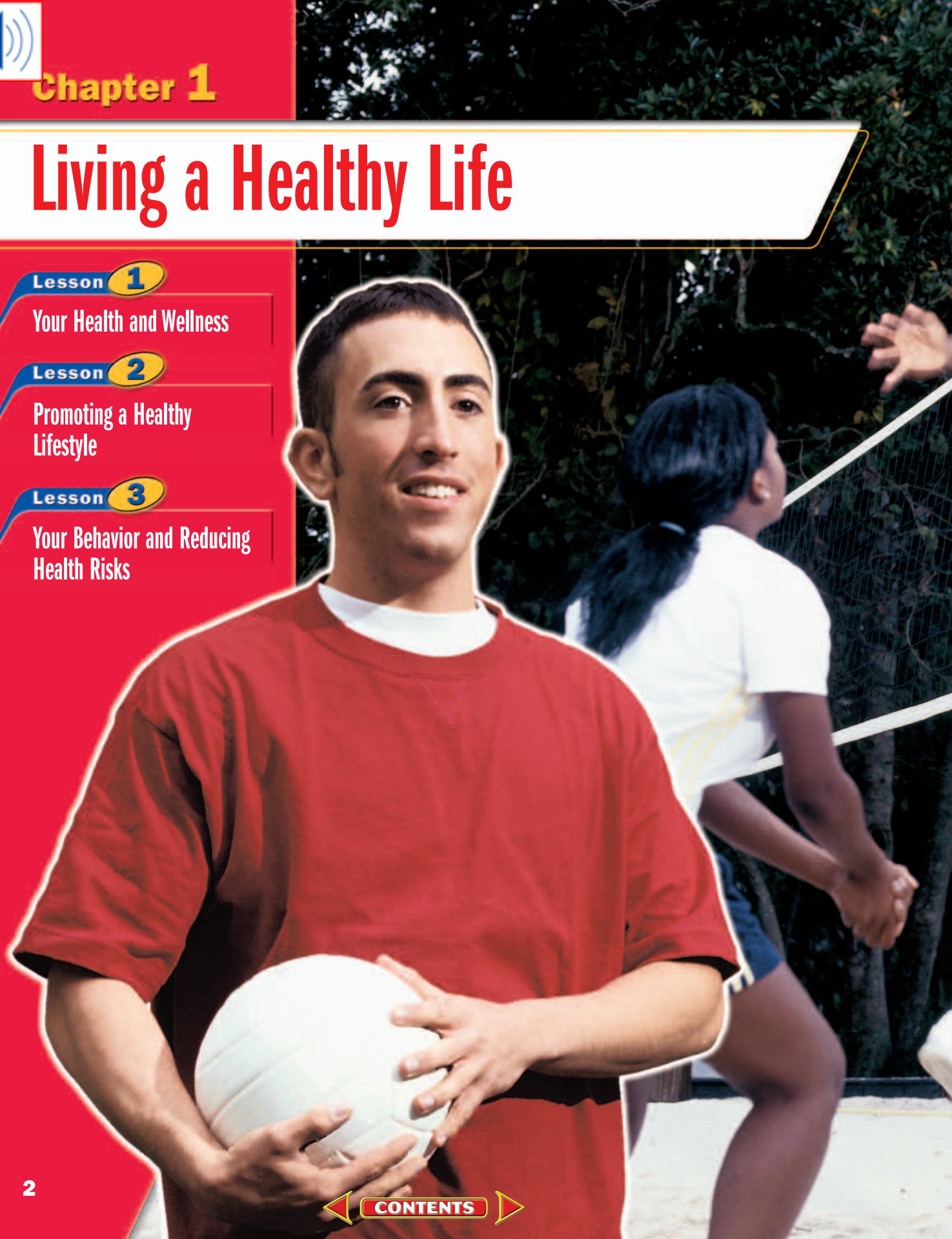
Chapter 1

Living a Healthy Life

Lesson 1
Your Health and Wellness

Lesson 2
Promoting a Healthy Lifestyle

Lesson 3
Your Behavior and Reducing Health Risks





QuickWrite

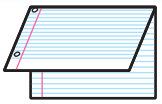
Using Visuals. Each day you make decisions that affect your health. What you choose to eat, your level of physical activity, how you manage stress, and the types of relationships you have all influence your overall feeling of well-being. Make a list of five decisions you've made this week that have had a positive effect on your health.

FOLDABLES™ Study Organizer

Before You Read

Make this Foldable to help you organize your notes on health, wellness, and the health continuum. Begin with one sheet of plain 8½″ x 11″ paper or one sheet of notebook paper.

Step 1
Fold the sheet of paper in half along the short axis.

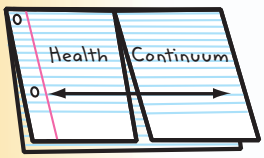


Step 2
Fold in half again along the short axis.



Step 3
Cut up the inside fold of the front flap. Label the flaps as shown.





As You Read

Analyze and record your current position on the continuum diagram. Under the tabs, record habits, decisions, and other factors that influence your health.

Lesson 1

Your Health and Wellness

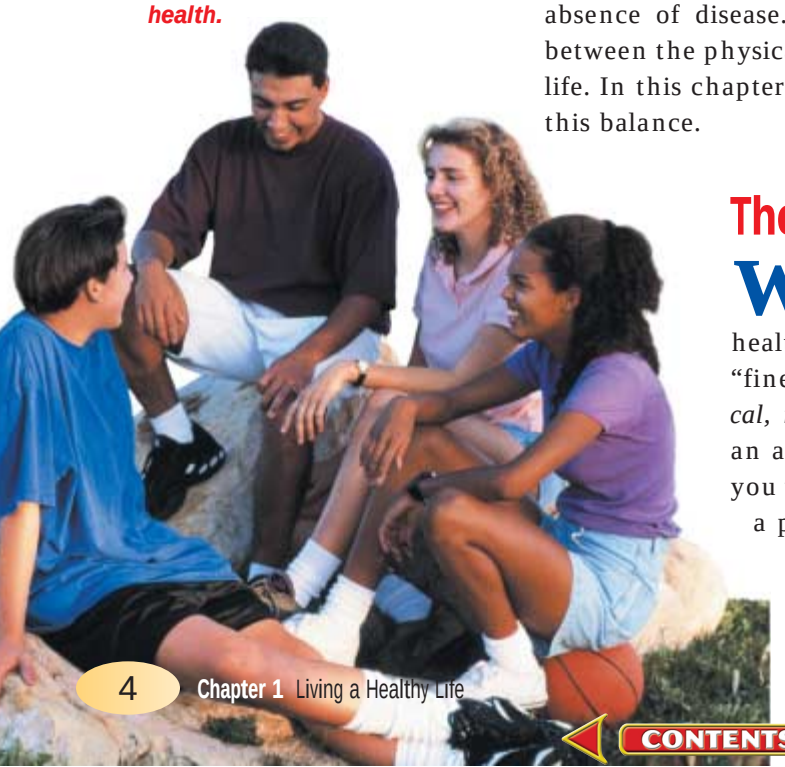
VOCABULARY

health
wellness
prevention
health education
Healthy People 2010
health literacy

YOU'LL LEARN TO

- Relate the nation's health goals and objectives in *Healthy People 2010* to individual, family, and community health.
- Develop evaluation criteria for health information.
- Discuss the importance of health literacy for achieving and maintaining good health.

