Do you have a strong foundation of health skills? Find out by taking the Health Inventory for Chapter 2 at health.glencoe.com.

**Foldables Study Organizer**

**Before You Read**
Make this Foldable to help you progress through the six steps of the decision-making process. Begin with a plain sheet of notebook paper.

**Step 1**
Fold the sheet of paper from side to side, leaving a ½” tab along the side.

**Step 2**
Turn the paper, and fold it into thirds.

**Step 3**
Unfold and cut the top layer along both folds. Then cut each tab in half to make six tabs.

**Step 4**
Label the tabs as shown.

**As You Read**
Under the appropriate tab of your Foldable, define terms and record information about each step in the decision-making process.

**Steps in the Decision-Making Process**
- State the Situation
- List the Options
- Weigh the Possible Outcomes
- Consider Values
- Make a Decision and Act
- Evaluate the Decision

Begin with a plain sheet of notebook paper.

Under the appropriate tab of your Foldable, define terms and record information about each step in the decision-making process.
Decision making and goal setting are two important health-related skills. Decision-making skills will help you make the best choices and find healthy solutions to problems. Goal-setting skills will help you take control over your life and give it purpose and direction. Making decisions and setting goals also help you to develop a focus on the future.

When it comes to health, even a decision that may seem small can have great significance. Daniel, for example, persuaded his older brother to drive him to the video store. Because they were driving only around the corner, Daniel did not bother to fasten his safety belt. The car skidded on ice and Daniel hit his head against the windshield. What Daniel thought was a minor decision has left him with scars for life.

It’s also important to develop strategies for setting long-term personal and health-related goals. Achieving goals that help you stay physically active and prevent injury will provide health benefits throughout your life. Moreover, people who set and achieve goals feel better about themselves and about their lives.
The Decision-Making Process

**Decision making** is the process of making a choice or finding a solution. It involves a series of six steps. **Figure 2.1** relates the practices and steps that are necessary for making decisions, including health decisions.

Step 1 is to identify the situation. What choice do you need to make? Steps 2 and 3 are to think through your options and consider the possible outcomes of each option. When evaluating your choices, follow the H.E.L.P. criteria to keep you focused on critical issues:

- **H (Healthful)** Will it contribute to your health?
- **E (Ethical)** Does it show respect for yourself and others?
- **L (Legal)** Is someone your age allowed by law to do this?
- **P (Parent Approval)** Would your parents approve?

**FIGURE 2.1**

*The Decision-Making Process*

What should Kendra do? Go through the six-step decision-making process to help her decide.

Kendra must make a decision. She and Michele have been best friends for a long time. Recently, Michele has been spending time with other students who ditch school. Michele has even boasted of going with them once. Now she wants Kendra to join them too. Kendra doesn’t want to lose Michele’s friendship, but she knows that her parents trust her to obey school rules.

1. **State the situation.**

2. **List the options.**

3. **Weigh the possible outcomes.**

4. **Consider values.**

5. **Make a decision and act.**

6. **Evaluate the decision.**
In Step 4 you consider your values and the values of society. **Values** are *the beliefs and ideals that guide the way a person lives*. For example, keeping a positive relationship with your family is probably one of your personal values. You know that if you decide to stay out past your curfew, family members may lose trust in you. By considering your values, and getting home on time, you show respect and earn your family’s trust. Respect and trust are also core ethical values, which means they are shared by people around the world.

**Evaluating Your Decision**

After Step 5—making your decision and taking action—Step 6 will have you evaluate the results. **Evaluate** means *to determine the value of something*. To evaluate your decision, ask yourself the following questions:

- What was the outcome of my decision? Was it what I expected?
- How did my decision make me feel about myself?
- How did my decision affect others?
- How did my decision affect each side of my health triangle?
- What did I learn? Would I make the same decision again?

As with any skill, decision making gets easier with practice. For example, you might think about some problems that you or your family may face. Think through all six steps of the decision-making process to find a healthy solution for each problem. This practice will help you with future decisions.

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**HEALTH SKILLS ACTIVITY**

**DECISION MAKING**

**What to Do? What to Do?**

Andy has been swimming since he was five years old. He loves to swim because it’s fun, it makes him feel healthy, and it helps him keep physically fit. Now he has a place on the local swim team, and that requires regular practice.

