treat
Dispose

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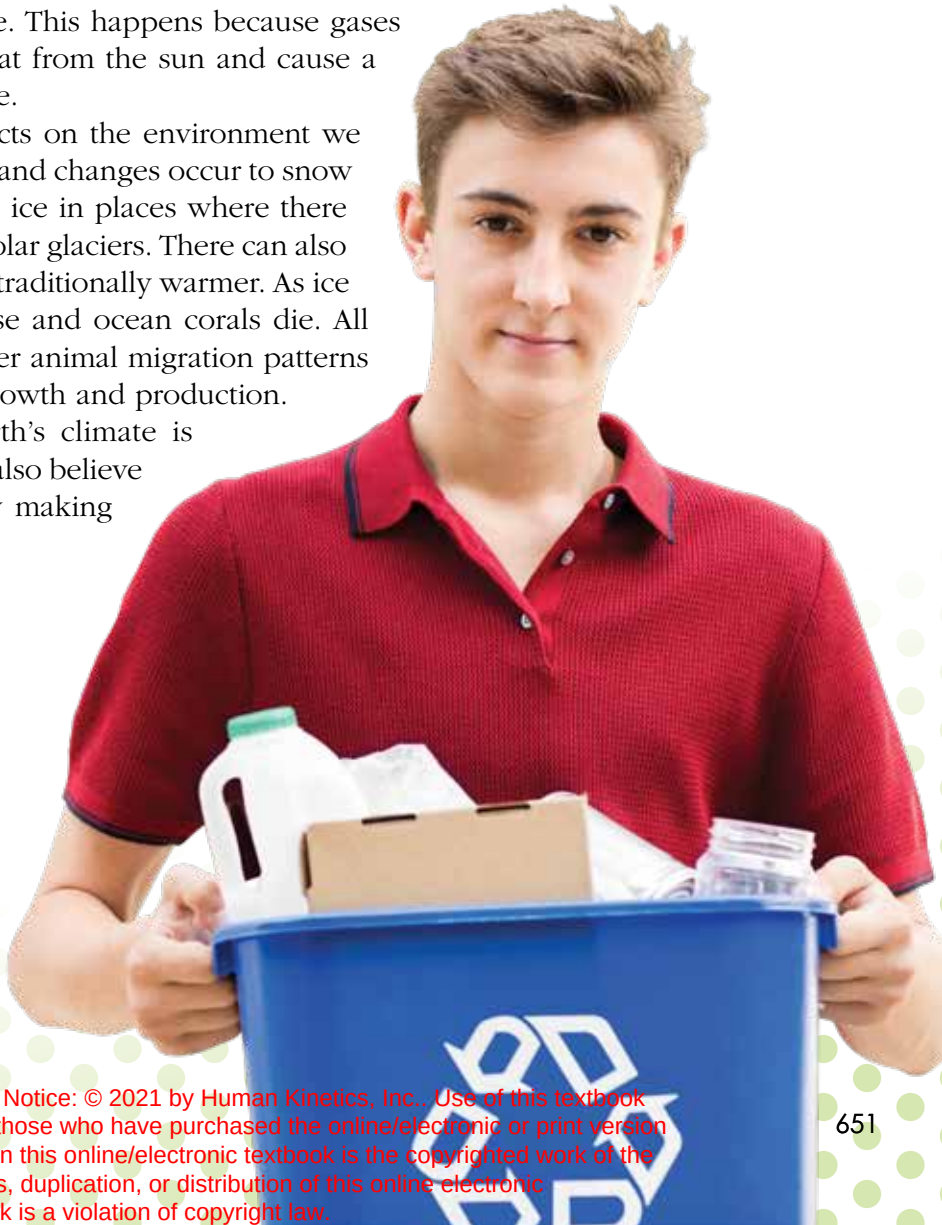
Stefan cares a lot about the environment. He joined the Save the Planet club at his school. Together they planted and care for the school garden. They also work to make sure there are recycling bins in convenient locations at school. They put up signs to help other students know what to recycle and why it is important. At home, no one seems to care about any of it. His parents don't recycle. He wishes they would buy environmentally friendly products, but they seem to care more about saving money than saving the environment. That frustrates Stefan. He created his own recycling system in his room and carries bottles and cans to a local store where they let him use the recycling bins. He is proud of his efforts but wishes he could do more. What could Stefan do to help his family make changes to their habits? What challenges do you think he would face?

Our Changing Environment

Climate change refers to any significant change in temperature or precipitation (for example, rain or snow) that lasts for an extended period of time. As the human population grows and we produce more pollution in the air, we are contributing to climate change. This happens because gases released into the atmosphere trap heat from the sun and cause a gradual warming of the earth's surface.

As the climate changes, it has effects on the environment we live in. Heat waves are more extreme, and changes occur to snow patterns. There can be less snow and ice in places where there has traditionally been more, like the polar glaciers. There can also be colder weather in places that were traditionally warmer. As ice from glaciers melts, sea levels can rise and ocean corals die. All these changes affect plant life and alter animal migration patterns and ultimately affect our own food growth and production.

Most scientists agree that the earth's climate is changing due to human activity. Most also believe that we can affect climate change by making changes to the way we live our lives.



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Conserving Natural Resources

In order to take better care of the environment we set laws and policies that govern our behaviors. The Environmental Protection Agency, or EPA, is the federal agency that establishes these laws. In addition to establishing laws, the EPA also regulates the disposal of chemical pollutants and enforces laws that protect human health. See figure 14.12 for the work the EPA does.

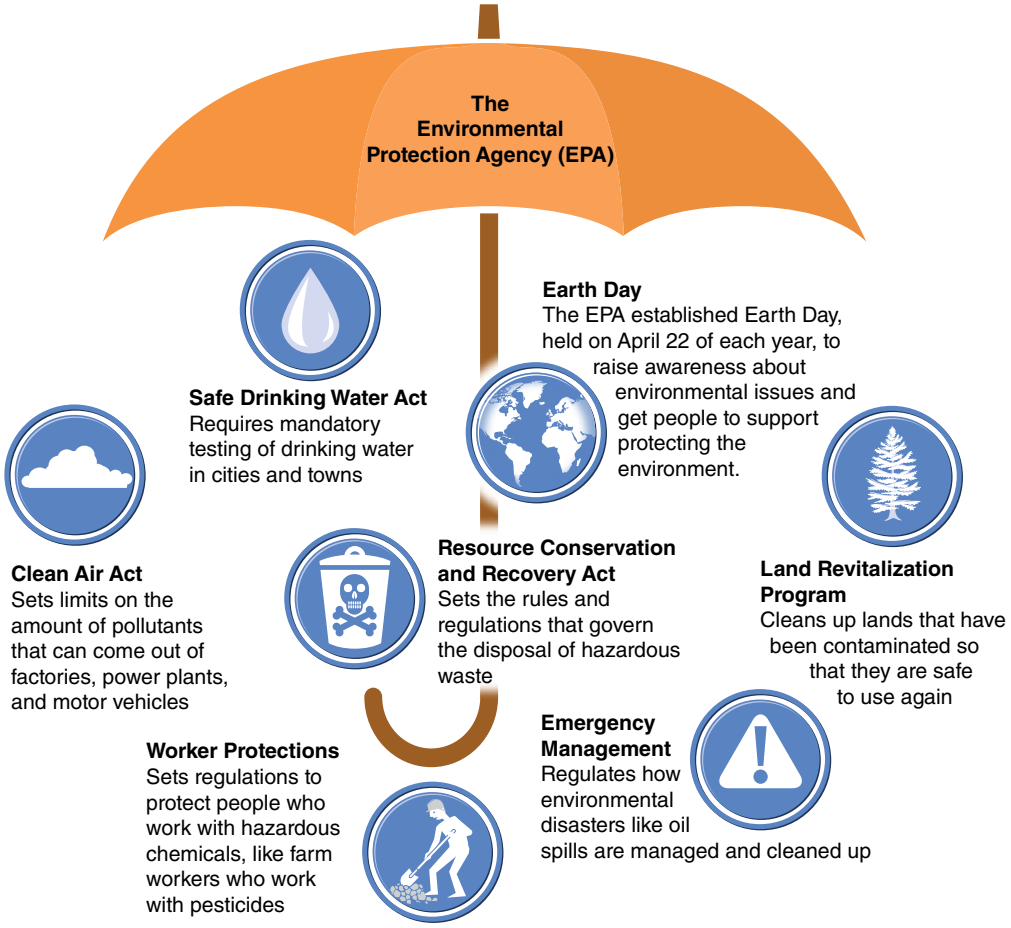


Figure 14.12 How the EPA works to protect the environment.

Protecting the Environment

According to the EPA, there are five different ways to protect the environment:

- reduce,
- reuse,
- recycle,
- treat, and
- dispose.

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Reduce

The most impactful way to protect the environment is to reduce the amount of trash and pollution we create in the first place. This involves changing the way we make and use energy. Focusing on energy sources that create less pollution is one approach. For example, cars that don't burn gas and rely on electric power instead create less pollution. We can also use renewable energy sources. A **renewable energy source** is any type of energy that will never run out. Energy generated from the sun and from the wind are two examples of renewable energy.

Reuse

On average, each person in the United States produces five pounds of waste materials every day. It is very common for people in our society to buy a product and throw it away before it is used up or worn out. The stuff we collect contributes to environmental pollution when it is manufactured and when it is thrown out. To help protect the environment, buy fewer things you don't need and find ways to reuse the things you have. You can reuse something yourself, like finding a new use for a plastic shopping bag, or you can reuse something by giving it to someone who will use it if you no longer will. When you reuse items, you help reduce the need for more to be made and sold.

Recycle

Another way to protect the environment is to recycle items whenever you can. **Recycling** is the process of collecting and processing materials that would otherwise be thrown away as trash and turning them into new products. When we recycle items, we reduce the amount of trash that goes into landfills. In most places, plastics, paper products, and glass are commonly recycled (figure 14.13). We also reduce

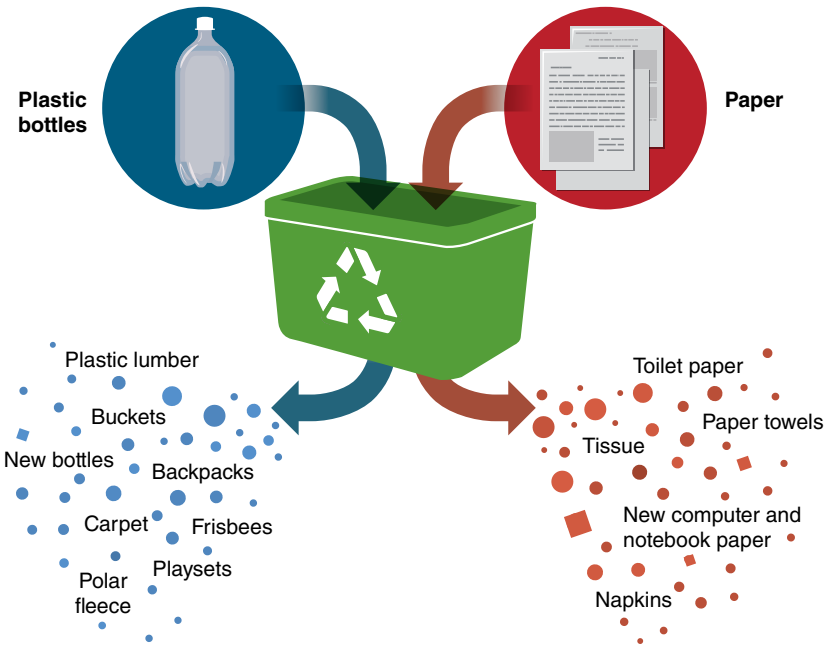


Figure 14.13 What happens to commonly recycled items.

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CASE STUDY



Diego's Loud Music

Diego loves music and listens to it every chance he gets. He also plays guitar, so he really likes to find new songs that have strong guitar solos or influences. Most of the time Diego uses headphones to listen to music from his tablet. His friends Jeremy and Raghav give him a hard time because they can sometimes hear the music when they are standing next to him. Diego likes to have the music loud because it helps him pick up the different keys, and he tells Jeremy and Raghav to just stop listening if they hear the music too.

Think About It

1. Do you think Diego is risking his hearing by listening to music?
2. What could Raghav and Jeremy say to Diego to help him make a healthier choice when it comes to his listening habits?

the amount of new materials that need to be produced. This conserves natural resources and saves energy.

HEALTHY LIVING TIP

Get an insulated reusable water bottle and use it for the school year. Be sure to pick a BPA-free bottle, and properly clean the bottle every day and deep clean it once a week. To deep clean the bottle, rinse the inside of it with diluted distilled white vinegar. Use about a teaspoon in two to three cups of water and let it sit in the bottle overnight. Rinse the bottle well in the morning and you will be good to go!

Treatment

The fourth step to protecting the environment is to treat substances that may be dangerous to the environment. The goal is to protect people and the environment from the damage the substances cause. Treating contaminated water so that it is safe to use is an example. We also treat land that is contaminated so that it can be used for future projects.