QUICK START **On a sheet of paper, complete the following statement:**
When you have good health, you . . .



Spending time with friends is an important part of health. ***Give an example of how relationships can have a positive impact on health.***

Suppose someone asks whether you are healthy. How would you answer? Would you consider only your physical health? For example, would you think of how often you are sick? Throughout this course, you will see that health is much more than just the absence of disease. A state of well-being comes from a balance between the physical, mental/emotional, and social aspects of your life. In this chapter you will look at ways to achieve and maintain this balance.

The Importance of Good Health

What is your usual response to the question, "How are you?" A true description of your health would require much more than a simple "fine" or "okay." Health is *the combination of physical, mental/emotional, and social well-being.* It is not an absolute state. Being healthy doesn't mean that you will never be sick or that you will be guaranteed a position on the basketball team. Instead, being healthy means striving to be the best *you* can be at any given time.

The Health Continuum

Health is dynamic, or subject to constant change. For example, you might be the top performer for your basketball team on Tuesday and sick in bed with the flu on Wednesday. Think of your health at any moment as a point along a *continuum*. This continuum spans the complete spectrum of health from chronic disease and premature death to a high level of health. Along the continuum are many points where your health could be located at any given time. This point changes from day to day and year to year.

Changes along the continuum may occur suddenly, such as when you get injured playing a sport. At this time of your life, it's even common for your emotions to shift suddenly from moment to moment. Knowing that these emotional shifts are normal can help you maintain a healthful balance as you move along the continuum.

Changes may also be so gradual that you're not even aware that you're moving from one side of the continuum to the other. Take a look at Figure 1.1. Where do you fit on the health continuum right now? Where would you like to be in a month? A year?

A person with a balanced life is said to have a high degree of wellness, *an overall state of well-being, or total health*. It comes from a way of living each day that includes making decisions and practicing behaviors that are based on sound health knowledge and healthful attitudes. Achieving wellness requires an ongoing, lifelong commitment to physical, mental/emotional, and social health.

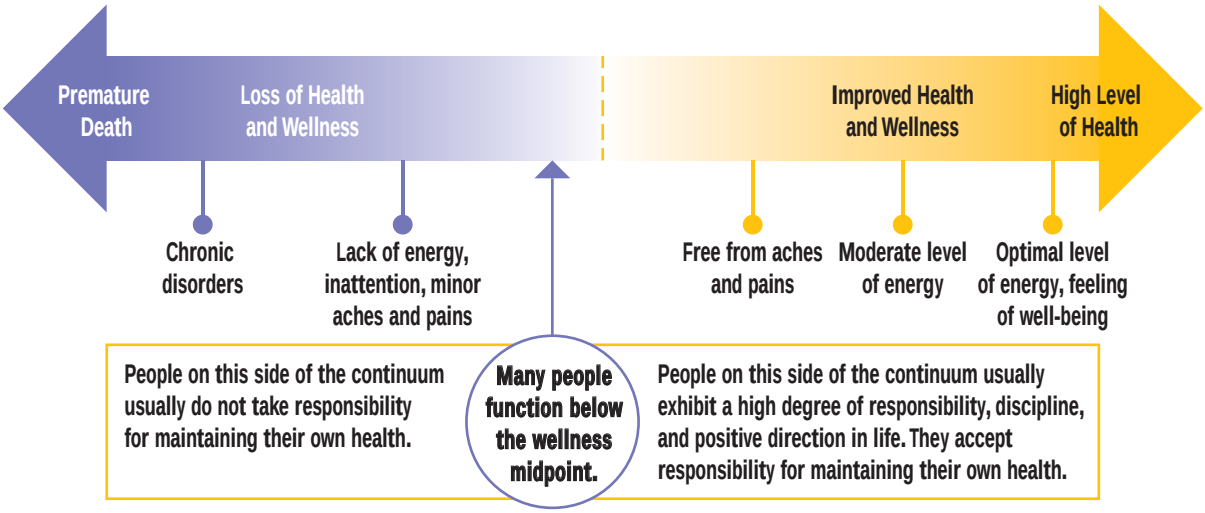


When you feel your best, you will perform at your best. ***How might maintaining a high level of wellness help you reach your goals?***

FIGURE 1.1

The Health Continuum

The continuum shows that your health can be measured on a sliding scale, with many degrees of health and wellness. Name three behaviors that would help you move toward the right side of the continuum.



Promoting Your Health



The decisions you make each day affect your health. What you choose to wear, eat, and do can have personal health consequences that you may not have considered. For example, not wearing the proper safety gear when participating in a physical activity increases the chances of serious injury in the event of an accident. Eating high-calorie snacks can result in unhealthful weight gain. Making responsible decisions about health and developing health-promoting habits are crucial to achieving and maintaining wellness and preventing disease.

Research has shown that teens need more sleep than adults. Establishing a regular sleep schedule can help you get enough sleep each night. ***What are two other actions you can take to ensure that you get an adequate amount of sleep?***

Lifestyle Factors

Experts have identified habits that affect people's overall health, happiness, and *longevity*, or how long they live. These habits, or *lifestyle factors*, are personal behaviors related to the way a person lives. They help determine his or her level of health. Certain lifestyle factors are linked to specific diseases—for example, smoking and lung cancer. Other lifestyle factors promote good health. These include:

- getting 8 to 10 hours of sleep each night.
- starting each day with a healthy breakfast.
- eating a variety of nutritious foods each day.
- being physically active for at least 20 minutes a day, three or more days a week.
- maintaining a healthy weight.
- avoiding tobacco, alcohol, and other drugs.
- abstaining from sexual activity before marriage.
- managing stress.
- maintaining positive relationships.
- practicing safe behaviors to prevent injuries.

Fitting these health-promoting lifestyle factors into your life will help ensure a high level of wellness.

Wellness and Prevention

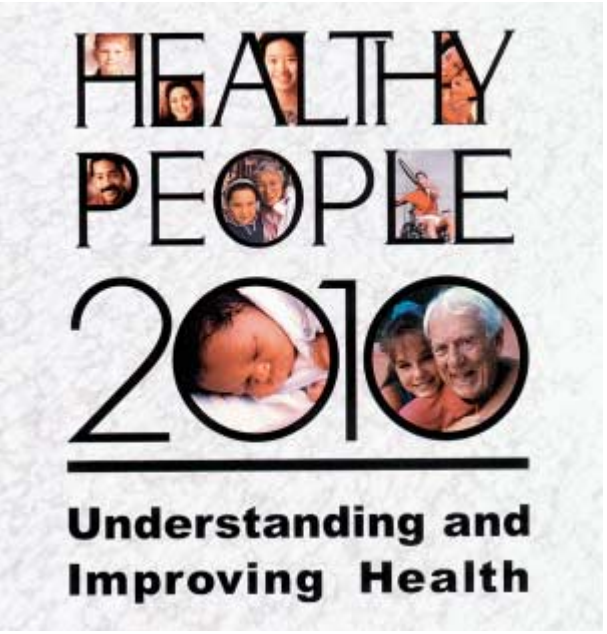
A key to your wellness is prevention—*practicing health and safety habits to remain free of disease and injury*. Wearing safety belts, applying sunscreen, and avoiding unsafe areas are just a few examples of preventive measures. What other actions could you take to prevent illness and injury?