However, Andy has been so busy with his sport that his grades have begun to fall. If they slip too far, he could lose his place on the team, but cheating on homework and tests could also get him kicked off. What should Andy do?

**What would you do?**

Apply the six steps of the decision-making process to Andy’s situation. Compare your outcome to the solutions of your classmates.

1. **State the situation.**
2. **List the options.**
3. **Weigh the possible outcomes.**
4. **Consider values.**
5. **Make a decision and act.**
6. **Evaluate the decision.**
Why Set Goals?

Do you feel that you do all you can do to protect your health, or are you aware that there is room for improvement? Perhaps you need to work on family relationships, or ways to better protect yourself from injury or infection. Setting goals will help you focus on the behaviors you want to change. Goal setting is the process of working toward something you want to accomplish. Achieving a goal requires planning and effort, and it can give you a great sense of accomplishment and pride.

Goals that you set for one area of your life often lead to the achievement of goals in other areas. For example, if you work toward the goal of becoming a black belt in karate, you will achieve fitness goals, too. Along the way, you may also reach other goals such as making new friends, gaining more self-confidence, and learning more ways to manage stress.

The Benefits of Setting Goals

Goals help you identify what you want out of life. They also help you use your time, energy, and other resources wisely. Setting goals and working to reach them is an acceptable method of gaining attention. Your peers may admire your success and be inspired to set and achieve their own goals. Receiving positive attention and recognition from others can also encourage you to set new goals.

You will most likely have both long-term goals and short-term goals. Short-term goals often help you reach your long-term goals.

This teen wants to make the tennis team. How will short-term goals help her achieve this long-term goal?
Short-Term Goals

Some short-term goals are just that: goals that you want to achieve in the next few days or weeks. Your short-term goals may, for example, include finishing a homework assignment and writing an e-mail to your grandfather.

Other short-term goals are stepping-stones to long-term goals. Suppose, for example, that your long-term goal is to take part in a local charity 5-K run. Your short-term goals might be to run several times a week, to gradually increase the distances that you run, and to eat more nutritious foods.

Long-Term Goals

Some goals take several weeks, months, or even years to achieve. For example, you might want to go on a rafting trip next summer, or to reach a vocational (career) goal such as becoming a professional baseball player. These are long-term goals. They will take time, planning, and dedication. Short-term goals will help you meet these long-term goals.

Building Goal-Setting Skills

Goal setting is a skill that will benefit you in many areas of life. A good way to ensure that you reach the goals you set for yourself is to make a plan. Figure 2.2 shows the steps one teen used to reach his goal of making the school basketball team. Follow these steps to develop strategies for setting your own long-term personal and vocational goals.

It took many short-term goals along the way for this teen to reach her long-term goal of playing in front of an audience. What are some of your long-term goals?
The Goal-Setting Process
Here is one teen’s plan to meet his goals.

1. **Identify a specific goal and write it down.**
   Making the school basketball team.

2. **List the steps you will take to reach your goal.**
   - Run at least 2 miles four times each week.
   - Practice basketball every day.

3. **Get help and support from others.**
   - Ask my friends and my brother (who plays on the high school team) to play basketball with me whenever they can.
   - Get advice from the basketball coach about my training routine.

4. **Set up checkpoints to evaluate your progress.**
   After 2 weeks of training, play a game of one-on-one against my brother.

5. **Give yourself a reward once you have achieved your goal.**
   - If I make the team, I will buy myself a new pair of basketball shoes.

Lesson 1 Review

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

**Reviewing Terms and Facts**

1. **Vocabulary** Define decision making.
2. **Relate** What are the necessary steps and practices of the decision-making process?
3. **Recall** What are three questions you can ask yourself when you evaluate a decision?
4. **Summarize** What are the benefits of setting goals?

**Thinking Critically**

5. **Analyze** Think of a personal health decision you made in the past month.

Appraise the risks and benefits of making that decision.

6. **Suggest** What are some goals that you could set to improve your level of health?

**Applying Health Skills**

7. **Goal Setting** Develop strategies for setting long-term personal and vocational goals: Think of one personal health goal and one career goal that you would like to achieve over the long term. Use the goal-setting steps to develop strategies for achieving each goal.
Practicing Communication Skills

How Well Do You Communicate?