Disposal

The last step we can take is to dispose properly of materials that can't be recycled or otherwise treated. This can be as simple as not littering. It also includes properly disposing of any item containing toxic or dangerous substances so that they don't contaminate the water, soil, or air. Batteries are an example of a product that is hazardous and should be disposed of properly.

What Does *Living Green* Mean?

Living green means being aware of the effect your lifestyle and choices have on the environment. It means being earth friendly or environmentally friendly in your personal choices. When people choose to live green, they are choosing to protect the environment. There are lots of large and small things you can do to live green. In general, living green involves reducing, reusing, and recycling everyday products and items as much as you can.

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The Great Garbage Patch

One of the most shocking examples of pollution on earth are the five known patches of garbage found on oceans around the globe. The largest of these is known as the Great Garbage Patch. The Great Garbage Patch is a collection of plastic waste on the surface of the ocean between the Hawaiian Islands and California. The patch of waste covers a surface area twice the size of Texas. Plastic waste floats on the surface of the ocean and is carried by water currents until it eventually ends up being carried to the patch. Over time, the plastics degrade from sun and salt water, causing the chemicals in the plastic to pollute the oceans. The garbage patch has been observed since 1970 but has increased dramatically in size over the last decade. It is a perfect example of what happens when plastics and other debris are not properly recycled or disposed of.

Giving Back to the Environment

You can also think about ways to give back to the natural environment. One way to do that is to plant a tree. Trees add beauty to our yards, schools, and streets. Trees also provide much-needed shade, plus they help clean carbon dioxide out of the air and produce oxygen. People who live around green spaces that include trees and people who walk and exercise in greener environments report higher levels of happiness and lower levels of depression. Trees are good for the environment and they are good for us.

Another way to give back to the environment is to compost your food waste. **Composting** involves gathering food scraps and waste into outdoor bins and letting it decompose. When these materials decompose you can mix them into the soil of a garden or yard. The compost helps the soil be as healthy as it can be and supports the life of microbes, worms, and insects, which in turn help the plants to grow and thrive.



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Tips for Being a Green Student

Now is a great time to begin to develop green habits. You can start by thinking about what you already do as a student and what you can change. You can also think about your habits at home. Here are a few ideas to help you be green.

Take Notes Electronically

If you are able to use an electronic device to take notes and study, you will use less paper, ink, notebooks, and flashcards.

Carry a Water Bottle With You

Reuse old water bottles several times, or purchase water bottles that you can refill. We can reduce the impact of plastics on the environment by taking this effort seriously. It is estimated that close to 80 percent of water bottles in the United States are not recycled. This is alarming because it takes more water to make a water bottle than it can hold! Some schools and universities even ban the sale of bottled water in order to encourage students to carry a reusable water bottle.

Use a Reusable Lunch Bag

Avoid using a paper or plastic bag by using a reusable lunch bag to carry your lunch. Many of these bags are insulated so they have the added benefit of helping to keep your food fresh.



Power Down

When you're not using your computer or device, put it to sleep or power it down. At the end of the day make sure all computers at school are powered all the way off. Also be sure to turn off the lights any time you leave a room and no one else is there, even if you will only be gone a few minutes.

Recycle Your Paper

School usually involves paper. When you use paper for class or for your studies, recycle it when you are done.

Walk or Bike To School

In addition to helping you live a healthier lifestyle, when you walk or bike you will help cut down on the use of gasoline and reduce air pollution. Remember to always be safe when walking or biking to school. Have a buddy with you and always follow traffic laws.

Take Only What You'll Eat

Help reduce food waste by taking only food you are going to eat when you go through the cafeteria line. When we take less and throw out less we help to create a more sustainable food market for everyone.

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Being Green at Home

You may live in a home that recycles and is careful of its consumer habits, or maybe your family needs to make changes to become more environmentally friendly. Here are some green behaviors your family could adopt.

Reuse Bags

Take reusable bags to the store with you to grocery shop instead of opting for paper or plastic. It's easy once you are in the habit. Using fewer bags per trip will add up to a lot of saved energy over a lifetime.

Buy Less

Only buy what you actually need. We live in a consumer culture and people often buy things to show that they are successful. If you only purchase what you absolutely need, you'll be going green and saving money too.

Borrow More

If you have the option, borrow items instead of buying them. This is especially important if you need to use an item only once or twice.



Use Energy-Efficient Light Bulbs

Try to switch your bulbs to energy-efficient compact fluorescent (CFL) or LED bulbs. These types of bulbs may be a little more expensive, but they last up to five times longer than regular light bulbs and provide brighter light.

Save Energy and Sleep Better

Turn down the heat when you go to bed. People sleep better if the environment is slightly cooler, and you'll save energy and money.

Eat Sustainable Seafood

If your family eats seafood, consider including options that are labeled as sustainable. Seafood that is sustainable has the least impact on the environment and on the balance of fish populations.

Eat Less Meat

Cows produce more greenhouse gases than cars and other transportation does. This means that raising cattle contributes to damaging the environment and to climate change. Eating less meat can have a significant influence on the environment. Consider choosing free-range, organic, and hormone- and antibiotic-free options when you eat meat.

Watch Your Water Usage

Take simple steps to use less water at home. Turn off the water when you are not using it. This can mean turning it off while you brush your teeth or scrub the dishes. Take shorter showers—each person who shortens their shower by four minutes a day will save 3,650 gallons of water each year.

Buy Eco-Friendly Products

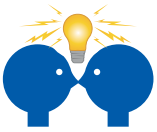
A truly eco-friendly product keeps both environmental and human safety as a priority. Eco-friendly products are always nontoxic. Sometimes they include the use of sustainably grown or raised ingredients, are made from recycled materials, or are biodegradable products. A **biodegradable** product breaks down through natural decomposition, which means less waste enters the environment.

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Skill-Building Challenge

Living Green Challenge



Living green is both a social and a personal responsibility. Part of deciding to live green is thinking about your own values and strengths. To help protect the environment you need to make choices every day that will help, or at least not harm, the environment. This chapter provides you with examples of ways you can live green. Select three to five of the ideas presented and try to do them consistently over a week or longer (depending on what your teacher says). Select ideas that you value and that are realistic. Write down your choices and create a log to track your progress. Here is an example.

Action or behavior	Log of progress
Bring a reusable water bottle to school every day.	I did this every day except I forgot on Wednesday.
Walk or ride my bike to school every day.	I walked four days. When it rained my mom gave me a ride.
Put my used papers in the right recycling bin.	I did this every day!

Healthy Living Skills

This lesson focused on demonstrating healthy behaviors. Here are some more ways you can develop healthy living skills related to this lesson.

ACCESSING INFORMATION

Research a company that makes eco-friendly products. Discuss the products the company makes and explain how they are different from traditional products. Compare and contrast production, cost, and company mission statements.

HEALTHY COMMUNICATION

Talk to a friend, family member, or classmate about their commitment to living green. Use active listening skills and try to appreciate their point of view. Take a side for or against an environmental topic like electric cars and engage in a healthy debate on this topic.

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LESSON 14.4 Review: Living Green

LESSON SUMMARY

- Climate change refers to any significant change in the measures of climate that last for an extended period of time.
- We can protect the environment by reducing the amount of trash and pollution we create, by reusing and recycling products whenever possible, by carefully treating toxins so they do the least harm possible, and by safely disposing of environmentally dangerous substances.
- Many products can be recycled and used in the manufacturing of other products. For example, plastic bottles are often recycled and can be used to make buckets, plastic containers, fleece clothing, and new bottles. Paper can be recycled into toilet paper, paper towels, and new computer paper.
- Living green means being aware of the impact your lifestyle and choices have on the environment. In general, living green involves reducing, reusing, and recycling everyday products and items as much as you can.

REVIEWING CONCEPTS AND VOCABULARY

1. _____ change refers to any significant change in the measures of climate that last for an extended period of time.
2. The sun and the wind are examples of _____ energy sources.
3. When we _____ items we reduce the amount of trash that goes into landfills.
4. A(n) _____ product is something that will decompose naturally.
5. Living _____ means being aware of the effect your lifestyle and choices have on the environment.
6. _____ involves gathering food scraps and waste into outdoor bins and letting it decompose.

THINKING CRITICALLY

Do you think it is appropriate to require individuals to change their behaviors in order to protect the environment? For example, should people be fined if they don't properly sort their personal garbage into appropriate recycling bins? Explain your thoughts and support them with facts when possible.

TAKE IT HOME

In what ways does your home environment support or detract from living green? Make a list of the ways your family lives green and the ways it doesn't.

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Chapter Review

ACTION PLAN: Setting Green Goals

Use the My Action Plan Worksheet to set goals for living green. Here is an example.

My Action Plan: Living Green

STEP 1: Identify the health behavior you are going to work on.

I am going to be greener in my choices.

STEP 2: Write SMART goal(s).

Write one or two short-term goals (one day to one month long).

I will recycle 90 percent of the time.

Write a long-term goal (one to six months or more).

I will help my family create recycle bins and a recycling plan for the house.

STEP 3: Make a plan.

Identify two or three action steps (strategies) you could do to meet your goal.

I will put all of my used paper into the paper recycle bin at school.

I will separate plastic bottles from the garbage at home and take them to the plastic recycle bin at the grocery store on the weekends.

If I can't find a recycle bin when I am in a public place, I will carry my bottle or can home with me so that I can recycle it later.

STEP 4: Do your plan and track your progress.

Short-term goal ☒ Met ☐ Not met Date: January 17

Long-term goal ☐ Met ☒ Not met Date: _____

If you met your goal, what helped you to be successful?

Having a paper recycling bin in the classroom at school helped me recycle my papers.

If you did not meet your goal, what things made it harder for you to be successful?

I didn't meet my long-term goal. My family did not want to have extra garbage cans around the house, and I couldn't come up with another way to make my recycling bin.

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Test Your Knowledge

Select the best answer for each question.

1. The art and science of protecting and improving the health of individuals and large populations are known as
   a. public health
   b. charity work
   c. health disparity
   d. environmental health

2. What profession ensures that state laws and sanitary codes are followed in a community?
   a. microbiologist
   b. epidemiologist
   c. health inspector
   d. public health nurse

3. A preventable difference in disease, injury, violence, or opportunities to achieve optimal health is
   a. health disruption
   b. health prevention
   c. health disparity
   d. none of the above

4. The combination of moisture in the air that has mixed with smoke and chemical fumes is called
   a. acid rain
   b. smog
   c. fog
   d. dew

5. Which of the following might contribute to water pollution?
   a. the manufacturing of products
   b. the use of chemical products on lawns
   c. earthquakes and other natural disasters
   d. all of the above

6. A chemical made by humans is called
   a. a synthetic chemical
   b. a toxic chemical
   c. a hazardous chemical
   d. none of the above

7. Any chemical that can cause death, temporary incapacitation, or permanent harm to humans or animals is called
   a. a synthetic chemical
   b. a toxic chemical
   c. a base chemical
   d. none of the above

8. Wind and sun energy are examples of
   a. recycled energy
   b. treated energy
   c. renewable energy
   d. all of the above

9. Common toxic chemicals found in household items include
   a. lead
   b. mercury
   c. BPA
   d. all of the above

10. When you are aware of the impact your lifestyle and choices have on the environment you are
    a. living green
    b. living red
    c. living yellow
    d. none of the above

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PROJECT-BASED LEARNING: Advocating for the Environment

What to Remember

Our environmental health depends on both the individual and collective choices we make each day. Advocating for environmental issues is one way to help others understand the choices they have and to help them make smarter choices.

What to Do

Develop an advocacy campaign on an environmental issue you care about.

Who It Is For

Your campaign will be directed at the audience you select.

Why It Is Important

Learning how to advocate for issues you care about is an important health skill that can help you stand up for yourself and others when you are in need.

Develop your Message

Remember to keep your message clear and simple and to decide who your audience is. How will you get your message to the people who most need to hear it? Should you use social media? If so, which platform might work best? What other options do you have? Brainstorm messaging and delivery ideas and work together to build your message. Remember to be creative. Keep notes as you work.

Do the Campaign

Once you have settled on your message and know how you want to deliver it, share it with your teacher. If the teacher approves your campaign, work together to decide when you should start and end your campaign. As the campaign progresses, watch it unfold and see if it is working.

Reflect on Your Work

Did the campaign work? What worked best? What part or parts weren't as successful? What did you learn about protecting the environment by doing this campaign? What did you learn about yourself and your ability to work with others on complex challenges?

CROSS-CURRICULAR CONNECTION: Math

Eating less meat is an option some people use to reduce the impact cows have on the environment. Answer the math questions in the following list to help you understand the impact of their choices.

- Going meatless one day a week helps reduce your meat consumption by one seventh, or _____ percent.
- Around 1,850 gallons of water are required to produce one pound of beef, while one pound of vegetables can be produced with only 39 gallons of water. What is the percentage of water used to produce vegetables versus meat? If you ate two pounds less meat each month, how many gallons of water would you save each month?
- One pound of beef produces 13.6 pounds of greenhouse gas. One pound of rice produces only 0.6 pounds of greenhouse gas. How many pounds of rice could be grown before 13.6 pounds of greenhouse gases were produced?