The Importance of Health Education

Health is critical to quality of life. Learning how to become and stay healthy should be a top priority. That's why health education—*the providing of accurate health information to help people make healthy choices*—is important. The goal of health education is to give people the tools they need to help them live long, energetic, and productive lives.

The Nation's Health Goals

Health education affects more than just students. *Healthy People 2010* is *a nationwide health promotion and disease prevention plan designed to serve as a guide for improving the health of all people in the United States*. The plan, which is revised every 10 years, aims to promote health and prevent illness, disability, and early death.



Healthy People 2010 **is a plan designed to promote the health of all Americans.** ***What are the nation's health goals as stated in* Healthy People 2010*?***

GOALS OF *HEALTHY PEOPLE 2010*

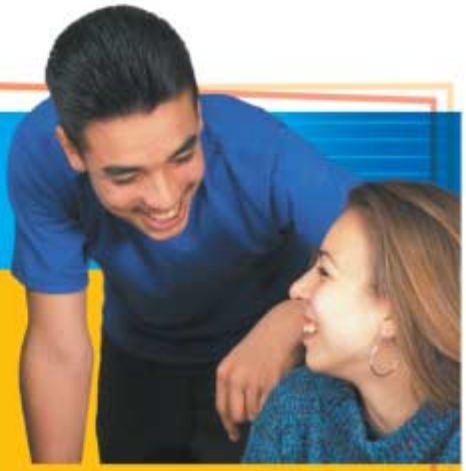
Healthy People 2010 has established two main goals for the future: increase quality and years of healthy life for all Americans and remove health differences that result from factors such as gender, race, education, disability, and location. To reach these goals, individuals, families, and communities must work together.

Reaching the nation's health goals and objectives is related to the health of the individuals in that nation. Studies have shown, for example, that as people become more educated, the general health of a population improves. Therefore, to benefit the health of the larger community, it is up to each individual to be the best he or she can be. Achieving wellness empowers each individual to improve the community in which he or she lives. This, of course, can be extended to global health issues. As more individuals take charge of their own wellness, global health will improve. Individuals, families, and communities each have a role to play:

- Individuals can take an active role in their own health. You can learn to make informed decisions, master skills that enable you to apply your decisions, access reliable health care information and services, and promote the health of others. The information in this book will help you put many of these strategies into action.

- Families can shape the attitudes and beliefs that result in healthful behaviors. Parents and guardians play an important role in meeting the nation's health goals when they teach their children the values and skills necessary to maintain good health.

Health Skills Activity



Goal Setting: Health for All

For class James must set a health goal and explain how reaching his goal will help him, his family, and his community. He has asked his sister to help him.

"Becky, how could a person's health affect anyone else?"

"I can think of lots of ways," Becky says.

"Like what?" James asks.

"Cigarette smoking," Becky replies. "If someone in the family smokes, others in the family are exposed. The community is affected, too. Tobacco use means more illness and more health care needs."

"Yeah," James agrees, "and more fires and litter."

"Do you understand the assignment better now?" Becky asks.

James nods. He wonders what goal to set.

What Would You Do?

Put yourself in James's shoes. Choose a goal that will enhance your health and the health of others. Apply the goal-setting steps to help you reach your goal.

1. **Identify a specific goal and write it down.**
2. **List the steps you will take to reach your goal.**
3. **Identify potential problems and ways to get help and support from others.**
4. **Set up checkpoints to evaluate your progress.**
5. **Reward yourself once you have achieved your goal.**

- Communities can provide health services and offer behavior-changing classes such as tobacco-cessation programs. They can also take steps to ensure a safe environment.

The best chances for success occur when individuals, families, and communities work together. For example, a health care professional can provide information to his or her patients and encourage them to practice healthy behaviors. Individuals then have the personal responsibility to put that information into practice.

Becoming Health Literate

Health literacy refers to *a person's capacity to learn about and understand basic health information and services and use these resources to promote his or her health and wellness*. This text will give you the information and tools you need to become health literate.

A health-literate individual needs to be

- **a critical thinker and problem solver**—a person who can develop evaluation criteria for health information before making a decision and who knows how to make responsible, healthy choices.
- **a responsible, productive citizen**—someone who acts in a way that promotes the health of the community and who chooses safe, healthful, and legal behaviors that are consistent with family guidelines and that show respect for the individual and others.
- **a self-directed learner**—a person who has developed evaluation criteria for health information. These criteria include whether the information is reliable, accurate, and current. Such information is available through various media, through technology such as the Internet, and from health care professionals.
- **an effective communicator**—someone who is able to express his or her health knowledge in a variety of ways.

Helping others make healthy choices is part of being a responsible, productive citizen. ***List three ways to help others make healthy decisions.***



Lesson 1 *Review*

Reviewing Facts and Vocabulary

1. Write a paragraph using the terms *health, wellness,* and *health education*.
2. Relate the nation's health goals and objectives to individual, family, and community health: What can an individual do to address the goals and objectives of *Healthy People 2010?*
3. What three criteria can help you evaluate health information?

Thinking Critically

4. **Analyzing.** What is the relationship between promoting healthy behaviors, such as avoiding tobacco, and preventing disease?
5. **Evaluating.** Explain how being health literate helps you achieve and maintain good health.

Applying Health Skills

Practicing Healthful Behaviors. Review the health-promoting lifestyle factors discussed in this lesson. For one week, keep track of how many of them you participate in. Then identify three healthy behaviors that you took part in each day. Also identify one or two factors that you could improve.

TECHNOLOGY OPTION

SPREADSHEETS You can use spreadsheet software to make a chart for tracking your performance of healthy lifestyle factors. See health.glencoe.com for tips on how to use a spreadsheet.

Lesson 2

Promoting a Healthy Lifestyle

VOCABULARY

heredity
environment
peers
culture
media

YOU'LL LEARN TO

- Describe the importance of taking responsibility for establishing and implementing health maintenance for individuals of all ages.
- Explain how influences such as heredity, environment, culture, media, and technology have impacted the health status of individuals, families, communities, and the world.
- Analyze the health messages delivered through media and technology.

QUICK START **List three of your favorite activities or hobbies. Then briefly describe the positive effect each has on your health.**



Participating in fun activities with family members enhances your health.

How does staying up late affect you in the morning? How do you feel after engaging in physical activity? The actions you take regarding one aspect of your health have an effect on the other aspects as well.

Your Health Triangle

The three elements of health—physical, mental/emotional, and social—are interconnected, like the sides of a triangle. When one side receives too much or too little attention, the whole triangle can become lopsided and unbalanced. To truly maintain health, you need to take personal responsibility for establishing and implementing health maintenance for all three sides of your health triangle.

Physical Health

Your physical health has to do with how well your body functions. When you are in good physical health, you have enough energy to perform the activities of daily life, to cope with everyday challenges and stresses, to resist diseases, and to avoid injury.

Being physically healthy involves getting adequate sleep and rest, eating nutritious meals, drinking enough water, and being

physically active on a regular basis. It also includes practicing good hygiene and getting regular medical and dental checkups and treatments when you need them. Good physical health also involves paying attention to what you put into your body. It means avoiding harmful substances, such as tobacco, alcohol, and other drugs.