Some people are much better communicators than others. They have the ability to get their message across, listen to what others have to say, and keep the lines of communication open. In short, they have good interpersonal communication skills. **Interpersonal communication** involves the exchange of thoughts, feelings, and beliefs between two or more people.

Like other skills, interpersonal communication must be learned and practiced. It is an important skill because you use it in all of your relationships. Think about how often you talk with family members, friends, teachers, and classmates. Effective interpersonal communication involves body language and careful word choice as well as speaking and listening skills.

Team leaders, such as this soccer captain, use communication skills to get the best performance from their players. **Why are communication skills important for leadership?**
Body Language

Interpersonal communication involves more than words. Your body helps to communicate your thoughts and feelings too. **Body language** is a form of nonverbal communication. For example, raised eyebrows might reflect curiosity, surprise, or interest. Drooping shoulders might indicate sadness, insecurity, or fear.

It is important for speakers and listeners to be aware of body language. Some forms of body language such as smiling and nodding encourage communication. Other forms such as frowning and crossing arms tightly across the chest discourage communication.

Sometimes your words and your body language don’t communicate the same message. A **mixed message** occurs when your words say one thing but your body language says another. For example, you might say, “I’m not angry,” but your frown and clenched jaw convey a different message. Your body language gives your true feelings away.

Using “I” Messages

Imagine your reaction if a friend said to you, “You’re never on time!” or “You’re so bossy!” These types of “you” messages place blame on the other person and often cause hurt or angry feelings. Using “I” messages instead is a much more effective way to communicate. An “I” message is a statement in which a person uses the pronoun I to express an opinion or comment.

A well-crafted “I” message is a powerful communication tool. It states the situation and how you feel about the situation. It also offers an explanation for your feelings. Finally, it states what you need. For example, you might say, “When you were late for the movie I felt disappointed. I’d heard that the opening sequence was funny and I didn’t want to miss it. Next time we go to the movies let’s make sure we’re early so we don’t miss anything.”

Your body language and your words tell someone if you are interested in what he or she has to say. **What body language tells you that the teen on the right is interested in what the other teen is saying?**
CHAPTER 2: HEALTH SKILLS: THE FOUNDATION

Speaking Skills

Interpersonal communication involves both giving and receiving messages. Speaking is the giving part. Good communication involves speaking clearly and carefully. Here are some tips for improving your speaking skills.

1. **Use “I” messages.** Consider how your words will affect the other person, and express your concerns in terms of your own feelings. You’ll be less likely to make others feel defensive.

2. **Make clear, simple statements.** Stick to the point and be specific. Make sure the other person understands what you’re saying.

3. **Be honest with thoughts and feelings.** Say what you want to say. Be truthful and direct about your values while showing respect for your listener’s values.

4. **Use appropriate body language.** Make sure your facial expressions, gestures, and posture match your message. Use eye contact, or direct visual contact with another person’s eyes, to show that you are sincere.

**CULTURAL CONTEXTS**

The use of eye contact varies among different cultures. In some cultures, eye contact means that the listener is interested in the speaker and that the message is getting across. In other cultures, however, eye contact is considered rude.

**SENDING “I” MESSAGES**

This activity will give you the opportunity to practice sending “I” messages. The more you practice this skill, the better communicator you will become.

**WHAT YOU WILL NEED**
- pencil or pen
- index cards

**WHAT YOU WILL DO**

1. Working in pairs, imagine everyday situations in which “you” messages might occur. Write the situation across the top of the card. Then write the “you” message below on the left. Change that same message into an “I” message, and write the “I” version on the right. A sample card is shown here.

2. Here are a few sample situations:
   - Your older brother was an hour late in picking you up at the mall.
   - Your friend told a lie about you.

3. Read each “you” message to the class. Then read the corresponding “I” message.

**IN CONCLUSION**

1. Which types of messages did you think were the most effective? Why?
2. Think of a recent disagreement that you had with a family member or friend. How could using “I” messages have helped resolve the conflict?

**Sample Card:**

**Situation:**
Your friend always chooses what you’ll do together

You: “You always get your own way.”

I: “I’ll go along with your choice this time if I can pick what we do the next time.”
LESSON 2: PRACTICING COMMUNICATION SKILLS

Listening Skills

Good listening skills are just as important to interpersonal communication as speaking skills. A speaker’s message has meaning only if the listener receives it. Good communication involves active listening. Active listening means hearing, thinking about, and responding to the other person’s message. Here are some effective listening skills.