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Glossary/Glosario

English

absorption—Getting nutrients into the cells of the body.

abstinence—Avoiding all forms of sexual activity and genital contact including vaginal, oral, or anal sex.

abuse—Consistent and violent mistreatment of a person.

achievable—Whether a goal can actually be achieved with some effort.

acid rain—When chemicals are released into the air and then combine with water and fall back down in rain, snow, or ice.

acne—A condition that affects the oil glands and hair follicles on the skin.

acquaintance—A person you don't know very well.

active ingredient—The chemical or drug in a product that causes the desired effect.

active listening—Giving your full attention to the speaker and actively showing verbal and nonverbal signs of listening.

active shooter—An individual actively engaged in killing or attempting to kill people in a populated area.

addiction—A physiological (functions of the body) or psychological (functions of the mind) need for a substance.

addictive potential—Determined by how quickly the drug takes effect, the experience of a feeling of happiness and excitement beyond expectation; tolerance and withdrawal are both effects of the drug.

adequate nutrition—Getting enough calories and nutrients each day to function and stay healthy.

advertisement—Communication of a message about a product or service by means of different types of media.

advocacy—The act or process of supporting or promoting a cause or an issue.

aerobic—Term often used to describe moderate to vigorous physical activity that can be sustained for a long time because the body can supply adequate oxygen to continue activity; means "with oxygen."

aggression—Engaging in a forceful action with the intent to dominate or control another person or a situation.

air pollution—A condition in which the air contains dangerous chemicals.

Español

absorción—Hacer llegar nutrientes a las células del cuerpo.

abstinencia—Evitar toda forma de actividad sexual y contacto genital, incluido el sexo vaginal, oral o anal.

abuso—Maltrato constante y violento hacia una persona.

alcanzable—Si una meta se puede realmente alcanzar con cierto esfuerzo.

lluvia ácida—Cuando se liberan productos químicos al aire y luego se combinan con agua y vuelven a caer en forma de lluvia, nieve o hielo.

acné—Un trastorno que afecta las glándulas sebáceas y los folículos capilares de la piel.

conocido—Una persona a quien no conoces muy bien.

ingrediente activo—El producto químico o droga contenido en un producto que causa el efecto deseado.

escucha activa—Prestar plena atención al orador y demostrar activamente señales verbales y no verbales de estar escuchando.

tirador activo—Una persona dedicada activamente a matar o intentar matar personas en un área poblada.

adicción—La necesidad fisiológica (funciones del cuerpo) o psicológica (funciones de la mente) de consumo de una sustancia nociva.

potencial adictivo—Determinado por cuánto demora la droga en hacer efecto, la experiencia de una sensación de felicidad y excitación superior a la esperada; la tolerancia y la abstinencia son ambos efectos de la droga.

nutrición adecuada—Obtener suficientes calorías y nutrientes a diario para funcionar y mantenerse saludable.

anuncio—Comunicación de un mensaje acerca de un producto o servicio a través de diferentes tipos de medios.

apoyo—El hecho o proceso de apoyar o promover una causa o un asunto.

aeróbico—Un término utilizado frecuentemente para describir la actividad física moderada a vigorosa que se puede mantener durante un tiempo largo ya que el cuerpo puede aportar el oxígeno adecuado para continuar la actividad; significa "con oxígeno".

agresión—Participar de una acción enérgica con la intención de dominar o controlar a otra persona o una situación.

contaminación del aire—Una condición en que el aire contiene productos químicos nocivos.

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air quality index—Measurement of the ozone, particulate matter, carbon dioxide, sulfur dioxide, and nitrogen levels in the air.	**índice de calidad del aire**—Una medición de los niveles de ozono, material particulado, dióxido de carbono, dióxido de azufre y nitrógeno en el aire.
alcohol—One of the substances most commonly used and abused by teens. The common types are beer, wine, and liquor. Alcohol is a depressant that slows down the central nervous system.	**alcohol**—Una de las sustancias más frecuentemente usadas y abusadas por los adolescentes. Los tipos comunes son la cerveza, el vino y los licores. El alcohol es un depresor que desacelera el sistema nervioso central.
alcohol overdose—Occurs when a person has drunk so much alcohol that the areas of the brain controlling basic life-support functions begin to shut down.	**sobredosis de alcohol**—Ocurre cuando una persona ha bebido tanto alcohol que las áreas del cerebro que controlan las funciones vitales básicas comienzan a desconectarse.
alcohol treatment program—Professional help for an alcohol use disorder.	**programa de tratamiento del alcoholismo**—La ayuda profesional para un trastorno por consumo de alcohol.
alcohol use disorder (AUD)—A medical condition that is diagnosed when an individual's drinking causes distress or harm.	**trastorno por consumo de alcohol (en inglés AUD)**—Una afección médica diagnosticada cuando el consumo de alcohol de una persona provoca sufrimiento o causa daños.
allergen—Something in the environment that causes the immune system to react.	**alérgeno**—Algún elemento del ambiente que hace reaccionar al sistema inmunológico.
Alzheimer's disease—A particular type of dementia.	**enfermedad de Alzheimer**—Un tipo particular de demencia.
anabolic steroids—A class of hormones that can stimulate muscle growth.	**esteroides anabólicos**—Una clase de hormonas que pueden estimular el crecimiento muscular.
anaphylaxis—A severe, life-threatening allergic reaction.	**anafilaxia**—Una reacción alérgica grave y mortal.
anemia—A disease caused by a shortage of red blood cells.	**anemia**—Una enfermedad provocada por la falta de glóbulos rojos.
antibody—A cell that can remember and recognize pathogens that have been in the body before.	**anticuerpo**—Una célula que puede recordar y reconocer patógenos que ya han existido en el organismo.
antioxidant—Substances found in fruits and vegetables that work to rid the body of dangerous chemicals.	**antioxidantes**—Sustancias que se encuentran en frutas y verduras y que trabajan para liberar al cuerpo de agentes químicos nocivos.
antivirus software—Software designed to detect, prevent, and remove malware from computers.	**antivirus**—Software diseñado para detectar, prevenir y eliminar software malicioso (malware) de las computadoras.
anxiety—An emotion that includes tension, worried thoughts, and physical changes such as increased blood pressure.	**ansiedad**—Una emoción que incluye tensión, ideas angustiantes y cambios físicos, tales como un aumento en la presión arterial.
anxiety disorder—A disorder in which people have intense, excessive, and persistent worry and fear about everyday situations.	**trastorno de ansiedad**—Un trastorno en el que las personas sienten una preocupación y un temor intenso, excesivo y persistente acerca de situaciones de la vida diaria.
appetite—The desire to eat whether hungry or not.	**apetito**—El deseo de comer, con o sin hambre.
arteriosclerosis—A condition in which the arteries are hardened and lose their flexibility.	**arterioesclerosis**—Una afección en la que las arterias se endurecen y pierden flexibilidad.
arthritis—A set of more than 100 diseases in which the joints become swollen or damaged.	**artritis**—Un conjunto de más de 100 enfermedades en las que las articulaciones se inflaman o lesionan.
assertive—Being able to communicate your feelings and needs directly without offending others.	**asertivo**—Poder comunicar los sentimientos y necesidades directamente sin ofender a los demás.
assertiveness—A nonviolent and confident way of expressing your needs and point of view.	**asertividad**—Una manera no violenta y segura de expresar necesidades y puntos de vista.

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atherosclerosis—Clogged arteries.

bacteria—A single-cell organism found in the environment that can carry disease.

balance—The proper amount of carbohydrates, fats, and proteins to meet your daily need.

behavioral therapy—Used to help people learn how to handle withdrawal symptoms (cravings, situations, and people) that might trigger the desire to use again.

bias—Treating a person, thing, or group differently based on how you think about them.

biased information—Information based on feelings and opinions more than on facts.

bile—A yellow-green fluid that helps break down and absorb the fat you eat.

binge drinking—Considered to be males consuming five or more drinks or females consuming four or more drinks within about two hours.

biodegradable—Able to break down through natural decomposition.

bisexual—Having an emotional, romantic, or sexual attraction to both males and females.

blood alcohol content (BAC)—Amount of alcohol in the bloodstream that indicates how intoxicated an individual is.

body composition—The ratio of lean tissue to fat tissue in the body.

body image—Thoughts, feelings, and behaviors related to body size, shape, and appearance.

body mass index (BMI)—A person's height-to-weight ratio.

body shaming—Making cruel comments about someone's body or appearance.

boundaries—Determining what behavior you will and will not accept from others.

bruxism—Grinding the teeth.

built environment—All human-made spaces where people work, live, and play.

bully—A person who engages in unwanted aggressive behavior toward another.

bullying—Any unwanted aggressive behavior by a person who is not the victim's sibling or dating partner.

caffeine—A substance found in certain foods and drinks that stimulates the nervous system.

calcium—A mineral that helps bones to grow.

ateroesclerosis—Arterias obstruidas.

bacteria—Un organismo unicelular que se encuentra en el ambiente y puede transmitir enfermedades.

equilibrio—La cantidad adecuada de carbohidratos, grasas y proteínas para satisfacer las necesidades diarias.

terapia conductual—Usada para ayudar a las personas a manejar síntomas de abstinencia (apetencias, situaciones y personas) que pueden desencadenar el deseo de volver a consumir.

sesgo—Tratar a una persona, cosa o grupo de manera diferente en base a lo que piensas acerca de ellos.

información sesgada—Información basada en sentimientos y opiniones más que en datos.

bilis—Un líquido amarillo verdoso que ayuda a disolver y absorber la grasa que se come.

consumo excesivo de alcohol—Consumir cuatro bebidas alcohólicas o más (mujeres) o cinco bebidas alcohólicas o más (hombres) dentro de un plazo de aproximadamente dos horas.

biodegradable—Capaz de disolverse a través de descomposición natural.

bisexual—Sentir atracción emocional, romántica o sexual tanto hacia hombres como hacia mujeres.

contenido de alcohol en sangre (en inglés BAC)—Cantidad de alcohol en el torrente sanguíneo que indica el grado de ebriedad de una persona.

composición corporal—La relación de tejido magro contra tejido graso en el cuerpo.

imagen corporal—Pensamientos, sentimientos y comportamientos relacionados con el tamaño, forma y aspecto del cuerpo.

índice de masa corporal (IMC)—La relación entre altura y peso de una persona.

humillación corporal—Hacer comentarios crueles sobre el cuerpo o apariencia de una persona.

límites—Determinar qué comportamientos de los demás aceptarás o no aceptarás.

bruxismo—Rechinar los dientes.

ambiente construido—Todos los espacios fabricados donde las personas trabajan, viven y juegan.

hostigador—Una persona que se comporta de manera agresiva no deseada para con el otro.

hostigamiento—Cualquier comportamiento agresivo no deseado por parte de una persona que no sea hermano o hermana de la víctima ni su pareja sentimental.

cafeína—Una sustancia hallada en ciertos alimentos y bebidas que estimula el sistema nervioso.

calcio—Un mineral que ayuda al crecimiento de los huesos.

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calorie—The form of energy found in food.

cancer—Uncontrolled growth of abnormal cells in one or more parts of the body.

carbohydrate—The main source of energy for the body.

carcinogen—A chemical or other substance that causes cancer.

cardiac arrest—Heart stops beating or beats too ineffectively to circulate blood to the brain and other vital organs.

cardiac muscle—Found only in the walls of the heart. Cardiac muscles contract automatically and regularly so the heart can pump blood throughout the body.

cardiopulmonary resuscitation (CPR)—A procedure used to keep oxygenated blood moving to the brain and other vital organs when a person is not breathing and doesn't have a heartbeat.

cardiorespiratory endurance—The ability to exercise your entire body for an extended period of time without stopping.

cardiovascular disease—Any of several chronic diseases that affect the cardiorespiratory system.

cartilage—Connective tissue that cushions joints and helps them move smoothly and easily.

cavity—A hole in a tooth caused by plaque.

charity—A nonprofit organization that provides help to, and raises money for, those in need.

chemical—A substance that cannot be broken down without changing into something else.

chronic disease—A disease that lasts longer than three months.

chyme—Partially digested and mixed-up food.

circulatory system—Controls the flow of blood in the body; it consists of the heart, blood vessels, and blood.

cirrhosis of the liver—Irreversible scarring of the liver, which keeps it from working properly.

clean diet—A diet with as few added chemicals and preservatives as possible.

climate change—Any significant change in the measures of climate that lasts for an extended period of time.

cocaine—A stimulant in the form of a white, crystalline powder, derived from coca leaves.

coercion—The act or process of persuading someone to do something that they do not want to do.

caloría—La forma de energía encontrada en los alimentos.

cáncer—Crecimiento descontrolado de células anormales en una o más partes del cuerpo.

carbohidrato—La fuente principal de energía para el cuerpo.

carcinógeno—Una sustancia química o cualquier otra que provoque cáncer.

paro cardíaco—El corazón deja de latir o late demasiado ineficazmente para que la sangre circule hacia el cerebro y hacia otros órganos vitales.

músculo cardíaco—Encontrado únicamente en las paredes del corazón. Los músculos cardíacos se contraen de manera automática y regular para que el corazón pueda bombear sangre hacia todo el cuerpo.

reanimación cardiopulmonar (RCP)—Un procedimiento usado para que la sangre oxigenada siga llegando al cerebro y a otros órganos vitales cuando una persona no está respirando y no tiene pulso.

resistencia cardiorrespiratoria—La capacidad de ejercitar todo el cuerpo durante un largo período sin detenerse.

enfermedad cardiovascular—Cualquiera de las enfermedades crónicas que afectan al sistema cardiorrespiratorio.

cartílago—Tejido conectivo que amortigua las articulaciones y las ayuda a moverse suave y fácilmente.

caries—Un orificio en un diente causado por placa.

organización benéfica—Una organización sin fines de lucro que brinda ayuda y recauda fondos para los necesitados.

sustancia química—Una sustancia que no se puede descomponer sin transformarse en otra cosa.

enfermedad crónica—Una enfermedad que dura más de tres meses.

quimo—Alimentos parcialmente digeridos y mezclados.

sistema circulatorio—Controla el flujo de sangre en el cuerpo; está formado por el corazón, los vasos sanguíneos y la sangre.

cirrosis hepática—Cicatrices irreversibles del hígado, que le impiden funcionar correctamente.

dieta limpia—Una dieta con la menor cantidad posible de sustancias químicas y conservantes agregados.

cambio climático—Cualquier cambio significativo en las mediciones del clima que se extiendan durante mucho tiempo.

cocaína—Un estimulante en forma de polvo blanco cristalino, derivado de las hojas de la coca.

coerción—El acto o proceso de persuadir a alguien a hacer algo que no desea.