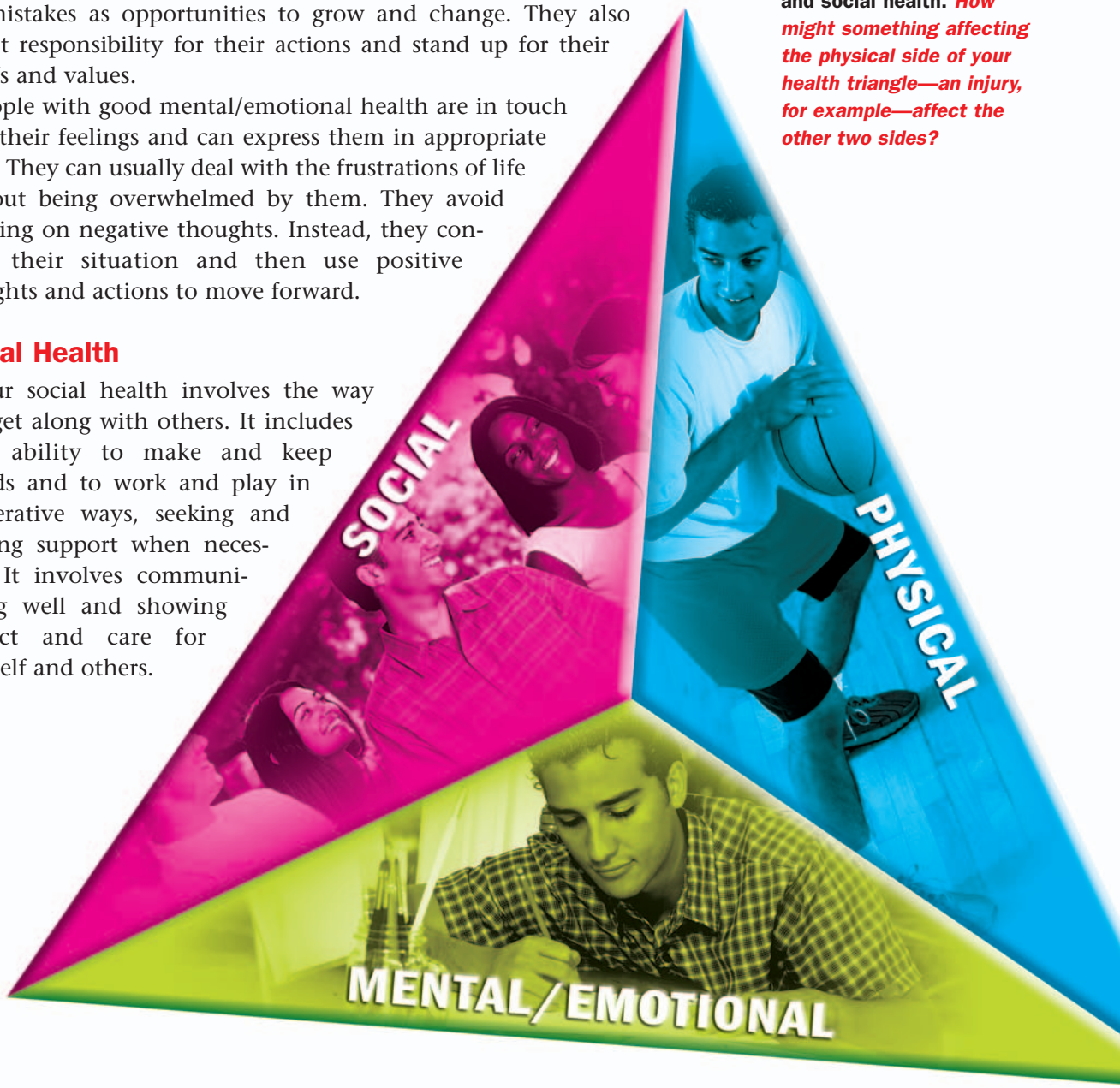
Mental/Emotional Health

Your feelings about yourself, how well you meet the demands of daily life, and your ability to process information are all important parts of your mental/emotional health. People with good mental/emotional health enjoy challenges, like learning new things, and see mistakes as opportunities to grow and change. They also accept responsibility for their actions and stand up for their beliefs and values.

People with good mental/emotional health are in touch with their feelings and can express them in appropriate ways. They can usually deal with the frustrations of life without being overwhelmed by them. They avoid dwelling on negative thoughts. Instead, they consider their situation and then use positive thoughts and actions to move forward.

Social Health

Your social health involves the way you get along with others. It includes your ability to make and keep friends and to work and play in cooperative ways, seeking and lending support when necessary. It involves communicating well and showing respect and care for yourself and others.



The health triangle is made up of three elements—physical, mental/emotional, and social health. ***How might something affecting the physical side of your health triangle—an injury, for example—affect the other two sides?***



Keeping a Balance

Each side of your health triangle is equally important to your health. You might think of the three areas of health as the legs of a tripod on which a camera is mounted. If one leg is shorter than the other two, the tripod will tilt or fall. It's much the same with your health. An unbalanced health triangle is likely to cause you problems at some point. When you work to keep your physical, mental/emotional, and social health in balance, you are much more likely to function at your highest level.

People from the same family often share many of the same physical traits. ***What physical similarities do the people in this family share? What are some health factors that can be inherited?***

Influences on Your Health

Imagine that the story of your health were made into a movie. The movie would portray your health from your birth until today. The movie might also focus on the following questions:

- What situations and people affected your health at each stage of your life?
- How have influences on your health changed through the years?
- How do early influences still affect you today?

There are several important influences on your health. They include heredity; environment; media and technology; and, most importantly, your values, attitude, and behavior.

hotlink

heredity For more information on heredity, see Chapter 19, page 498.

Heredity

Your heredity refers to *all the traits that were biologically passed on to you from your parents.* You probably are familiar with heredity in terms of your physical traits such as eye color, hair color, and height. Heredity also influences your general level of health. Inheriting specific genes may put you at risk for certain illnesses, such as diabetes, requiring you to take steps to reduce your risk or manage the illness. Other genes may strengthen your resistance to disease. Beyond your physical health, heredity can also influence personality and basic intellectual abilities and talents.

Environment

Your environment is *the sum of your surroundings*, including your family, your neighborhood, your school, your job, and your life experiences. Environment includes all the places you go to in a given day and the physical conditions in which you live. It also includes all the people in your life, and your culture.

PHYSICAL ENVIRONMENT

Your physical environment influences every aspect of your health. A person who lives in a safe environment is likely to enjoy good physical and mental/emotional health. In contrast, someone who lives in an area with a high crime rate may experience stress or feel concern for personal safety.

Environmental factors such as air pollution also affect health. Pollen, dust, or smog in the air can cause allergies. Living with a smoker can increase the risk of respiratory problems.

SOCIAL ENVIRONMENT

Your social environment includes your family and other people with whom you come into contact each day. A supportive social environment made up of family and other adult role models can help a person develop positive values, a commitment to learning, and confidence in future success.