1. **Use appropriate body language.** Pay attention to what the speaker has to say. Make eye contact, and use facial expressions and gestures that show that you are listening.

2. **Use conversation encouragers.** Show that you’re listening by nodding or asking questions. Say things like “Really?” or “What happened next?” to show that you are paying attention.

3. **Mirror thoughts and feelings.** Repeat what the person said as a way of confirming what you heard. Offer feedback when appropriate. Feedback is a response by the listener to what the speaker has said.

4. **Ask questions.** After the person has finished speaking, ask questions or add your own comments or opinions.

Refusal Skills

During your teen years, there may be times when friends or acquaintances want you to do something that you do not want to do. Maybe you’re just not interested. Maybe you don’t have the time or the money. Maybe it’s something that is unhealthy or that goes against your values. In these situations, refusal skills are useful. Refusal skills are communication strategies that help you say no effectively.

Using refusal skills will help you be true to yourself. You can resist without feeling guilty or uncomfortable. Other people will respect you for being honest about your needs and wants. An easy way to remember refusal skills is to keep in mind the letters in the word stop.

- Say no in a firm voice.
- Tell why not.
- Offer other ideas.
- Promptly leave.
When you need to refuse someone, it is important to show that you mean what you say. Your body language, including eye contact, helps you to do this. Figure 2.3 illustrates how body language can show refusal.

**Figure 2.3**

Your body language can speak as loudly as your words do. These teens are likely to be understood because of their strong body language.

**Lesson Review**

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

### Reviewing Terms and Facts

1. **Vocabulary** Define *interpersonal communication*.
2. **Recall** Give three examples of ways people use body language.
3. **Identify** List four tips for improving speaking skills.
4. **Explain** What is meant by *active listening*?

### Thinking Critically

5. **Analyze** Choose someone you consider a particularly good communicator. Identify the skills that person uses to communicate so well.

6. **Compare** Distinguish between effective and ineffective listening, such as paying attention to the speaker versus not making eye contact.

### Applying Health Skills

7. **Communication Skills** Make a videotape that demonstrates the power of nonverbal communication. Tape the body language of some volunteers and narrate the tape, explaining how body language sends messages. Ask the audience to interpret each person’s message from his or her body language.
Managing Stress

What Is Stress?

The teen years are a time of many changes. Your body is changing, you are gaining new responsibilities, and you are forming new kinds of relationships. Because of such changes, teens may experience stress. Stress is your body’s response to change and is a normal part of life.

Stress is not necessarily bad. Positive stress, called eustress, can make your life more pleasurable. It can help you reach your goals and motivate you to do your best. Eustress is an exciting feeling. It might help you find the energy to score the winning goal in a soccer match or do exceptionally well on a school project.

Some stress can have a negative effect on personal health, however. This type of negative stress is called distress. You might react to distress by having an upset stomach before giving a report, or by losing sleep after you argue with your parents. You can’t always avoid negative stress, but you can learn to manage it.
What Causes Stress?

To handle stress, you need to know what causes it. Anything that causes stress is called a stressor. Stressors range from everyday annoyances to serious personal problems. They also affect different people in different ways. Whereas you might feel nervous about auditioning for the choir, your friend might find the same situation exciting. Figure 2.4 shows some of the things that cause stress for teens.

How Your Body Responds to Stress

When a person experiences a great deal of stress, the body reacts as though it is in danger. The natural way to deal with a danger is either to fight it or to flee from it. The process by which the body prepares to deal with a stressor is, therefore, known as the fight-or-flight response. One part of this response is the release of adrenaline. Adrenaline is a hormone that gives the body extra energy.

There’s a limit to how much stress your body can handle. Too much stress can result in headaches, digestive problems, and high blood pressure. It can make you feel anxious, depressed, angry, or irritable. Over time, you might experience fatigue, or exhaustion, and a lower resistance to infection. This is your body’s way of telling you that you need to rest and reduce your stress.
Ways to Manage Stress

To handle stress you need a variety of stress management skills, or ways to deal with and overcome problems. One of the basic ways to manage stress is to follow a healthy lifestyle. Problems are always easier to deal with if you feel well. More specific skills for dealing with stress include knowing how and when to relax, keeping a positive outlook, being physically active, and managing your time.