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cold-related emergencies—Emergency caused by overexposure to cold.

cold sore—A common infection caused by the herpes simplex virus.

communication—The exchange of information between two or more people.

community—A group of people who share the same characteristics and interests.

community health—A form of public health that is focused on a particular group of people or a geographic area.

complete protein—A food that contains all nine essential amino acids.

composting—Gathering food scraps into outdoor bins and allowing it to decompose.

concussion—Type of traumatic brain injury that involves a temporary loss of brain function.

conductive hearing loss—When sound isn't transferred into the inner ear; often results from damage to the eardrum.

conflict—When two or more people disagree on an issue and feel threatened in some way.

conflict resolution—The formal or informal process that two or more individuals or groups use to find a peaceable solution to a disagreement.

consumer—Someone who uses a product or service.

contagious—Describes a disease that spreads from person to person.

cool-down—A time to slow the body down and give it time to adjust when ending an activity.

coronary heart disease—When the arteries in the heart are clogged, and blood cannot deliver enough oxygen to the heart muscle.

creatine—Substance produced by the body to help muscles release energy, improving strength and helping muscles to recover quickly.

cultural norm—Standards lived by and shared expectations and rules that guide the behavior of people within a specific culture.

cyberbullying—Aggressive behavior using technology such as social media.

daily energy need—The number of calories a person needs every day.

deficiency—An inadequate (not enough) amount of a needed nutrient.

dementia—A loss of brain function over time that impacts memory, judgment, behavior, thinking, and language skills.

depressant—A substance that slows down the functions of the central nervous system.

emergencias relacionadas con el frío—Emergencia causada por sobreexposición al frío.

herpes labial—Una infección común causada por el virus herpes simple.

comunicación—El intercambio de información entre dos o más personas.

comunidad—Un grupo de personas que comparten las mismas características e intereses.

salud comunitaria—Una forma de salud pública orientada hacia un grupo particular de personas o hacia una zona geográfica.

proteína completa—Un alimento que contiene los nueve aminoácidos esenciales.

compostaje—Recolectar restos de alimentos en contenedores de exterior y permitir su descomposición.

conmoción cerebral—Tipo de lesión cerebral traumática que incluye una pérdida temporal de la función cerebral.

pérdida auditiva conductiva—Cuando el sonido no se transfiere al oído interno; suele ser el resultado de un daño en el tímpano.

conflicto—Cuando dos o más personas discrepan sobre un tema y se sienten de alguna manera amenazadas.

resolución de conflictos—El proceso formal o informal por el cual dos o más personas o grupos encuentran una solución pacífica a un desacuerdo.

consumidor—Alguien que usa un producto o servicio.

contagioso—Describe una enfermedad que se transmite de una persona a otra.

enfriamiento—Un tiempo para desacelerar el cuerpo y darle tiempo para adaptarse al finalizar una actividad.

enfermedad coronaria—Cuando las arterias del corazón están obstruidas y la sangre no puede llevar suficiente oxígeno al músculo cardíaco.

creatina—Sustancia producida por el cuerpo que ayuda a los músculos a liberar energía, lo que mejora la fuerza y ayuda a los músculos a recuperarse rápidamente.

norma cultural—Estándares adoptados y expectativas y normas compartidas que rigen el comportamiento de las personas dentro de una cultura específica.

acoso cibernético—Comportamiento agresivo mediante el uso de tecnología, como las redes sociales.

necesidad energética diaria—La cantidad de calorías que necesita una persona a diario.

deficiencia—Una cantidad inadecuada (insuficiente) de un nutriente necesario.

demencia—La pérdida de una función cerebral a lo largo del tiempo que afecta las habilidades de la memoria, el juicio, el comportamiento, el pensamiento y el lenguaje.

depresor—Una sustancia que desacelera las funciones del sistema nervioso central.

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depression—A serious mood disorder that affects the way someone thinks, feels, and handles daily activities.

depresión—Un trastorno emocional grave que afecta la manera en que alguien piensa, se siente y maneja las actividades diarias.

dermis—The middle layer of the skin.

dermis—La capa media de la piel.

designated driver—The person who agrees not to drink any alcohol so they can safely drive their friends.

conductor designado—La persona que acepta no beber ninguna bebida alcohólica para poder conducir con seguridad al resto de sus amigos.

diabetes—A chronic disease related to having too much glucose (sugar) in the blood.

diabetes—Una enfermedad crónica relacionada con la presencia de demasiada glucosa (azúcar) en la sangre.

diagnosis—A decision reached by a medical professional when a person has a disease or illness.

diagnóstico—Una decisión a la que llega un profesional médico cuando una persona padece una enfermedad o dolencia.

diet—The combinations of nutrients you consume and the way you eat.

dieta—La combinación de nutrientes que consumes y la forma en que te alimentas.

Dietary Guidelines for Americans—A government document updated every five years that helps Americans know what they need to eat to stay healthy.

Pautas alimentarias para estadounidenses (Dietary Guidelines for Americans)—Un documento gubernamental que se actualiza cada cinco años y ayuda a los estadounidenses a saber qué deben comer para mantenerse saludables.

dietitian—An expert in nutrition with a university education and a professional license.

dietista—Un experto en nutrición con educación universitaria y licencia profesional.

digestion—The mechanical and chemical process of breaking down food in the body.

digestión—El proceso mecánico y químico de descomponer los alimentos dentro del organismo.

disease—Something that causes the body to not function properly.

enfermedad—Algo que hace que el cuerpo no funcione correctamente.

disordered eating—A range of irregular eating behaviors such as skipping meals, stress eating, or periodic fasting.

alimentación desordenada—Un rango de conductas irregulares de alimentación, como saltarse comidas, comer por estrés o ayunar periódicamente.

distracted driving—When an activity takes the driver's attention away from driving.

conducción distraída—Cuando una actividad desvía la atención del conductor de la tarea de conducir.

distress—Negative stress from situations that cause worry, sorrow, anger, or pain.

angustia—Estrés negativo por situaciones que causan preocupación, pena, enfado o dolor.

domestic violence—Violence between people in a romantic relationship, or between the members of a married couple.

violencia doméstica—Violencia entre personas que están en una relación amorosa o entre miembros de una pareja casada.

dopamine—The chemical responsible for feelings of excitement, relaxation, and stress relief.

dopamina—La sustancia química responsable de las sensaciones de excitación, relajación y alivio del estrés.

drama—Often involves untruthful gossiping about another person.

dramatismo—Suele incluir chismes falsos sobre otra persona.

drug facts label—Tells what the drug is used for and how to use it safely.

prospecto de un medicamento—Indica para qué se usa la droga y cómo se la usa de manera segura.

dynamic stretching—Performing dynamic movements of the muscles through the full range of motion in the joints.

estiramiento dinámico—Realizar movimientos dinámicos de los músculos a través de todo el rango de movimiento de las articulaciones.

eating disorder—A type of serious, diagnosable mental illness that affects the person's relationship with food and eating.

trastorno alimentario—Un tipo de enfermedad mental diagnosticable grave que afecta la relación de una persona con la comida y la alimentación.

e-cigarette—A battery-operated device that heats a liquid and produces an aerosol.

cigarrillo electrónico—Un dispositivo a batería que calienta un líquido y produce un vapor.

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ecstasy—A hallucinogen that produces feelings of increased energy, distorted perceptions, and an altered understanding of place and time.

éxtasis—Un alucinógeno que produce sensaciones de energía aumentada, percepciones distorsionadas y una idea alterada del lugar y el tiempo.

eczema—Dry, itchy skin. Also called dermatitis.

eczema—Piel seca e irritada. También conocida como dermatitis.

e-juice—The liquid used by an e-cigarette, which usually contains nicotine, flavoring, and other chemicals.

jugo electrónico—El líquido usado por un cigarrillo electrónico, que generalmente contiene nicotina, saborizantes y otros productos químicos.

elder abuse—The mistreatment of older adults in their home, in nursing homes, in hospitals, or in some other setting.

abuso de ancianos—El maltrato hacia adultos mayores en sus hogares, en asilos, hospitales o en algún otro ámbito.

elimination—The removal of waste products from the body.

eliminación—La expulsión de desechos del cuerpo.

emergency—An unexpected situation that requires immediate action.

emergencia—Una situación inesperada que requiere acción inmediata.

emotional awareness—The ability to recognize and make sense of your own emotions and those of others.

conciencia emocional—La capacidad de reconocer y darle sentido a tus emociones y a las de los demás.

emotional health—Having a positive state of well-being that allows you to function in society and meet the demands of daily life.

salud emocional—Tener una sensación positiva de bienestar que te permita funcionar en sociedad y cumplir con las exigencias de la vida diaria.

emotional intelligence—The ability to identify and use emotions in productive ways.

inteligencia emocional—La capacidad de identificar y usar las emociones de manera productiva.

emotional needs—The emotional security needed in order to feel accepted, supported, and loved.

necesidades emocionales—La seguridad emocional necesaria para sentirte aceptado, apoyado y amado.

emotional violence—Psychological injury or injury to another person's emotional or social well-being.

violencia emocional—Daño psicológico o daño hacia el bienestar emocional o social de otra persona.

empathy—The ability to understand and appreciate the feelings and emotions of others.

empatía—La capacidad de comprender y apreciar los sentimientos y emociones de los demás.

empty-calorie food—A food with no nutritional value that still contains calories.

alimento de calorías vacías—Un alimento sin valor nutricional que aun así contiene calorías.

enamel—A hard, white substance made of calcium that is found on the outside of teeth.

esmalte—Una sustancia blanca y dura formada por calcio que recubre el exterior de los dientes.

energy balance—The relationship between the calories you eat and the calories you burn off.

equilibrio energético—La relación entre las calorías que ingieres y las calorías que quemas.

environment—The surroundings and conditions in which you live.

ambiente—Los entornos y condiciones en las que vives.

epidermis—The outermost layer of the skin.

epidermis—La capa exterior de la piel.

epinephrine—A hormone that causes blood pressure and heart rate to increase.

epinefrina—Una hormona que aumenta la presión arterial y la frecuencia cardíaca.

equilibrium—The sense of balance regulated by the inner ear.

equilibrio—La sensación de equilibrio regulado por el oído interno.

escalate—Making a conflict more intense.

escalar—Intensificar un conflicto.

esophagus—A muscular tube leading from the mouth to the stomach.

esófago—Un tubo muscular que conecta la boca con el estómago.

exercise—Planned, structured, and repetitive physical activity for the purpose of improving or maintaining one or more components of fitness.

ejercicio—Actividad física planificada, estructurada y repetitiva con el fin de mejorar o mantener uno o más de los componentes de la aptitud física.

external influence—Family, friends, environment, social media, and the like that guide your decisions.

influencia externa—Familia, amistades, ambiente, redes sociales y cosas por el estilo que influyen sobre tus decisiones.