As a teen an important part of your social environment is your peers. Peers are *people of the same age who share similar interests*. Your peers include your friends and classmates. Loyal and supportive friends who care about their health can have a positive effect on your own health. Peers who take part in dangerous, unhealthy, or illegal behaviors like using tobacco, alcohol, or other drugs could create pressure for you to be "part of the group." Standing up to peer pressure can be challenging. Choosing friends who care about their health and yours supports a positive peer environment.

hotlink

environment For more information on environmental influences on health, see Chapter 29, page 764.



Climate is one factor that can influence health. ***What other aspects of a person's physical environment can affect his or her health?***

CULTURE

Culture refers to *the collective beliefs, customs, and behaviors of a group*. This group may be an ethnic group, a community, a nation, or a specific part of the world. The language your family speaks, the foods you enjoy, the traditions you have, and the religion you practice are all part of your cultural environment. Your culture gives you a sense of identity. Understanding culture can help you know yourself better and be tolerant of others.

Attitude

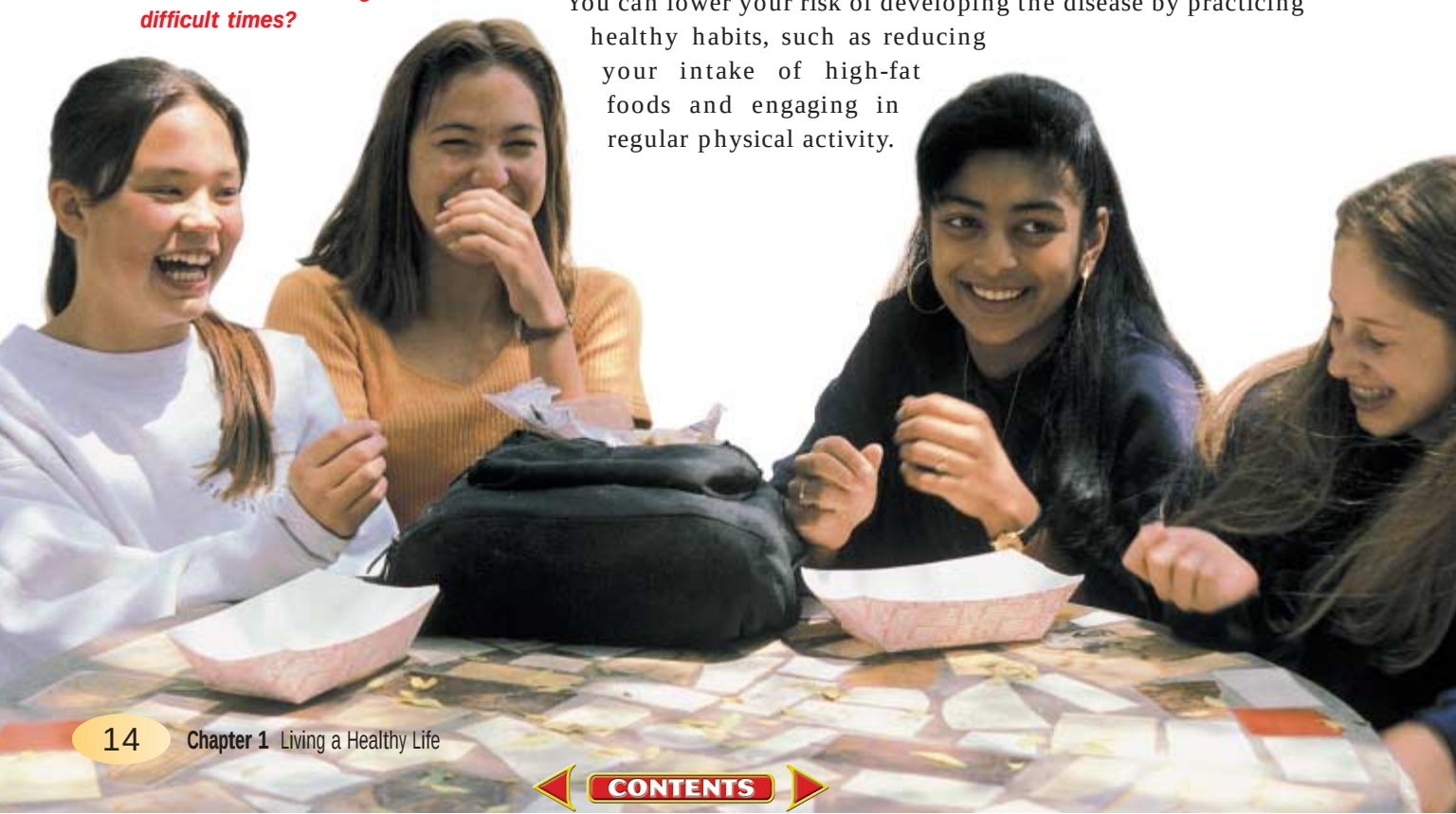
The way you view situations—your attitude—greatly affects the choices you make. For example, in order to practice good health habits, you must believe that there is some benefit to you and that problems may result if you don't develop these habits.

Attitude can play a major role in health and wellness. Studies have shown that people who tend to see the positive in situations are more likely to have better health than those who see only the negative. Try to view challenging situations positively and think in realistic terms. Doing so will help you make healthful decisions, reach your goals, and successfully manage your life.

Behavior

Although you have no control over your heredity and only limited control over your environment, you have a great deal of control over your behavior. Suppose your family has a history of heart disease. This doesn't mean that you will "follow in their footsteps." You can lower your risk of developing the disease by practicing healthy habits, such as reducing your intake of high-fat foods and engaging in regular physical activity.

Maintaining a sense of humor can help you handle the difficulties that inevitably occur in life. ***How can humor be used to ease tension during difficult times?***



Hands-On Health ACTIVITY

Health Influences

There are many influences on your health each day. In this activity you will record the influences that affect your health for one day.

What You'll Need

- pencil and paper

What You'll Do

1. Divide a sheet of paper into a grid of 12 rows and 3 columns. Label the columns "Activity," "Element of Health" (physical, mental/emotional, social), and "Influence."
2. Throughout the day, record activities that influence your physical, mental/emotional, or social health. Identify the element of health being affected and whether the influence is positive or negative. For example: *Activity:* Worked hard on my science project. *Element:* Mental. *Influence:* Positive because I am learning new information and developing my thinking skills. *Activity:* Watched TV and ate cookies. *Elements:* Physical and mental/emotional. *Influence:* Negative because an ad for cookies made me hungry, and I should be physically active instead of sitting on the couch.
3. Compare your grid with that of a classmate. How are your influences the same, and how are they different? Did you respond to similar influences in different ways? If so, why?

Apply and Conclude

In your private health journal, write a paragraph on what you have learned about health influences. What are the major influences in your life?

Your behavior affects not only your physical health but also your mental/emotional and social health. For example, mastering a new skill can give you a sense of accomplishment and enhance your self-esteem. Learning how to resolve conflicts peacefully can have a positive influence on your relationships with others.

Media

The media is a major influence on health. Media, or *the various methods of communicating information*, includes radio, television, film, newspapers, magazines, books, and the Internet. Although the media's main purpose has been to provide information and entertainment, it also plays a powerful role in shaping public opinion.

Advances in information delivery systems, such as the Internet, have put access to thousands of information sources at your fingertips. Unfortunately, not all health messages and sources are reliable.