Relaxation

Relaxation reduces stress by slowing your heart rate and making you feel less tense. Try some of these strategies for coping with stress:

- **Relax your muscles.** Tighten and then relax one group of muscles at a time. Start at your toes and work your way up to your head.
- **Slow your breathing.** Take deep, even breaths for five minutes. Inhale through your nose and exhale through your mouth.
- **Get enough sleep.** Feeling tired can make a stressful situation seem worse. Everything looks better after a good night’s sleep!

Keep a Positive Outlook

When you are under stress, it is easy to feel hopeless. In fact, stress can affect your emotions, causing you to feel depressed, anxious, or afraid. A minor problem can seem major. Remind yourself to look at the big picture and keep things in perspective. Is it really the end of the world if you don’t get to stay out as late as some of your friends? Is your homework assignment really as difficult as you think? Following are some tips for keeping a positive outlook at times of stress.

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**Reading Check**

Eustress and distress are antonyms. Think of words or phrases that are opposites, or close opposites, for stressor, fatigue, benefit, and worry.

Laughter is a great stress reliever. Describe the relationship between emotions and stress.
• **Think positively.** If you tell yourself that you will fail at something, you will increase your stress. Instead, tell yourself that you will do a great job.

• **Keep your sense of humor.** Don’t let stress prevent you from seeing the funny side of things. A good laugh is a great stress reliever.

• **Have some fun.** Take a little time out to do something enjoyable and relaxing. Listen to your favorite CD, read a book, or watch a funny video.

Remember that some stress can be helpful. It can motivate you to take action. Say, for example, that you’re nervous about doing well in team tryouts. The stress that you feel might motivate you to put in plenty of practice.

**Physical Activity**

Being physically active is one of the healthiest ways to manage stress. Physical activity can bring about physical and emotional changes that can offset the effects of stress and give you a more positive outlook. **Figure 2.5** shows some of these changes.

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**Figure 2.5**

**Physical Activity and Stress**

When you are under stress, physical activity can produce both physical and mental benefits. *What other benefits can you add to this list?*

- **Improved heart function**: Your heart rate and blood pressure stay steady.
- **Better mood**: Your brain releases chemicals that make you feel happier.
- **Increased oxygen supply**: You can think more clearly.
- **Improved appearance**: When you look better, you feel better.
Managing Your Time

Learning time management skills can help you reduce stress and get more done. **Time management** means *using your time wisely*. It combines planning and self-discipline.

Managing your time involves figuring out which activities are most important to you. When you have a task to finish, stay focused. Avoid distractions such as phone calls and visitors until you are ready to take a break.

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**HEALTH SKILLS ACTIVITY**

**STRESS MANAGEMENT**

**Balance Your Schedule**

One strategy for coping with stress is to use your time wisely and balance your schedule. Try these tips for managing a busy schedule.

- **Set Priorities.** Figure out which tasks are required and which are optional.
- **Put it in Writing.** Include both required and optional tasks, but make sure you list (and do) the required tasks first.
- **Plan your Time.** Allow enough time for each task, but also set aside some time for something you enjoy.

**Think Ahead.** Think through all the details before you start a task.

**Use Refusal Skills.** You won’t always have time to do everything you want to do. Learn to say no to things you don’t have time for.

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**Lesson Review**

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

**Reviewing Terms and Facts**

1. **Vocabulary**  What is the difference between *eustress* and *distress*?
2. **Explain**  What is the process known as the *fight-or-flight response*?
3. **Identify**  Name four skills that can help you deal with stress.
4. **Summarize**  What does time management involve?

**Thinking Critically**

5. **Interpret**  Describe some possible effects of stress on personal and family health.
6. **Explain**  Why are planning and self-discipline important to time management?

**Applying Health Skills**

7. **Stress Management**  Choose one of the strategies for coping with stress described on pages 41–43. Create a skit about a teen who uses that strategy. Perform your skit for the class to demonstrate this strategy for coping with stress.
Health Skills: An Overview

Health skills are practices that help you maintain, protect, and improve your health. At the same time, they help you understand how and why your decisions, choices, and attitudes influence your health.

Health skills are also called life skills. That’s because they will benefit you not only during the teen years but also throughout your life. The skills already discussed in this chapter—decision making, goal setting, communication skills, refusal skills, and stress management—are examples of health skills. Figure 2.6 shows a complete list of health skills.