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farsightedness—Being able to see farther away but not up close. Also called hyperopia.

fat—The greasy parts of foods; a good source of energy for the human body.

fat distribution—The location of fat on the body, particularly comparing upper to lower body.

fetal alcohol spectrum disorder (FASD)—A group of conditions that can cause physical, behavioral, and learning problems.

fetal alcohol syndrome (FAS)—Most severe FASD results in delayed development, poor coordination, behavior problems, and poor social skills.

fiber—A type of carbohydrate found in plant foods that is hard for the body to digest.

fight-or-flight response—The initial reaction to a stressor causing heart rate to increase, pupils to dilate, and muscles to tense up.

first aid—Providing basic medical care to someone experiencing a sudden injury or illness.

fitness plan—Detailed plan using the FITT principle that serves as a guide for meeting your fitness and activity goals.

FITT principle—Used to determine how much physical activity you should be doing for each of the health-related fitness components. FITT stands for frequency, intensity, time, and type.

fixed mindset—The belief that you were born with a certain skill or ability and that it cannot be changed or improved.

flexibility—The ability to use your joints fully through a wide range of motion.

food additive—A substance added to food to improve freshness, add nutrition, or improve texture, taste, or appearance.

Food and Drug Administration (FDA)—A government agency responsible for protecting public health by ensuring the safety of various products through regulating manufacturing, marketing, and distribution.

foodborne illness—Any symptom or disorder people get from eating or drinking contaminated food or beverages.

food chain—The steps involved in bringing food from farm to plate, including production, processing, distribution, and preparation.

food desert—A geographic area that lacks access to affordable fruits, vegetables, grains, and other healthy food options.

hipermetropía—Poder ver bien a la distancia, pero no de cerca. También conocida como hiperopía.

grasa—Las partes grasas de los alimentos; una buena fuente de energía para el cuerpo humano.

distribución de grasas—La ubicación de las grasas en el cuerpo, comparando especialmente entre la parte superior y la parte inferior del cuerpo.

trastornos del espectro alcohólico fetal (TEAF)—Un grupo de afecciones que pueden causar problemas físicos, conductuales y de aprendizaje.

síndrome alcohólico fetal (SAF)—Un TEAF más severo que provoca atraso madurativo, falta de coordinación, problemas conductuales y escasas habilidades sociales.

fibra—Un tipo de carbohidratos encontrado en alimentos de origen vegetal que son difíciles de digerir.

reacción de lucha o huida—La reacción inicial a un factor estresante que hace aumentar el ritmo cardíaco, provoca dilatación de las pupilas y tensa los músculos.

primeros auxilios—Brindar atención médica básica a alguien que esté padeciendo una lesión o enfermedad repentina.

plan de aptitud física—Un plan detallado que usa el principio FITT y sirve como guía para alcanzar las metas de aptitud física y actividad.

principio FITT—Usado para determinar cuánta actividad física debes realizar para cada uno de los componentes de aptitud relacionados con la salud. FITT significa frecuencia, intensidad, tiempo y tipo.

mentalidad fija—La creencia de haber nacido con cierta habilidad o destreza que no se puede modificar ni mejorar.

flexibilidad—La capacidad de usar las articulaciones a través de un rango amplio de movimientos.

aditivo alimentario—Una sustancia agregada a un alimento para mejorar la frescura, agregar nutrición, o mejorar la textura, el sabor o la apariencia.

Administración de Alimentos y Medicamentos (Food and Drug Administration—FDA)—Una agencia gubernamental responsable de proteger la salud pública y garantizar la seguridad de varios productos a través de la regulación de la elaboración, la comercialización y la distribución.

intoxicación alimentaria—Cualquier síntoma o trastorno que sufren las personas por comer o beber alimentos o bebidas contaminados.

cadena alimentaria—Los pasos incluidos en traer los alimentos del campo a la mesa, incluida la producción, el procesamiento, la distribución y la preparación.

desierto alimentario—Una zona geográfica que no tiene acceso a frutas, vegetales, cereales u otras opciones de alimentos saludables asequibles.

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food insecurity—Not having enough food to support an active, healthy life.

food log—A list of all of the foods you ate and the amount of each food eaten over a set period of time.

food preservative—A food additive used to prevent food from spoiling too quickly.

food recall—Happens when a particular food or food item becomes contaminated and is pulled from shelves or restaurants in order to keep people from becoming ill.

food-toxic environment—An environment where food is easily accessible and cheap but unhealthy.

frequency—How often you exercise.

fungus—A single- or multiple-cell plantlike organism that thrives in warm, humid environments.

gang—A group of three or more people who share an identity and commit violent and illegal acts.

gastroenterologist—A medical professional who specializes in the digestive system.

gay or lesbian—Having an emotional, romantic, or sexual attraction to members of the same sex. Gay is used by individuals who identify as male or female; lesbian is used by individuals who identify as female.

gender—The social and cultural role of being either masculine or feminine.

gender role—How people are expected to act, speak, dress, and conduct themselves based on their assigned sex.

gender socialization—How gender-related rules, norms, and expectations are learned.

generic—A copy of the brand name product but is often less expensive. Same dosage, safety, strength, how it is taken, and the intended use of the brand name drug.

genetically modified food—A food that has been altered by having its genetic makeup changed.

GHB—A hallucinogen that can cause hallucinations and blackouts.

gingivitis—A disease of the gums caused by bacteria.

good quality sleep—Sleep that is long, peaceful, and deep.

gossip—Sharing details of a person's life they don't want shared.

inseguridad alimentaria—No contar con alimentos suficientes para llevar adelante una vida activa y saludable.

registro de comidas—Un listado de todos los alimentos que comiste y la cantidad de cada uno durante un período determinado.

conservante alimentario—Un aditivo alimentario para impedir que los alimentos se deterioren demasiado pronto.

retiro de alimentos—Ocurre cuando un alimento en particular resulta contaminado y se lo retira de las góndolas o restaurantes para evitar que las personas se enfermen.

ambiente de toxicidad alimentaria—Un ambiente donde los alimentos son de fácil acceso y baratos, pero insalubres.

frecuencia—Cada cuánto te ejercitas.

hongo—Un organismo unicelular o pluricelular similar a las plantas que se desarrolla en ambientes cálidos y húmedos.

pandilla—Un grupo de tres o más personas que comparten una identidad y cometen actos violentos e ilegales.

gastroenterólogo—Un profesional médico especializado en el sistema digestivo.

gay o lesbiana—Sentir atracción emocional, romántica o sexual hacia miembros del mismo sexo. Gay se usa para personas que se identifican como masculinas o femeninas; lesbiana se usa para personas que se identifican como femeninas.

género—La función social y cultural de ser masculino o femenina.

rol de género—La forma en que se espera que las personas actúen, hablen, se vistan y se comporten en base al sexo asignado.

socialización de género—La forma en que se aprenden las reglas, normas y expectativas relacionadas con el género.

genérico—Una copia de un producto de marca generalmente más económica. Es la misma dosis, seguridad, concentración, manera de administrar y uso previsto que el medicamento de marca.

alimento genéticamente modificado—Un alimento alterado a través de cambios en su composición genética.

GHB—Un alucinógeno que puede provocar alucinaciones y desvanecimientos.

gingivitis—Una enfermedad de las encías causada por bacterias.

buena calidad de sueño—Sueño largo, tranquilo y profundo.

chismes—Compartir detalles de la vida de una persona que no quiere que se compartan.

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grief—A deep sadness caused by the loss of a loved one or a pet.

grit—Having the dedication and passion needed to achieve long-term goals.

groupthink—Making a decision in a group in a way that discourages individual responsibility.

growth mindset—Being able to learn and grow through any situation.

gut health—The balance of good and bad bacteria in the digestive system.

habit—Something you do automatically without thinking about it.

hacker—A skilled computer programmer who steals passwords or gains remote access to computer systems to alter or steal information.

halitosis—Bad breath.

hallucinogen—A drug used to alter your perception of your surroundings, thoughts, and feelings.

hangover—Unpleasant symptoms that come from drinking too much alcohol.

hazardous material—Any material that could cause damage to human or animal life or to the environment.

health—The state of being free of illness or disease.

health care consumer—Anyone who uses medical services, buys health-related products, or selects a medical professional.

health care system—All available medical services, the ways in which medical care is paid for, and the programs and services that prevent disease and disability.

health disparity—A preventable difference in disease, injury, violence, or opportunities to achieve optimal health.

health literacy—The ability to find and understand basic health information.

health-related fitness—Fitness activities that need to be done regularly to keep healthy. Includes cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.

healthy relationship—A relationship that allows both people in the relationship to feel supported and connected.

healthy weight—A weight that a person is comfortable with and that can be maintained by following basic nutrition and physical activity guidelines.

heat-related emergencies—Emergency caused by overexposure to heat and dehydration.

duelo—Una tristeza profunda causada por la pérdida de un ser querido o de una mascota.

perseverancia—Tener la dedicación y pasión necesarias para alcanzar metas de largo plazo.

pensamiento de grupo—Tomar una decisión en un grupo de manera que desaliente la responsabilidad individual.

mentalidad de crecimiento—Ser capaz de aprender y crecer ante cualquier situación.

salud intestinal—El equilibrio entre bacterias buenas y malas dentro del sistema digestivo.

hábito—Algo que se hace automáticamente sin pensar en ello.

pirata informático—Un programador informático avezado que roba contraseñas u obtiene acceso remoto a sistemas informáticos para alterar o robar información.

halitosis—Mal aliento.

alucinógeno—Una droga usada para alterar la percepción del entorno, las ideas y los sentimientos.

resaca—Un síntoma desagradable que deriva de beber demasiado alcohol.

material peligroso—Cualquier material que pueda causar daño a la vida humana o animal o al ambiente.

salud—El estado de estar libre de enfermedades o dolencias.

consumidor de atención médica—Cualquier persona que usa servicios médicos, compra productos relacionados con la salud o selecciona un profesional médico.

sistema de atención médica—Todos los servicios médicos disponibles, las formas en que se paga la atención médica, y los programas y servicios para prevenir enfermedades y discapacidades.

disparidad de salud—Una diferencia evitable en enfermedades, lesiones, violencia u oportunidades para alcanzar una salud óptima.

conocimientos sobre la salud—La capacidad para encontrar y comprender información básica de salud.

aptitud física relacionada con la salud—Actividades de aptitud física que deben realizarse regularmente para mantenerse sanos. Incluye resistencia cardiorrespiratoria, fortaleza muscular, resistencia muscular, flexibilidad y composición corporal.

relación saludable—Una relación que permite a ambas personas sentirse apoyadas y conectadas.

peso saludable—El peso con que una persona se siente cómoda y que se puede mantener cumpliendo pautas básicas de nutrición y actividad física.

emergencias relacionadas con el calor—Una emergencia causada por sobreexposición al calor y deshidratación.

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heredity—The passing of characteristics from parent to child.

herencia—El traspaso de características de un padre a su hijo.

heroin—An illicit opioid drug made from morphine.

heroína—Un opioide ilícito hecho de morfina.

heterosexual—Being emotionally, romantically, or sexually attracted to members of the opposite sex.

heterosexual—Sentir atracción emocional, romántica o sexual hacia miembros del sexo opuesto.

hospital—An institution that provides advanced medical care and surgical treatment.

hospital—Una entidad que brinda atención médica avanzada y tratamiento quirúrgico.

human immunodeficiency virus (HIV)—A virus that attacks the immune system and can lead to acquired immunodeficiency syndrome (AIDS).

virus de inmunodeficiencia humana (VIH)—Un virus que ataca el sistema inmunológico y puede derivar en el síndrome de inmunodeficiencia adquirida (SIDA).

human trafficking—Forcing people to perform a service or job against their will or in exchange for a basic human right like food or water.

trata de personas—Obligar a personas a realizar un servicio o trabajo contra su voluntad o a cambio de un derecho humano básico, como agua o alimentos.

hunger—The communication inside the body that tells you when you need to eat.

hambre—La comunicación dentro del cuerpo que te avisa cuando necesitas comer.

hygiene—The practice of keeping yourself in good health by maintaining personal cleanliness.

higiene—La práctica de mantenerse en buena salud mediante la limpieza personal.

hypertension—High blood pressure.

hipertensión—Presión arterial alta.

hypodermis—The inner layer of skin that connects skin to the muscles and bones underneath.

hipodermis—La capa interior de la piel que conecta la piel con los músculos y huesos que están debajo.

***I* message—**A statement used to express your own opinion or to make a comment.

***Yo* mensaje—**Una afirmación usada para expresar tu propia opinión o hacer un comentario.

identity theft—Someone using another person's identity or personal information without their permission to commit a crime.

robo de identidad—Alguien que usa la identidad de otra persona o su información personal sin su permiso para cometer un delito.

identity—Who you are, including physical and personality characteristics, abilities, and interests, and your biography or life story.