HEALTH Online

TOPIC Learning About Health Promotion

Go to health.glencoe.com for eFlashcards, concentration games, and online quizzes.

ACTIVITY Review each of the study tools above for Chapter 1. Write a statement explaining which tool you think will best help you learn about promoting heath, and why.

For example, some advertisers may make exaggerated claims to try to persuade you to buy a product. For reliable information, stick to publications from professional health organizations, such as the American Medical Association and the American Heart Association. It is important to accurately analyze the health messages delivered through the media and technology. Generally, Web sites and publications from accredited universities and government agencies are also reliable sources of information.

Technology

Technological advances also influence health. Technology has impacted the health status of individuals, families, communities, and the world. Advances in medical screenings and treatment for diseases such as heart disease, cancer, and AIDS have helped large numbers of people live longer, healthier lives. Other technological advances help keep our air, land, and water clean. However, advances in technology can have a downside. Technology has replaced many of the physical activities that once were part of daily life. People drive or ride instead of walk. They may watch TV or work on the computer instead of being physically active. Recognizing the impact of these influences can help you live a more active, healthy life.

Lesson 2 Review

Reviewing Facts and Vocabulary

1. Describe the importance of taking responsibility for establishing and implementing health maintenance for individuals of all ages by keeping the three areas of health in balance.
2. Define the terms *culture* and *media*, and explain how each influences health.
3. Explain how technology has impacted the health status of individuals, families, communities, and the world.

Thinking Critically

4. **Applying.** Select the side of your health triangle that you think is most affected by personal behavior. Explain your choice.
5. **Analyzing.** If you were looking for facts about weight lifting, how might you analyze the health messages delivered through a Web site for a company that sells weight equipment versus information provided by the American Academy of Pediatrics (AAP)?

Applying Health Skills

Analyzing Influences. The United States has many cultures within its population. Investigate which cultures are represented in or near your community. Select one and prepare a presentation on traditions and other factors that might influence the health of people growing up in that particular culture.

TECHNOLOGY OPTION

PRESENTATION SOFTWARE Presentation software can help you emphasize important points about traditions and culture. Find help in using presentation software at health.glencoe.com.

Your Behavior and Reducing Health Risks

VOCABULARY

risk behaviors
cumulative risks
abstinence

YOU'LL LEARN TO

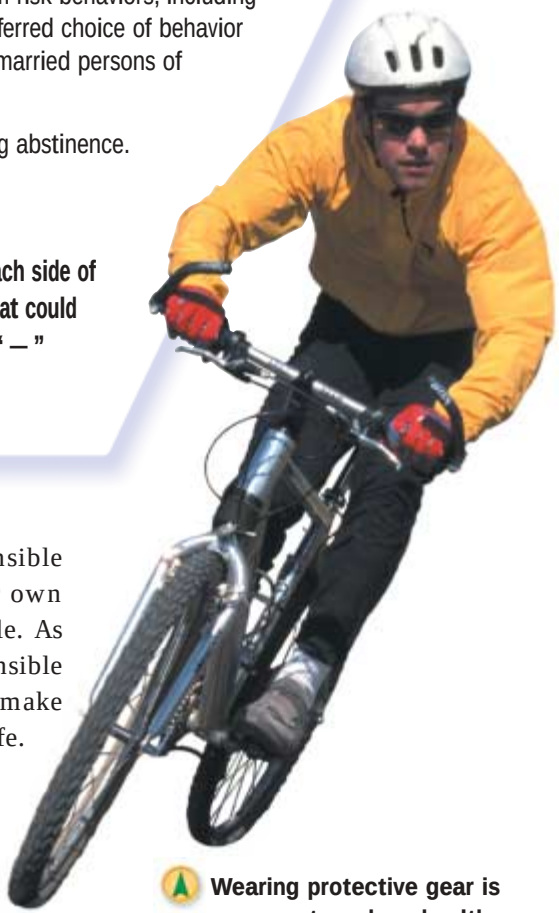
- Describe ways to promote health and reduce risks.
- Associate risk-taking with consequences.
- Analyze the importance of abstinence from risk behaviors, including abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age.
- Communicate the importance of practicing abstinence.

QUICK START **Draw and label a health triangle on a sheet of paper. For each side of the triangle, identify two decisions you have made during the past few days that could affect your health. Place a "+" by those decisions that were healthful and a "—" by those that could have been or were harmful.**

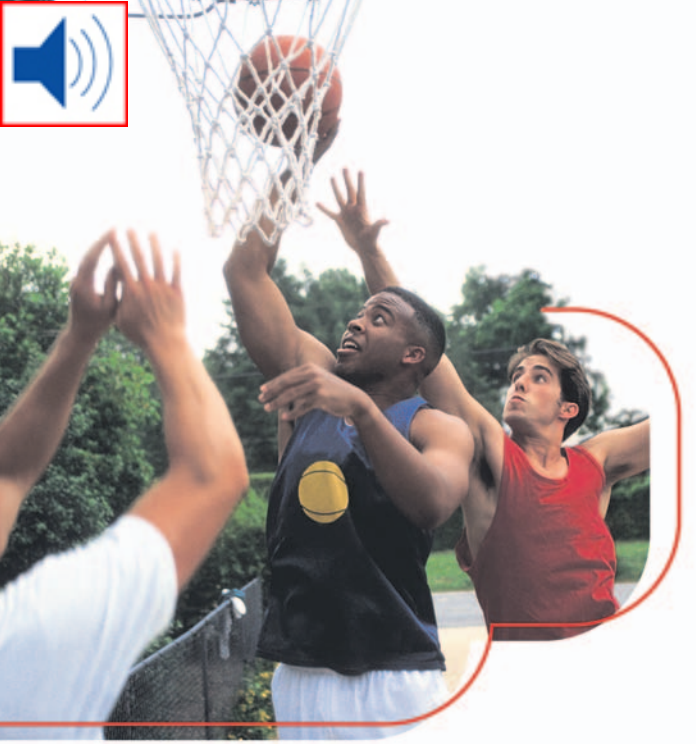
Part of becoming an adult is learning how to make responsible decisions. You may already be responsible for buying your own clothes, making your own meals, and managing your schedule. As you move toward adulthood, you become increasingly responsible for decisions regarding your health. Remember, the choices you make during adolescence can affect your health for the rest of your life.

Understanding Health Risks

The first step in becoming responsible for your health is to increase your awareness of risk behaviors in your life. Risk behaviors are *actions that can potentially threaten your health or the health of others.* A second step is to examine your current behaviors and make any necessary changes.



Wearing protective gear is one way to reduce health risks. ***What are other ways to reduce health risks when engaging in physical activity?***



Regular physical activity reduces health risks.

Recognizing Risk Behaviors

The Centers for Disease Control and Prevention (CDC) and other public health agencies routinely survey teens nationwide to monitor their risk behaviors. In the most recent youth risk behavior survey, questionnaires on personal risk factors were gathered from teens in grades 9 through 12 in 33 states. The six categories of personal health risk factors and some of the results are shown in **Figure 1.2.**

When you analyze this data, you'll see that there is encouraging news. Most teens are *not* drinking alcohol or using tobacco. Over two thirds of teens wear safety belts when riding in cars. Where do you fit in? Are you making responsible decisions about your own health and well-being? Throughout this course, you will learn strategies for minimizing many types of risks.