Figure 2.6

The Health Skills
Practicing these health skills will provide a lifetime of benefits.

- Accessing Information
- Self-Management
  - Practicing Healthful Behaviors
  - Stress Management
- Analyzing Influences
- Interpersonal Communication
  - Communication Skills
  - Refusal Skills
  - Conflict Resolution Skills
- Decision Making/Goal Setting
- Advocacy

Quick Write

What influences your decisions about health? List the people, media, and other factors that you think have the strongest influence on the decisions you make about your health.

Learn About...

- ways to get the health information you need.
- behaviors that enhance the way you look and feel.
- internal and external influences on your health.

Vocabulary

- support system
- environment
Accessing Information

This skill involves finding reliable health information and using health resources. “Reliable” means that the information comes from sources you can trust. Where can you find reliable information? Sources include parents, teachers, counselors, school nurses, and other trusted adults. You can also access printed and published information from a wide variety of sources available to the public. Figure 2.7 shows some of these sources.

Analyzing and Using Health Information

Although you can obtain health information from a variety of sources, not all of it is accurate and reliable. Some information is misleading or even completely false. Sources that you should treat with caution include supermarket tabloids, advertisements, rumors, e-mail, and the Internet. Use critical-thinking skills to interpret media messages about health information.
How can you tell the reliable information from the unreliable? You need to consider the source and make sure that it is trustworthy. Say, for example, that you read about a weight modification program on the Web. Check it out first. For accurate, up-to-date health information, you can count on agencies run by the government. Their Web addresses usually end in .org or .gov. Examples include the National Institutes of Health, the Food and Drug Administration, and the Centers for Disease Control and Prevention.

Practicing Healthful Behaviors

This skill applies to all sides of your health triangle—physical, mental/emotional, and social health. Practicing healthful behaviors involves taking care of yourself and avoiding risky situations. It means developing lifelong habits that increase your level of health and protect you from illness and injury.

Make Health a Habit

What health habits do you practice every day? Habits are things you do regularly and almost without even thinking about

| PHYSICAL HEALTH |
| I eat well-balanced meals, including breakfast, and choose healthful snacks. |
| I get regular physical activity and at least 8 hours of sleep each night. |
| I avoid using tobacco, alcohol, and drugs. |
| I stay within 5 pounds of my healthy weight. |
| I practice good personal hygiene habits. |
| I get regular physical checkups. |

| MENTAL/EMOTIONAL HEALTH |
| I can name several things I do well. |
| I generally keep a positive attitude. |
| I express my emotions in healthy ways. |

| SOCIAL HEALTH |
| I relate well to family, friends, and peers. |
| I have several close friends. |
| I can disagree with others without becoming rude. |
| I treat others with respect. |
| I use refusal skills to avoid risk behaviors. |
| I get along with all kinds of people. |

On Your Own

Give yourself 2 points for each habit that you always practice and 1 point for each one that you usually practice. If you scored 5 or less in any area, make a list of ways to improve your health habits.
them. Making health a priority and establishing good habits are key elements for good health.

Do you understand the health benefits of brushing and flossing your teeth every morning after breakfast and every night before bedtime? Do you understand the benefit of putting on your safety belt every time you enter a car? Brushing your teeth and wearing a safety belt are habits that promote your physical health. You can also practice habits that promote the other areas of your health triangle. For example, managing stress in healthy ways and planning your time wisely are habits that promote mental/emotional health. Greeting people in a friendly manner and spending time with friends are good social health habits to develop.

Build a Support System

Having a solid support system is essential for good health. A support system is a network of people available to help when needed. If you have health questions or problems, the people in your support system can provide reliable information, advice, and encouragement. They care about you and your health. Your support system might include the following people.

- **Parents and other relatives**, such as grandparents and older brothers or sisters, are a built-in support system. Your family members can provide guidance and encouragement.
- **Teachers, coaches, and school counselors** whom you respect and trust can offer support and advice. School nurses can also help. These people are trained to understand situations faced by teens.
- **Health care providers**, such as doctors and nurses, are trained to deal with health-related issues and concerns. They can give you professional advice.
- **Religious leaders**, such as ministers, priests, mullahs, and rabbis, often are trained in counseling. They can listen to your questions and problems and offer answers and guidance.
Analyzing Influences

This skill is based on an awareness of all the factors that affect your health. Understanding these internal or external factors enables you to choose behaviors that will contribute to improved health.