Identidad—Quién eres, incluidas tus características físicas y de personalidad, habilidades e intereses, y tu biografía o historia de vida.

illicit drug—A substance used to increase or slow the central nervous system or to cause hallucinations. Illicit drugs are illegal to have or use, and have no medical application.

droga ilegal—Una sustancia usada para aumentar o ralentizar el sistema nervioso central o para provocar alucinaciones. Es ilícito poseer o usar drogas ilegales, y no tienen ninguna aplicación médica.

illness—The state of not feeling well or not being fully healthy.

enfermedad—El estado de no sentirse bien o no estar plenamente sano.

immune system—The body's defense system.

sistema inmunológico—El sistema de defensa del cuerpo.

immunization—Preventative measures, often shots, taken to help build antibodies against particular diseases such as the flu.

inmunización—Medidas preventivas, generalmente vacunas, tomadas para generar anticuerpos contra enfermedades en particular, como la gripe.

impairment—A loss of function that happens with a disability.

impedimento—La pérdida de una función que ocurre con una discapacidad.

impulsiveness—Acting suddenly without regard for consequences.

impulsividad—Actuar repentinamente sin medir las consecuencias.

incomplete protein—A food that contains proteins but not all nine essential amino acids.

proteína incompleta—Un alimento que contiene proteínas pero no todos los nueve aminoácidos esenciales.

individual sport—A sport that you compete in by yourself against others.

deporte individual—Un deporte en el que compites tú solo contra otros.

infectious disease—A disease caused by a pathogen that enters the body.

enfermedad infecciosa—Una enfermedad causada por un patógeno que ingresa al organismo.

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influence—To have an effect on the decisions you make in life.

influenciar—Tener impacto sobre las decisiones que tomas en la vida.

inhalant—A dangerous substance found in common household products; it produces chemical vapors that are inhaled through the nose or mouth to produce mind-altering effects.

inhalante—Una sustancia peligrosa que se encuentra en productos comunes del hogar; produce vapores químicos que se inhalan a través de la nariz o boca y producen efectos que alteran la mente.

insomnia—The state of being unable to sleep through the night almost every night.

insomnio—El estado de no poder dormir toda la noche, casi todas las noches.

intellectual needs—The desire to perform intellectual activities from simple to challenging.

necesidades intelectuales—El deseo de desarrollar actividades intelectuales, de simples a difíciles.

intensity—How hard you exercise.

intensidad—La fuerza con la que te ejercitas.

intentional injury—An injury caused by another person or one that is self-inflicted.

lesión intencional—Una lesión causada por otra persona o por ti mismo.

internal influence—Your own thoughts and opinions that guide your decisions.

influencia interna—Tus propias ideas y opiniones que guían tus decisiones.

intimacy—Feelings of emotional closeness and connectedness with another person.

intimidad—Sentimientos de cercanía y conexión emocional con otra persona.

intolerance—An inability or unwillingness to examine prejudices and biases.

intolerancia—Una falta de capacidad o voluntad para examinar prejuicios y sesgos.

intoxicated—The state where alcohol has made it difficult for a person to do simple tasks; they may also be happier or sadder than usual.

ebrio—El estado en que el alcohol hace que sea difícil para una persona realizar tareas simples; también pueden verse más felices o más tristes que lo habitual.

iron—A mineral that helps the blood carry oxygen to the body.

hierro—Un mineral que ayuda a la sangre a llevar oxígeno al cuerpo.

joint—The place where two or more bones meet.

articulación—El lugar donde se encuentran dos o más huesos.

keratin—A hard protein that makes up the nails.

queratina—Una proteína dura que conforma las uñas.

kidney dialysis—A machine used to filter blood for the body when the body cannot do so.

diálisis renal—Una máquina usada para filtrar la sangre del cuerpo cuando el cuerpo no puede hacerlo.

kidney disease—Occurs when the kidneys gradually lose their ability to function.

enfermedad renal—Ocurre cuando los riñones pierden gradualmente su capacidad para funcionar.

large intestine—A large tubelike organ that absorbs water and prepares waste for elimination.

intestino grueso—Un órgano largo con forma de tubo que absorbe agua y prepara los desechos para su eliminación.

ligaments—A strong bands of tissue that connect bones.

ligamentos—Bandas fuertes de tejido que conectan los huesos.

living green—Being aware of the effect your lifestyle choices have on the environment; being earth friendly in your choices.

vida verde—Ser consciente del efecto que tu estilo de vida tiene sobre el ambiente; ser ecológico en tus elecciones.

longevity—The length or duration of life.

longevidad—La extensión o duración de la vida.

long-term goal—Larger targets for behaviors that you can achieve over one to six months.

meta a largo plazo—Objetivos más grandes de comportamientos que puedes alcanzar dentro de uno a seis meses.

lung disease—A variety of conditions that can affect the lungs and the ability to breathe normally.

enfermedad pulmonar—Una variedad de afecciones que pueden afectar los pulmones y la capacidad de respirar normalmente.

malnutrition—Having inadequate (not enough) or unbalanced nutrition.

desnutrición—Tener una nutrición inadecuada (insuficiente) o desbalanceada.

malware—A virus designed to invade a computer system and perform damaging actions on it to change the way it works.

software malicioso (malware)—Un virus diseñado para invadir un sistema informático y ejecutar acciones dañinas para cambiar la forma en que funciona.

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marijuana—Mind-altering drug made from the dry, shredded, green or brown flowers, stems, seeds, and leaves of the Cannabis sativa plant.

marihuana—Una droga que altera la mente; hecha de flores, tallos, semillas y hojas verdes o marrones, secas y trituradas de la planta Cannabis sativa.

marketing—Promoting, selling, and distributing products in stores and online.

comercialización—Promocionar, vender y distribuir productos en tiendas y en línea.

maximum heart rate—The highest the heart rate should be when exercising.

frecuencia cardíaca máxima—La frecuencia cardíaca más alta que se debería alcanzar al hacer ejercicio.

measurable—How much or how often an activity will be done.

medible—La cantidad y frecuencia en que se desarrollará una actividad.

media—A system of communicating with society through streaming services, movies, TV, social media, and the Internet.

medios—Un sistema de comunicación con la sociedad a través de servicios de transmisión, películas, televisión, redes sociales e Internet.

medicine—A drug used to maintain health or treat a health issue.

medicamento—Una droga utilizada para mantener la salud o tratar un problema de salud.

mental disorder—A serious and ongoing problem involving how a person thinks and manages their emotions.

trastorno mental—Un problema grave y permanente que implica la forma en que una persona piensa y controla sus emociones.

mental health—When a person has successful thinking and mental processes, including staying focused, processing information, and storing and retrieving information.

salud mental—Cuando una persona tiene pensamientos y procesos mentales acertados, incluido permanecer concentrado, procesar información, y almacenar y recordar información.

mental health therapist—A medical professional who helps people achieve emotional wellness.

terapeuta de salud mental—Un profesional médico que ayuda a las personas a alcanzar el bienestar emocional.

metabolic rate—The number of calories burned to keep the basic body functions working.

índice metabólico—La cantidad de calorías quemadas para mantener en funcionamiento las funciones básicas del organismo.

methamphetamine (meth)—A stimulant made with common ingredients including ephedrine, a common cold medicine ingredient.

metanfetamina (meta)—Un estimulante hecho con ingredientes comunes que incluyen la efedrina, un ingrediente común de los medicamentos para tratar los resfríos.

minerals—Naturally occurring substances found in foods that are essential for life.

minerales—Sustancias naturales que se encuentran en los alimentos y son esenciales para la vida.

minor in possession (MIP)—An individual under 21 in possession of alcohol.

menor en posesión (en inglés MIP)—Una persona menor de 21 años en posesión de alcohol.

misdemeanor—A criminal offense that carries up to a year in jail. May also include a fine, probation, community service, and payment for property damage or personal injury.

delito menor—Un delito penal que puede ser penado con hasta un año de prisión. También puede incluir una multa, libertad condicional, servicios comunitarios y pago por daños a la propiedad o por lesiones personales.

moderate drinking—Considered to be one drink per day for women and two drinks per day for men.

beber con moderación—Considerado como una bebida alcohólica por día para mujeres y dos bebidas alcohólicas por día para hombres.

moderation—Not eating too much of any one nutrient while still getting enough of all nutrients.

moderación—No comer demasiado de ningún nutriente en particular y a la vez obtener suficiente de todos los nutrientes.

multigrain—A food that contains two or more grains.

multicereal—Un alimento que contiene dos o más cereales.

muscular endurance—The ability of the muscles to perform continuously without tiring.

resistencia muscular—La capacidad de los músculos de funcionar de forma continua sin cansarse.

muscular strength—The amount of force a muscle can produce.

fuerza muscular—La cantidad de fuerza que puede producir un músculo.

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muscular system—Responsible for all movement.

MyPlate—A graphic tool and website designed to help people make healthy food choices.

natural disaster—Any type of severe weather that has the potential to be a significant threat to human health, safety, and property.

natural environment—Includes all living species, climate, weather, and natural resources.

nearsightedness—Being able to see things up close but not farther away. Also called myopia.

negative body image—Having a distorted view of your appearance, or feeling bad about your appearance.

negative energy balance—Burning off more calories than are taken in.

neglect—The failure of adults to meet the basic physical, emotional, medical, or educational needs of a child or other dependent.

nervous system—Provides all the electrical signals that control your movements.

nicotine—An addictive chemical; the main ingredient in tobacco.

nicotine replacement therapy (NRT)—A common way to quit smoking. Includes the patch, gum, inhalers, lozenges, and nasal sprays to help reduce nicotine withdrawal feelings.

noise pollution—Unwanted, excessive, or bothersome sound.

noncommunicable disease—A disease that cannot be transmitted from person to person.

nonnutritious drink—A drink that contain calories without providing vitamins or minerals.

nonprescription or over-the-counter (OTC) drug—A type of drug that does not require a doctor's prescription, is bought off the store shelf, and can be used by more than one person.

nonverbal communication—Using facial expressions, body language, hand gestures, tone of voice, and how loud or soft the voice is to express the information being shared.

nutrient—The substance found in food that the body needs to survive.

nutrition facts label—The label on all food products that provides important information.

nutritious drink—A drink that contains essential nutrients like vitamins, minerals, and carbohydrates.

sistema muscular—Responsable de todos los movimientos.

MiPlato—Una herramienta gráfica y sitio web diseñado para ayudar a las personas a tomar decisiones alimentarias saludables.

desastre natural—Cualquier tipo de condición climática severa que tiene el potencial de ser una amenaza considerable para la salud, seguridad y propiedad de las personas.

ambiente natural—Incluye todas las especies vivientes, el clima, las condiciones meteorológicas y los recursos naturales.

hipometropía—Poder ver objetos que están cerca pero no los alejados. También conocida como miopía.

imagen corporal negativa—Tener una visión distorsionada de tu apariencia o sentirte mal por tu apariencia.

equilibrio energético negativo—Quemar más calorías que las que se consumen.

negligencia—El incumplimiento de los adultos de atender las necesidades físicas, emocionales, médicas o educativas básicas de un niño o de otro dependiente.

sistema nervioso—Provee todas las señales eléctricas que controlan tus movimientos.

nicotina—Un producto químico adictivo; el ingrediente principal del tabaco.

terapia de reemplazo de nicotina (en inglés NRT)—Una forma común de dejar de fumar. Incluye el parche, goma de mascar, inhaladores, pastillas y aerosoles nasales que ayudan a reducir sensaciones de abstinencia de nicotina.

contaminación sonora—Sonido no deseado, excesivo o molesto.

enfermedad no contagiosa—Una enfermedad que no se puede transmitir de una persona a otra.

bebida no nutritiva—Una bebida que contiene calorías sin aportar vitaminas o minerales.

medicamento sin receta o de venta libre (en inglés OTC)—Un tipo de droga que no requiere la receta de un médico, se encuentra en las góndolas de las tiendas, y la puede usar más de una persona.

comunicación no verbal—Usar expresiones faciales, lenguaje corporal, gestos con las manos, tono de voz y volumen de voz para expresar la información que se comparte.

nutriente—La sustancia que se encuentra en alimentos que el cuerpo necesita para sobrevivir.

etiqueta de información nutricional—La etiqueta de todos los productos alimentarios que brinda información importante.

bebida nutritiva—Una bebida que contiene nutrientes esenciales como vitaminas, minerales y carbohidratos.