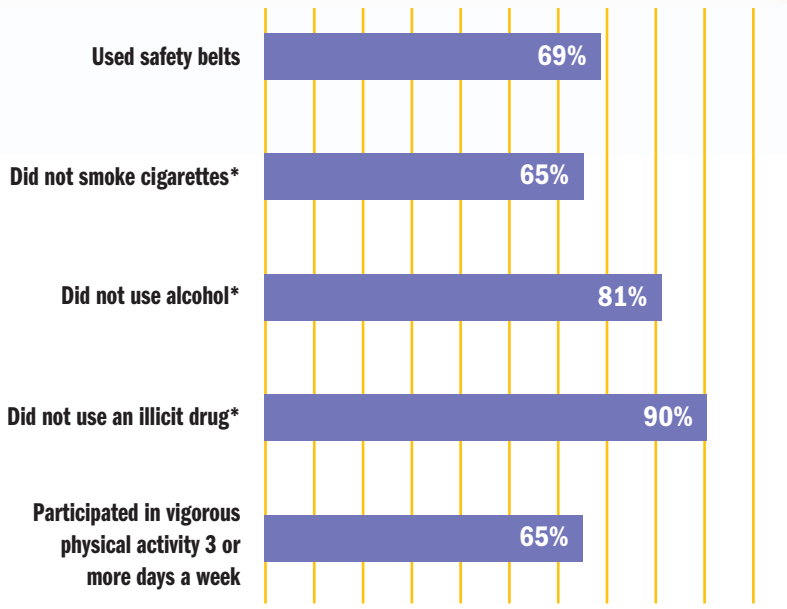
FIGURE 1.2

Teen Risk Behaviors

The majority of teens are avoiding many risk behaviors or are taking preventive measures to improve their health.

The Youth Risk Behaviors Survey (YRBS) gathers data on the following:

- Behaviors that contribute to unintentional and intentional injuries
- Tobacco use
- Alcohol and other drug use
- Sexual behaviors that contribute to unplanned pregnancy and sexually transmitted infections (STIs) (including HIV infection)
- Unhealthy dietary behaviors
- Physical inactivity



*Statistic reflects behavior for prior 30 days.

Source: Based on data from the Centers for Disease Control and Prevention (CDC) and the National Household Survey on Drug Abuse (NHSDA)

Real-Life Application

Analyzing Risk Behaviors

Review Figure 1.2 on page 18. Your teacher will provide you with additional information on youth risk behaviors or instruct you on how to access this information.

Choose one category of personal health risk factors:

- Behaviors that may contribute to intentional and unintentional injuries
- Tobacco use
- Alcohol and other drug use
- Sexual behaviors that contribute to unplanned pregnancy, STIs, and HIV
- Unhealthy dietary behaviors
- Physical inactivity

ACTIVITY

Using the statistics in Figure 1.2 and the additional information you obtained, create a convincing poem, poster, song lyric, or cartoon advocating for risk-reducing behavior among your peers. Share your advocacy message with other students in your class or school.

Cumulative Risks and Consequences

The consequences of risk behaviors may add up over time. These cumulative risks are *related risks that increase in effect with each added risk*. Smoking one cigarette, for example, is not likely to result in death. Neither is eating one high-fat meal or getting one sunburn. If these behaviors are repeated over time, however, the negative effects accumulate and lead to serious health consequences.

Cumulative risks may also result from combinations of risk factors. For example, driving faster than the posted speed limit is a risk factor that can have deadly results. Another is not wearing a safety belt when you drive or ride in a car. Driving in bad weather is a third risk factor. The combination of these three factors greatly magnifies the potential for harm to yourself and to others. The more risk behaviors you participate in, the more likely you are to experience negative consequences at some point. Cumulative risks can and do occur in all areas of health and safety.

Did You Know?

Scientists have discovered that the brain undergoes structural changes during the teen years. Some of those changes may mean that it's natural for teens to want to take on new challenges. *Healthy* challenges include running for class president, trying out for a play, and introducing yourself to a new student.

Abstaining from Risk Behaviors

The only way to avoid the consequences of some of the most serious risk behaviors is to practice abstinence. Abstinence is *avoiding harmful behaviors*, including the use of tobacco, alcohol, and other drugs and sexual activity before marriage.



How you behave affects not only yourself but others around you. ***What positive effects on others might result from your participation in a campaign that promotes abstinence from substance use?***

Abstaining from Tobacco, Alcohol, and Other Drugs

When you abstain from using tobacco, alcohol, and other drugs, you avoid many negative consequences. Using these substances harms all aspects of your health. The physical and psychological effects are well documented; these substances can cause addiction and can seriously harm the body. They can even cause death. Substance use often isolates a person from family and friends, a negative effect on social health. There are legal consequences as well—it is illegal for people under 21 to purchase, possess, or consume alcohol. People under 18 cannot purchase tobacco, and many states restrict purchasing to people over 21. The purchase and use of other drugs are illegal for all people, no matter what their age.

Abstaining from Sexual Activity

Abstinence from sexual activity is the preferred choice of behavior for unmarried persons of high-school age. Why? Abstinence from sexual activity protects teens against many negative consequences. Even teens who have been sexually active in the past can choose abstinence. Teens who abstain from sexual activity;

- never have to worry about unplanned pregnancy. Sexual abstinence is the only method that is 100 percent effective in preventing pregnancy.
- will not be faced with the difficult decisions associated with unplanned pregnancy, such as being a single parent.
- will not have to take on the many responsibilities of caring for a child.
- don't have to worry about sexually transmitted infections (including HIV infection).
- are free of the emotional problems that usually accompany sexual activity, such as guilt, regret, and rejection.
- are making a choice that is always legal.

With the worry of having a sexual relationship eliminated, you are free to establish nonsexual closeness with members of the opposite gender. Through these relationships you can develop genuine feelings of love, trust, and friendship. When you choose to abstain from sexual activity, you can focus on the real priorities of your life: setting and achieving your goals and following your dreams.

Responsible teens abstain from high-risk behaviors. Choosing abstinence will benefit your lifelong health.



Avoiding high-risk behaviors and choosing friends who do so is one of the best ways to achieve and maintain wellness. ***How would you communicate to a friend the importance of practicing abstinence?***

Lesson 3 *Review*

Reviewing Facts and Vocabulary

1. How are risk behaviors associated with consequences?
2. What are *cumulative risks*? Use this term in a complete sentence.
3. Analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age.

Thinking Critically

4. **Analyzing.** Why is it important to learn about risk behaviors in the teen years?
5. **Synthesizing.** How can you communicate the importance of practicing abstinence to other teens?

Applying Health Skills

Accessing Information. Choose one of the health-risk behaviors from Figure 1.2 that is of personal concern to you. Research how student trends in this behavior have changed over the last five years. Present your data in a line graph.

TECHNOLOGY OPTION

SPREADSHEETS You can use spreadsheet software to make your graph. Click on health.glencoe.com to access information on how to use a spreadsheet to represent data graphically.



The Cutting EDGE

HIGH-TECH DOCTORS GIVE NEW MEANING TO LONG-DISTANCE RELATIONSHIPS.