Internal Influences

Internal influences on your health come from within you. You have a great deal of control over these factors, which include:

- **Your knowledge.** How much do you know about health? The more knowledge you have, the better able you will be to make wise decisions and evaluate health information.

- **Your likes and dislikes.** What foods do you like and dislike? What types of activities do you enjoy in your free time? If you like fruits and vegetables and if you stay physically active, for example, you are well on your way to a healthy lifestyle.

- **Your values.** What beliefs and ideals are important to you? Placing value on good health can influence your decisions, such as avoiding drugs and practicing abstinence.

- **Your desires.** What are your plans and goals? If you hope to enjoy good health and to lead an active life, you will make decisions that lead you in that direction.

- **Your curiosity.** It’s natural to be curious about things you haven’t tried before. Be sure to focus your curiosity on healthful concerns, such as new sporting activities or foods that are unfamiliar to you, and to steer clear of harmful substances.

- **Your fears.** What health-related fears do you have? Concerns about the health of a relative who smokes cigarettes, for example, can influence your decision never to smoke.

External Influences

External influences on your health come from outside sources. Being aware of these influences can help you make the right choices for you. External influences include:

- **Your family.** Your family influences what you do and how you behave. If family members help out in the community, for example, you will probably want to help others too. However, your health behaviors and knowledge may differ from those of your parents.
Your friends and peers. Your friends and classmates can have either a positive influence or a negative influence on your health. For example, a friend who encourages you to go bike riding instead of watching television has a positive influence.

Your environment. Do you live in a house or an apartment? In a small town or a big city? In a warm or cold climate? Your environment is the sum total of your surroundings. It includes both physical and social factors. It includes your home and the school you attend. Your environment also includes such factors as the air quality, available recreational facilities, crime rate, and available health care.

Your culture. What are your family’s cultural background and traditions? Your culture can influence the way you live, the foods you eat, your values, and your goals.

Federal, state, and local laws. What are the health-related federal, state, and local laws? For example, federal laws make buying cigarettes and drinking alcohol illegal for teens. Respecting these laws influences your decision not to use these substances.

The media and technology. What TV shows do you watch? Which magazines and newspapers do you read? What Web sites do you visit? Media and technology can have a major influence on individual and community health. Just remember, though, to evaluate the source before making any decisions.

Your role models. Who do you admire? Perhaps you look up to a favorite teacher or coach. Your role models show you how people with good character behave in situations that you might encounter.

Lesson 4 Review

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

Reviewing Terms and Facts

1. List Give four sources where you might find printed and published health information.

2. Explain What is a support system? How can a support system contribute to your health?

3. Identify What are six types of internal influences on your health?

4. Vocabulary Define the term environment.

Thinking Critically

5. Describe How are your personal health behaviors and knowledge different from those of your parents and grandparents? How might your behaviors and knowledge differ from a teen who lives in another part of the world?

6. Relate How does your physical environment influence your health?

Applying Health Skills

7. Accessing Information Prepare a survey of the available sources of health information in your community. Report your findings in the form of a pamphlet.
Brian designs Web sites and spends three or four nights a week working part-time at a computer store. On his evenings off, after he’s finished his homework, Brian usually tinkers with his own Web site. “I certainly don’t get to watch much television,” he says, laughing.

These days, Brian does his best to hit the sack early. “There was a time when I was staying up until 3:00 A.M. every night, and I was so tired and worn out,” he says. “My mom made a list of things for me to get done by a certain time. She showed me how to work toward a goal, which really helped. These days, I’m trying to focus on the long-term and not sweat the little stuff.”

Brian Bell
JACKSON SPRINGS, NORTH CAROLINA

Teen Brian Bell insists that other people have schedules that are just as hectic as his is. However, one look at his jam-packed plans makes that pretty hard to believe. Over the past three years, Brian has participated in 10 projects to help the elderly in his community and to raise funds for starving kids in third-world countries. “Knowing that what I’m doing will actually make a difference to someone is what keeps me motivated,” he says.

Brian’s motivation knows no limits. He played varsity soccer and also took part in his church’s basketball league. All the activity proves to be a healthy distraction for him. “Getting out in the fresh air takes my mind off whatever I’m worried about,” he says.