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obese—Having too much body fat per unit of weight, often described as a BMI of 30 or higher.

offender—The person who commits a violent crime; also called a perpetrator.

opioid—A class of drugs used legally as pain relievers and available by prescription, such as oxycodone, hydrocodone, and morphine. This class of drugs also includes the illicit drug heroin.

optimal stress—A stress response that helps a person perform better under pressure, sometimes called butterflies.

optimistic—Having a generally positive outlook and positive emotions.

organic food—A food that is grown or produced on an organic-certified farm without chemical pesticides and that contains no synthetic ingredients and is not bioengineered or treated with radiation.

osteoporosis—A chronic disease in which the bones become weak.

outpatient treatment—Treatment that allows a person to attend counseling while still going to school and living at home.

overload—Needing to do more physical activity than you normally do.

overweight—Having too much weight per unit of height, often described as a BMI of 25.0-29.9.

pandemic—The worldwide spread of a disease.

pathogen—Anything foreign that enters your body and can cause disease.

pedestrian—A person traveling by foot, including walking or jogging.

pediatrician—A medical doctor who specializes in working with children.

peripheral artery disease—A disease in which the arms or legs do not get enough blood.

personal boundaries—The limits set with other people, including intellectual, emotional, physical, social, and spiritual boundaries.

pesticide—A chemical used in the production of food that protects a crop from insects, weeds, and infections.

pharmacy—A store that sells legal prescription and nonprescription drugs.

phishing attack—When you log into a website, app, text, or email that looks legitimate but is not, and all of your personal information such as username and password has just been given to the attacker.

physical activity—Movement using the large muscles of the body.

obeso—Tener demasiada grasa corporal por unidad de peso, también llamado IMC de 30 o más.

delincuente—La persona que comete un delito violento; también conocido como perpetrador.

opioide—Una clase de droga usada legalmente como analgésico y disponible con receta médica, como la oxicodona, la hidrocodona y la morfina. Esta clase de drogas también incluye la droga ilegal heroína.

estrés óptimo—Una respuesta al estrés que ayuda a las personas a desempeñarse mejor bajo presión, también conocido como mariposas.

optimista—Tener una mirada generalmente positiva y emociones positivas.

alimento orgánico—Un alimento cultivado o producido en una granja con certificación orgánica, sin pesticidas químicos y que no contiene ingredientes sintéticos y no está modificado por bioingeniería ni tratado con radiación.

osteoporosis—Una enfermedad crónica en la que los huesos se debilitan.

tratamiento ambulatorio—Tratamiento que le permite a la persona asistir a terapia y seguir yendo a la escuela y viviendo en su casa.

sobrecarga—Necesidad de realizar más actividad física de la que realizas normalmente.

sobrepeso—Tener demasiado peso por unidad de altura, a veces definido como IMC de 25.0-29.9.

pandemia—La propagación mundial de una enfermedad.

patógeno—Cualquier elemento extraño que ingresa a tu cuerpo y puede causar una enfermedad.

peatón—Una persona que se traslada a pie, incluido caminar o trotar.

pediatra—Un médico especializado en trabajar con niños.

enfermedad arterial periférica—Una enfermedad en la que los brazos o las piernas no reciben sangre suficiente.

límites personales—Los límites establecidos con otras personas, incluidos los intelectuales, emocionales, físicos, sociales y espirituales.

pesticida—Un producto químico usado en la producción de alimentos que protege un cultivo contra insectos, malezas e infecciones.

farmacia—Una tienda que vende drogas legales con receta y de venta libre.

ataque de phishing—Cuando ingresas a un sitio web, aplicación, texto o correo electrónico que parece legítimo pero no lo es, y toda tu información personal, como tu nombre de usuario y contraseña, le ha sido entregada al atacante.

actividad física—Movimiento que usa los músculos largos del cuerpo.

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physical fitness—Refers to the body systems being able to work together efficiently to allow someone to be healthy and be able to perform all the necessary daily activities needed.

aptitud física—Se refiere a los sistemas corporales que tienen la capacidad de trabajar juntos de manera eficiente para permitir que alguien esté sano y pueda realizar todas las actividades necesarias para la vida diaria.

physical needs—Shelter, food, clothing, and medical care.

necesidades físicas—Refugio, comida, vestimenta y atención médica.

physical violence—The use of bodily force, including hitting or kicking someone, forcing someone to do something against their will, or destroying property.

violencia física—El uso de la fuerza corporal, incluido pegar o patear a alguien, para forzar a alguien a hacer algo en contra de su voluntad, o para destruir una propiedad.

plain language—Language that makes written or oral information easier to understand, especially in relation to complex health information.

lenguaje sencillo—Lenguaje que hace que la información escrita u oral sea más fácil de entender, especialmente en relación con información compleja de salud.

positive body image—A person's realistic sense of how they look and feel good about their appearance.

imagen corporal positiva—El sentido realista de una persona sobre cómo se ve y cómo se siente bien acerca de su apariencia.

positive energy balance—Taking in more calories than are burned off.

equilibrio energético positivo—Ingerir más calorías que las que se queman.

prebiotic—A food that helps feed the healthy bacteria in the gut.

prebiótico—Un alimento que ayuda a nutrir las bacterias saludables del intestino.

prejudice—Having an opinion about someone or something that is not based on reason or actual experience.

prejuicio—Tener una opinión acerca de alguien o algo que no se basa en la razón o en experiencias reales.

prescription drug—A drug that is prescribed by a doctor, bought at a pharmacy, and meant to be used only by the person it was prescribed for.

medicamento recetado—Una droga recetada por un médico, comprada en una farmacia y destinada a ser usada únicamente por la persona para quien fue recetada.

preventive screening—Medical tests done to check for early signs of disease.

análisis preventivos—Pruebas médicas realizadas para detectar señales tempranas de una enfermedad.

probiotic—Living bacteria found in food.

probiótico—Bacterias vivas encontradas en los alimentos.

processed food—A food that was changed before being sold or eaten.

alimentos procesados—Un alimento que fue modificado antes de venderse o consumirse.

progression—As workouts become easier, gradually increasing the amount or the intensity of the exercise in order to continue to see progress.

progresión—A medida que los ejercicios se hacen más fáciles, aumentar gradualmente la cantidad o intensidad de los mismos para seguir viendo progresos.

protein—A substance found in foods that provides energy and helps repair body tissues.

proteína—Una sustancia encontrada en alimentos que provee energía y ayuda a reparar los tejidos del organismo.

protozoan—A large single-cell organism that can move through the body in search of food.

protozoario—Un organismo grande unicelular que puede viajar dentro del cuerpo en busca de alimento.

public health—The art and science of protecting and improving the health of individuals and large populations.

salud pública—El arte y ciencia de proteger y mejorar la salud de las personas y de grandes poblaciones.

public transportation—Transportation that charges a set fare, runs on fixed routes, and is available to the public.

transporte público—Transporte que cobra una tarifa establecida, circula por rutas fijas y está disponible al público.

quality of life—How healthy, happy, and fulfilling your daily life is.

calidad de vida—Cuán saludable, feliz y gratificante es tu vida diaria.

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rating of perceived exertion (RPE) scale—An easy way to determine if you are working at a moderate- or vigorous-intensity level based on the numbers or pictures that relate to how easy or difficult you feel the aerobic activity you are doing is.

escala de índice de esfuerzo percibido (en inglés RPE)—Una forma sencilla de determinar si estás trabajando a un nivel de intensidad moderada o vigorosa, en base a números o imágenes que se relacionan con lo fácil o difícil que sientes la actividad aeróbica que estás realizando.

realistic—Whether the goal make sense and whether it will help you achieve the desired effect.

realista—Si la meta tiene sentido y si te ayudará a alcanzar el efecto deseado.

recycling—The process of collecting and processing materials that would otherwise be thrown away as trash and turning them into new products.

reciclado—El proceso de recoger y procesar materiales que de otro modo se descartarían como basura, y convertirlos en productos nuevos.

refusal skill—A technique used to say no to someone or something.

habilidad de rechazo—Una técnica usada para decir que no a alguien o algo.

relapse—Going back to using drugs again after having stopped.

recaída—Volver a consumir drogas después de haberlas dejado.

relationship—The connection between people.

relación—La conexión entre personas.

relaxation technique—Specific strategies that are used to help reduce the fight-or-flight response.

técnica de relajación—Estrategias específicas usadas para ayudar a reducir la reacción de lucha o huida.

reliable information—Information that is consistent and similar across multiple sources.

información confiable—Información consistente y similar en múltiples fuentes.

renewable energy source—A type of energy that will never run out, such as solar and wind energy.

fuente de energía renovable—Un tipo de energía que nunca se agota, como la energía solar y la eólica.

residential treatment center—A place where the patient lives full time for the length of treatment while participating in individual and group counseling sessions and other therapeutic and educational activities.

centro residencial de tratamiento—Un lugar donde el paciente vive a tiempo completo durante un tratamiento mientras participa de sesiones de terapia individuales y grupales y de otras actividades terapéuticas y educativas.

resilience—The ability to bounce back from a difficult or stressful situation.

resiliencia—La capacidad de recuperarse de una situación difícil o estresante.

respiratory system—Controls the flow of oxygen in the body; consists of the mouth, nose, trachea, diaphragm, and lungs.

sistema respiratorio—Controla el flujo de oxígeno dentro del cuerpo; está conformado por la boca, nariz, tráquea, diafragma y pulmones.

ride-hailing service—A service by which a driver and car are hailed from an app on the phone to take customers exactly where they need to go.

servicio de movilidad a demanda—Un servicio en el que se llama a un conductor y su vehículo desde una aplicación del teléfono para que lleve a los clientes exactamente adonde necesitan ir.

Rohypnol—A depressant that can impair motor coordination and judgment as well as cause temporary amnesia.

Rohypnol—Un depresor que puede afectar la coordinación motora y el juicio, además de causar amnesia temporal.

sadness—A normal human emotion felt as a result of a situation or event.

tristeza—Una emoción humana normal que se siente como resultado de una situación o evento.

safety conscious—Trying to prevent yourself and others from getting injured.

consciente de la seguridad—Intentar prevenir que tanto tú como otros se lesionen.

satiated—When the body is full and hunger is satisfied.

saciado—Cuando el cuerpo está lleno y el apetito está satisfecho.

saturated fat—A type of fat found in food that can lead to heart attack and heart disease.

grasa saturada—Un tipo de grasa encontrada en alimentos que puede derivar en un ataque cardíaco y enfermedad coronaria.

secondhand smoke—The smoke or vape breathed out by a smoker or vaper.

humo indirecto—El humo o vapor exhalado por un fumador o vapeador.

self-awareness—Having a sense of your personality, including strengths and weaknesses, thoughts, beliefs, motivation, and emotions.

conciencia de sí mismo—Tener un sentido de tu personalidad, incluidas fortalezas y debilidades, ideas, creencias, motivación y emociones.

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self-care—All of the decisions made and the actions taken to maintain health.

autocuidado—Todas las decisiones y acciones para mantener la salud.

self-confidence—The trust you have in yourself to manage challenges, seize opportunities, and deal with difficult situations.

autoconfianza—La confianza que tienes en ti mismo para manejar desafíos, aprovechar oportunidades y enfrentar situaciones difíciles.

self-esteem—How much a person likes and admires themself.

autoestima—Cuánto una persona se gusta y se admira a sí misma.

self-harm—Hurting yourself on purpose, often as a way to cope with overwhelming emotion or circumstances.

autolesión—Lesionarte a propósito, muchas veces como forma de manejar emociones o circunstancias abrumadoras.

self-image—What a person thinks of themself.

autoimagen—Lo que una persona piensa de sí misma.

self-talk—The messages you send to yourself; your inner conversation.

diálogo interno—Los mensajes que te envías a ti mismo; tu conversación interior.

sensorineural hearing loss—A type of hearing loss resulting from damage to the auditory nerve itself, keeping sound from being passed properly from the inner ear to the brain.

pérdida de audición neurosensorial—Un tipo de pérdida de audición que resulta de un daño en el nervio auditivo, que impide que el sonido pase adecuadamente del oído interno al cerebro.

sex—The biological and physiological factors of a person's anatomy at birth.

sexo—Los factores biológicos y fisiológicos de la anatomía de una persona al nacer.

sexting—Sending photos and/or videos containing nudity or semi-nudity or that show or simulate sex acts.

sexting—Enviar fotos o videos que contengan desnudez o semidesnudez o que muestren o simulen actos sexuales.

sex trafficking—Requiring a person to perform sexual acts against their will in exchange for basic human rights like food or water.

tráfico sexual—Requerir que una persona realice actos sexuales contra su voluntad a cambio de derechos humanos básicos, como alimentos o agua.

sexual assault—Any forced or unwanted sexual contact; it can occur between romantic partners as well as between strangers.

agresión sexual—Cualquier contacto sexual forzado o no deseado; puede ocurrir entre parejas y también entre extraños.

sexual coercion—Using pressure, alcohol, drugs, or force to have sexual contact with another person against their will.

coerción sexual—Usar presión, alcohol, drogas o fuerza para tener contacto sexual con otra persona contra su voluntad.

sexual orientation—A person's sense of identity based on emotional, romantic, and/or sexual attraction to males, females, or both sexes.

orientación sexual—El sentido de identidad de una persona basado en la atracción emocional, romántica o sexual hacia hombres, mujeres o ambos sexos.

sexual violence—Any sexual activity done against a person's will or without their consent.

violencia sexual—Cualquier actividad sexual realizada contra la voluntad de una persona o sin su consentimiento.

shock—A condition in which the circulatory system fails to deliver enough oxygen-rich blood to the body's tissues and organs.

shock—Una afección en la cual el sistema circulatorio deja de suministrar suficiente sangre oxigenada a los tejidos y órganos del cuerpo.

short-term goal—A small target for behaviors that can be reached in a day to a month.

meta a corto plazo—Un objetivo pequeño de comportamientos que puedes alcanzar en el término de un día a un mes.

sibling abuse—The mistreatment of one sibling by another.

abuso fraternal—El maltrato de un hermano hacia otro.

side effect—Negative effect of a drug on your body.

efecto secundario—Efecto negativo de una droga en tu organismo.

skeletal muscles—Muscles attached to the bones that enable movement. They are voluntary muscles.

músculos esqueléticos—Músculos adheridos a los huesos que permiten el movimiento. Son músculos voluntarios.