Doctor Mehran Anvari is a specialist in laparoscopy. In this medical procedure, a doctor inserts long-handled instruments and a special camera through tiny incisions in a patient's body. That way, a surgeon can perform an operation while viewing the inside of the body on a video screen. Laparoscopy reduces recovery time from many different types of operations. "For example, gallbladder surgery is now an outpatient operation," Anvari says. "It used to mean three or four days in the hospital."

Telerobotic Surgery

In recent years, Anvari has also used live, long-distance videoconferencing with surgeons while they perform operations. The "telementoring" allows the expert to see what's going on and advise the surgeon through the procedure. Anvari is taking that process a giant step further with a "telerobotics" program. It lets faraway experts physically assist in operations, using a three-armed robotic device. "The goal is not to replace local surgeons but enhance care by increasing the level of support for them," Anvari says.

Telerobotic surgery uses electronic impulses to transmit the movements of a surgeon's hand, wrist, and fingers across space. High-tech robots mirror the surgeon's movements, thus allowing the robot to perform the same operations across the room—or much farther away.

Robotic surgery is common in more than one hundred hospitals around the globe, but only recently has the world's first long-distance operation taken place. Surgeons at a New York City lab successfully removed the gallbladder of a 68-year-old woman in Strasbourg, France.

Anvari's work has caught the attention of NASA, which is looking for ways to deal with any astronaut who needs emergency surgery in space. "Improving in-flight medical capabilities is more important with astronauts flying ever-longer missions," says one NASA researcher. Even the sky may not be Anvari's limit.

TIME to THINK... About Telerobotics

Astronauts are just one group of people who might benefit from the growing technology of telerobotics. Brainstorm at least five other types of workers who might also benefit. List one specific way that each type of worker might find telerobotics useful on the job.

Health Skills Application

1. **Advocacy.** Write a letter to parents informing them of the nation's health goals and objectives and the role of *Healthy People 2010*. Highlight things that they can do individually, as a family, and as a community that relate to the health of all people in the United States. *(LESSON 1)*

2. **Analyzing Influences.** Consider how each of the influences on health affects your own wellness. On a sheet of paper, make two columns—one titled *Positive* and the other *Negative*. Identify the positive and negative aspects of each influence and record them in the appropriate column. *(LESSON 2)*

3. **Goal Setting.** What would be possible consequences of using an illegal drug? Provide an example of how a goal would be negatively affected by these consequences. *(LESSON 3)*

Career Corner

Health Educator



Do you have an interest in improving the health of young people? Do you enjoy working with individuals and groups? If so, it might be worth your time to look into health education as a career.

To be a public school health teacher, you must be credentialed. This includes having a four-year college degree and completing an approved teacher-training program. To find out more about this and other health careers, click on Career Corner at **health.glencoe.com.**

Beyond the Classroom

Parent Involvement

Analyzing Influences. With a parent, analyze the influence of laws, policies, and practices on a health-related issue that relates to disease prevention. Topics may include regulations for smoking in public buildings, policies and practices for fire and safety in your school, and traffic laws. Write a brief report that summarizes your findings.



School and Community

Restaurant Inspection. Talk with a health inspector about food-handling requirements and other health codes for restaurant workers. Find out whether you or a small group of students could observe the inspection of a restaurant. Share what you have learned with your class.

Chapter 1 Review

After You Read

Use your completed Foldable to help you formulate a plan to increase your level of health and improve your position on the health continuum.



EXPLORING HEALTH TERMS

Answer the following questions on a sheet of paper.

Lesson 1 *Match each definition with the correct term.*

health **health literacy**
Healthy People 2010 **health education**
wellness **prevention**

1. The combination of physical, mental/emotional, and social well-being.
2. An overall state of well-being, or total health.
3. The providing of accurate health information to help people make healthy choices.
4. A nationwide health promotion and disease prevention plan designed to serve as a guide for improving the health of all people in the United States.
5. A person's capacity to learn about and understand basic health information and services and use these resources to promote his or her health and wellness.
6. Practicing health and safety habits to remain free of disease and injury.

Lesson 2 *Replace the underlined words with the correct term.*

heredity **media** **peers**
culture **environment**

7. One part of your culture is where you live.
8. Radio and television are examples of environment.
9. Your heredity influences such things as your language and what you eat.
10. Media is the sum of an individual's traits that were biologically passed along by both parents.
11. People of the same age who share similar interests are your culture.

Lesson 3 *Identify each statement as True or False. If false, replace the underlined term with the correct term.*

risk behaviors **cumulative risks**
abstinence

12. Avoiding harmful behaviors, including sexual activity before marriage and the use of tobacco, alcohol, and other drugs, is known as risk behaviors.
13. Abstinence can potentially threaten your health or the health of others.
14. Cumulative risks are related risks that increase in effect with each added risk.

RECALLING THE FACTS

Use complete sentences to answer the following questions.

1. What is the purpose of *Healthy People 2010?*
2. List five lifestyle factors that promote good health. How are these factors related to preventing disease?
3. What can communities do to address the goals of *Healthy People 2010?*
4. Which aspect of health reflects your ability to enjoy challenges and handle frustrations?
5. Identify six categories of influences on health.
6. Over which influences on health do you have the most control?
7. What is the first step toward becoming responsible for your health?
8. Describe the two ways that cumulative risks occur.
9. List three reasons that it is important to abstain from all sexual activity for unmarried persons of school age.

THINKING CRITICALLY

1. **Analyzing.** Review the health continuum shown on page 5. What behaviors would contribute to the loss of health and wellness? What behaviors would move a person toward a high level of health?
2. **Synthesizing.** John is a good student, has lots of friends, and spends much of his free time practicing the guitar with his band. He eats a lot of fast-food burgers and is 10 pounds overweight. Draw his health triangle.
3. **Summarizing.** Communicate why practicing abstinence from risk behaviors is important for teens, and provide an example of its application.

Standardized Test Practice

ELA

Read the passage below and then answer the questions.

Running

(1) It is early Saturday morning, and the park is already bustling with runners. (2) Joggers trot along the path that circles the pond, while serious runners move along the track, passing speed walkers and slower runners. (3) Americans are doing what they seem to enjoy: running.

(4) Millions of people run just because they enjoy the activity; others run because they want to be physically fit and healthy. (5) Running is a form of exercise that can be enjoyed by people of all ages. (6) Some people use the terms *running* and *jogging* to mean the same thing. (7) No special skills are needed, and the only equipment runners have to purchase are flexible shoes and comfortable clothing.

(8) A daily run is a great way to improve one's physical condition. (9) Since it is an aerobic exercise, running promotes the circulation of oxygen through the bloodstream to the organs and tissues. (10) Runners develop stronger leg muscles and more lumber bodies within a few weeks of beginning a running program. (11) Running can help control weight, too—runners can burn up more than 100 calories per mile.

1. What is the most effective way to improve the unity of the second paragraph?

- (A) Delete sentence 6.
- (B) Delete sentence 4.
- (C) Delete sentence 5.
- (D) Make no change.

2. What change, if any, should be made to sentence 10?

- (A) Change ***lumber*** to **limber.**
- (B) Insert a comma after stronger.
- (C) Change ***running*** to **run.**
- (D) Make no change.

3. Write a paragraph explaining why you enjoy a specific sport or exercise.