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skeletal system—Made up of bones and the tendons, ligaments, and cartilage that connect the bones together. Gives the body support, protection, and allows movement.

skill—Something that can be developed and improved over time with effort.

skill-related fitness—Includes activities used to help a person perform well in sports and other activities that require specific skills. Includes speed, agility, balance, power, coordination, and reaction time.

sleep debt—Happens when a person loses sleep night after night and can't catch up.

sleep-deprived—Not getting enough good quality sleep each night, which reduces the ability to function during the day.

small intestine—A long tubelike organ responsible for most of the body's digestion and absorption.

SMART goal—Used to help guide goal setting. The acronym SMART stands for specific, measurable, achievable, realistic, and timely.

smog—Air pollution caused by a combination of moisture in the air mixed with smoke and chemical fumes.

smooth muscle—Found in the walls of hollow organs; smooth muscles are involuntary, so they contract automatically.

social comparison—Comparing yourself to others or to media images.

social health—The ability to get along with people.

social media—Any form of electronic communication in which information, ideas, and personal messages are shared.

social needs—Strong communication, getting along with others, and respecting others' rights and individuality.

social norm—When a behavior is so common in a group or society that it is considered standard or expected.

sodium—A mineral the body needs; it is found in salt.

specific—What exactly you will do.

specificity—Describes specific kinds of exercise to improve specific muscles or specific types of fitness.

static stretching—Being able to maintain an extended stretching position.

sistema esquelético—Formado por los huesos y los tendones, ligamentos y cartílagos que conectan los huesos entre sí. Le dan soporte y protección al cuerpo, y permiten el movimiento.

habilidad—Algo que puede desarrollarse y mejorarse a lo largo del tiempo y con esfuerzo.

aptitud relacionada con la habilidad—Incluye actividades usadas para ayudar a una persona a desempeñarse bien en los deportes y otras actividades que requieren habilidades específicas. Incluye velocidad, agilidad, equilibrio, fuerza, coordinación y tiempo de reacción.

deuda de sueño—Ocurre cuando una persona pierde horas de sueño noche tras noche y no las puede recuperar.

privado del sueño—No obtener suficientes horas de sueño de buena calidad todas las noches, lo que reduce la capacidad de funcionar durante el día.

intestino delgado—Un órgano largo con forma de tubo responsable de la mayor parte de la digestión y absorción del cuerpo.

meta SMART—Usada para ayudar a establecer metas. El acrónimo SMART representa las palabras en inglés que significan específico, mensurable, alcanzable, realista y oportuno.

esmog—Contaminación del aire provocada por una combinación de humedad en el aire mezclada con humo y vapores químicos.

músculo liso—Encontrado en las paredes de órganos huecos; los músculos lisos son involuntarios, de modo que se contraen automáticamente.

comparación social—Compararte con otras personas o con imágenes de los medios.

salud social—La capacidad de llevarse bien con las personas.

redes sociales—Cualquier forma de comunicación electrónica en la que se comparte información, ideas y mensajes personales.

necesidades sociales—Comunicación sólida, llevarse bien con los demás y respetar sus derechos e individualidades.

norma social—Cuando un comportamiento es tan común en un grupo o sociedad que se considera estándar o esperado.

sodio—Un mineral que el cuerpo necesita; se encuentra en la sal.

específico—Qué harás exactamente.

especificidad—Describe tipos específicos de ejercicios para mejorar músculos específicos o tipos de aptitud física específicos.

estiramiento estático—Poder mantener una posición de estiramiento extendida.

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steroid—Lab-created version of the male hormone testosterone. Steroids are used to promote muscle growth, enhance athletic performance, improve physical appearance, and are one of the most widely used illicit performance-enhancing drugs in all sports.

esteroide—Una versión de laboratorio de la hormona masculina testosterona. Los esteroides se usan para fomentar el crecimiento muscular, mejorar el desempeño deportivo, mejorar la apariencia física y son una de las drogas ilícitas más usadas para mejorar el desempeño en todos los deportes.

stigma—A distinguishing characteristic or personal trait that is thought to be, or actually is, a disadvantage.

estigma—Una característica distintiva o rasgo personal que se considera, o realmente es, una desventaja.

stimulant—A class of drugs that speed up the central nervous system.

estimulante—Una clase de drogas que aceleran el sistema nervioso central.

stomach—A hollow organ that holds food and prepares it for digestion.

estómago—Un órgano hueco que contiene el alimento y lo prepara para la digestión.

stress—The body's reaction to a demanding or difficult situation.

estrés—La reacción del cuerpo a una situación difícil o exigente.

stress management technique—Any strategy used to control how much stress affects a person.

técnica de manejo del estrés—Cualquier estrategia usada para controlar cuánto afecta el estrés a una persona.

stressor—Something that triggers a feeling of stress.

factor estresante—Algo que dispara una sensación de estrés.

stroke—A condition in which the brain does not get enough oxygen and a portion of it dies or is damaged.

derrame cerebral—Una afección en la que el cerebro no recibe suficiente oxígeno y una porción muere o resulta dañada.

student assistance program—A program designed to help students and families by bringing a substance abuse counselor into the school to meet with students individually or as a group on a regular basis.

programa de asistencia estudiantil—Un programa diseñado para ayudar a los estudiantes y las familias que consiste en llevar a las escuelas un consultor de abuso de sustancias tóxicas para reunirse regularmente con los estudiantes de manera individual o en grupo.

substance abuse counselor—A person who works specifically with people dealing with an alcohol use disorder or other substance abuse disorder.

consultor de abuso de sustancias tóxicas—Una persona que trabaja específicamente con individuos con problemas de consumo de alcohol u otros trastornos por abuso de sustancias tóxicas.

substance use disorder—Symptoms resulting from the use of a drug that you continue to take even though you experience problems as a result.

trastorno por consumo de sustancias tóxicas—Síntomas que resultan del consumo de una droga que continúas usando a pesar de experimentar problemas por las consecuencias.

suicide—Self-directed violence, by someone who intends to end their life, that results in the person dying because of their actions.

suicidio—Violencia dirigida a sí mismo por alguien que intenta poner fin a su vida, que resulta en la muerte de la persona como consecuencia de sus acciones.

suicide attempt—Serious self-harm resulting from someone's attempt to take their own life.

intento de suicidio—Autolesión grave resultante del intento de una persona de poner fin a su vida.

suspicious activity—A behavior or action that cause a feeling that something is wrong or that someone is doing something wrong.

actividad sospechosa—Una conducta o acción que da la impresión de que algo está mal o de que alguien está haciendo algo malo.

symptom—A sign experienced in the body that tells you that something is not right with your health.

síntoma—Una señal que se experimenta en el cuerpo y que te informa que algo no está bien con tu salud.

synthetic chemical—A human-made chemical.

producto químico sintético—Un producto químico elaborado por el hombre.

target heart rate—A range of two numbers, 60 to 75 percent of maximum heart rate, for a person to ideally stay in when exercising to get the most benefit from their workout.

frecuencia cardíaca deseada—Un rango de dos números, 60 a 75 por ciento de la frecuencia cardíaca máxima, en el que una persona debería mantenerse idealmente cuando se ejercita para obtener el máximo beneficio de su entrenamiento.

team sport—A sport played by a group of people working toward a common goal.

deporte en equipo—Un deporte jugado por un grupo de personas que trabajan por una meta común.

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tendons—Tough bands of tissue that connect bones to muscles and can shorten or lengthen just like a muscle.

time—How long you exercise. The first "T" in the FITT principle.

tinnitus—A ringing, buzzing, or other sound in the ear.

tobacco—Plant grown for its leaves, which are dried and put into tobacco products.

tolerance—Requiring higher doses of a drug to have the same effect.

tooth decay—The destruction of some part of the tooth.

toxic chemical—Any chemical that can cause death, a loss of consciousness, or permanent harm to humans or animals.

toxin—A poisonous substance given off by bacteria.

trait—A characteristic you are born with, like eye color and hair color.

type—The actual exercise you choose to do based on the fitness component you are working on.

unconscious—A state during which the body is inactive and without awareness, such as during sleep.

unhealthy relationship—A relationship that leaves a person feeling uncomfortable, sad, or afraid.

unintentional injury—An injury caused by accidental or unplanned events.

universal precautions—Very specific steps taken to prevent the spread of disease through blood and other body fluids.

unsaturated fat—Fat found in plant foods that is generally healthier for the human body.

valid information—Logical and factually accurate information.

values—Principles that describe what is most important to an individual.

vaping—The act of inhaling and exhaling aerosol produced by an e-cigarette.

variety—A diet with a lot of different types of foods.

verbal communication—Using spoken and written words to express the information being shared.

victim—The person on the receiving end of violent behavior.

violent behavior—The intentional use of words or actions that cause or threaten to cause injury to someone or something.

tendones—Bandas resistentes de tejido que conectan los huesos con los músculos y se pueden acortar o estirar igual que un músculo.

tiempo—Durante cuánto tiempo te ejercitas. La primera "T" del principio FITT.

tinnitus—Un zumbido o timbre u otro sonido dentro del oído.

tabaco—Una planta cultivada por sus hojas, que se secan y se usan para productos de tabaco.

tolerancia—Requerir una dosis mayor de una droga para lograr el mismo efecto.

deterioro dental—La destrucción de una parte del diente.

producto químico tóxico—Cualquier producto químico que pueda causar la muerte, una pérdida de conciencia o una lesión permanente a humanos o animales.

toxina—Una sustancia venenosa producida por las bacterias.

rasgo—Una característica con la que naces, como el color de los ojos y del cabello.

tipo—El verdadero ejercicio que eliges hacer en base al componente de aptitud física sobre el que estás trabajando.

inconsciente—Un estado durante el cual el cuerpo está inactivo y sin conciencia, como durante el sueño.

relación tóxica—Una relación que hace sentir incómoda, triste o asustada a una persona.

lesión involuntaria—Una lesión causada por eventos accidentales o no planificados.

precauciones universales—Pasos muy específicos que se dan para prevenir la transmisión de una enfermedad a través de la sangre y otros fluidos corporales.

grasa insaturada—Grasa que se encuentra en alimentos vegetales que generalmente es más saludable para el cuerpo humano.

información válida—Información lógica y objetivamente correcta.

valores—Los principios que describen qué es lo más importante para una persona.

vapear—El hecho de inhalar y exhalar aerosol producido por un cigarrillo electrónico.

variedad—Una dieta con muchos tipos diferentes de alimentos.

comunicación verbal—Usar palabras orales y escritas para expresar la información que se comparte.

víctima—La persona que recibe la acción de una conducta violenta.

conducta violenta—El uso intencional de palabras o acciones que causan o amenazan causar lesión a alguien o a algo.

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virtual friend—A person you know only online through social media or gaming.

virus—A small bundle of infectious material that invades the cells and multiplies.

vitamins—Organic compounds found in foods that are essential for life.

warm-up—An activity that includes large muscle movements that get the whole body moving.

water—A tasteless liquid that is essential for life.

weight cycling—Repeatedly losing and regaining weight over time.

weight prejudice—The presence of negative beliefs, attitudes, and behaviors toward individuals who appear to be overweight or obese.

wellness—The active pursuit of making healthy choices in all parts of life including mental and emotional, intellectual, spiritual, and social domains.

whole food—Food that has not been processed or changed.

whole grain—A grain that has not had fiber removed.

withdrawal—A group of symptoms experienced when the quantity of a substance is reduced.

witness—Someone who sees a violent act but does not participate in it.

wound—An injury that results when the skin or other tissues of the body are damaged.

youth violence—Violent behavior by young people aged 10 to 24.

amigo virtual—Una persona que conoces únicamente en línea a través de redes sociales o videojuegos.

virus—Un pequeño paquete de material infeccioso que invade las células y se multiplica.

vitaminas—Un compuesto orgánico encontrado en alimentos que son esenciales para la vida.

calentamiento—Una actividad que incluye movimientos de los músculos largos que hacen mover todo el cuerpo.

agua—Un líquido sin sabor que es esencial para la vida.

ciclo de peso—Perder y recuperar peso reiteradamente a lo largo del tiempo.

prejuicio de peso—La presencia de creencias, actitudes y comportamientos negativos hacia personas que parecen tener sobrepeso o ser obesas.

bienestar—La búsqueda activa de hacer elecciones saludables en todos los órdenes de la vida, incluidos los dominios mental, emocional, intelectual, espiritual y social.

alimento integral—Un alimento no procesado ni modificado.

cereal integral—Un cereal al que no se le ha extraído la fibra.

abstinencia—Un grupo de síntomas que se experimentan cuando se reduce la cantidad de una sustancia nociva.

testigo—Alguien que ve un hecho violento pero no participa del mismo.

herida—Una lesión que ocurre cuando se daña la piel u otros tejidos del cuerpo.

violencia juvenil—Comportamiento violento de personas jóvenes de 10 a 24 años de edad.

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