Physical activity isn’t the only remedy for a stressed-out student: Playing the piano also helps. Brian says, “Playing it in a room where the lights are dim really relaxes me.”

Brian’s Stress-Busting Tips

• Prioritize your daily to-do list.
• Set goals and work toward them.
• If something doesn’t work out, let it go.
• Take breaks in the middle of projects.
• Get physical: Participate in outdoor activities whenever you get a chance.

Here’s how two super-busy teens deal with day-to-day anxiety.
Fortunately, Adriana has learned ways to maintain her energy. “Sometimes I read for a while, then take a nap,” says Adriana, who enjoys books so much that she reads to children at her town’s public library. She adds, “Other days I’ll go for a run in the park, listen to Celtic music on my Walkman, or go shopping at the mall with friends.” Adriana keeps it all together with one simple quote: “Believe and you can succeed.”

Adriana’s Tips to Axe Anxiety
- Escape with a good horror novel.
- Listen to relaxing music.
- Find a new hobby that makes you happy.
- Unwind by watching cartoons on television.
- Be sure to get enough sleep.

Adriana Cantu
MISSION, TEXAS

Ask Adriana Cantu to name her top priority in life and she’ll answer, “I have to get an academic scholarship if I want to go to college.” Adriana is faced with having to finance her own education. “My dad just retired, and that money isn’t going to stretch for too long,” she says. She adds that her parents’ love and support is worth more to her than any amount of money.

“I get really frustrated when my grades start to sink,” she says. “I just want to quit, but my mom sits with me while I do my homework.”

To escape the tension, Adriana performs with a local theater company. “It takes you away from real life because you have to concentrate hard in order to become another person,” says Adriana.

What happens when Adriana heads home after rehearsal? “I do my homework, then go to sleep by 10:30,” she says. Adriana knows that lack of sleep can pose a problem, especially during football season. She plays flute in the school marching band, which means she gets up at 5:00 A.M. to make 6:45 practice.

About Managing Stress
How do you relieve stress in your life? Choose one or two of your own stress-busting tips and create an antianxiety ad campaign around them. Think of a catchy slogan that can help teens remember to stay calm when things get hectic. Create a visual aid, such as a poster, that features your slogan, and present your ad campaign to the class.
Model

Laurel knows that she must honor her own sense of right and wrong instead of just going along with her peers. She realizes that refusing to do things that don’t feel right can protect her health. Read how Laurel used refusal skills to stand up for her own beliefs.

Sara and Bethany think it’s fun to tease other students at school. They want Laurel to distract James so they can play a practical joke on him. Laurel knows that James would be upset by the joke.

SARA: Here’s the plan. Laurel, you get James’s attention and we’ll take his math homework out of his backpack.

LAUREL: No, Sara. James would be upset when he gets to class and can’t find his assignment. *(Say no in a firm voice; tell why not.)*

BETHANY: That’s the point. Come on, it’ll be funny, and James will get over it.

LAUREL: I’d rather do something else that won’t get us in trouble. Why don’t we go watch the guys try out for the basketball team? *(Offer another idea.)*

BETHANY: No, that’s not the same.

LAUREL: I agree, it’s not the same. It’s better! Are you guys coming with me?
Refusal Skills
You can use just one skill or combine several. You could:
S Say no in a firm voice.
T Tell why not.
O Offer another idea.
P Promptly leave.

COACH’S BOX

Practice
Divide into groups of three or four students and read the situation below. Write statements based on the S.T.O.P. strategies that show how you would use the refusal skills.

Alejandra is with friends at the mall. One of the girls dares her to take some makeup without paying for it. Show how Alejandra can refuse by using the S.T.O.P. criteria.

Apply/Assess
Read the following situations. Choose the situation that seems most realistic for you. Work with a partner to write a script that shows how you would refuse. Use as many of the refusal skills as you can. Act out your script for other students in your class.

Self-Check
• Did my refusal reflect how I usually talk and interact with others?
• Did my refusal show a firm stand?
• Was my refusal realistic for the situation I chose?

No Adults in Sight.
You have permission from your parents to attend a party at your friend’s house on Saturday. At school, you learn that your friend’s parents will be away for the weekend and no adults will be present.

It’s a Bargain.
Someone you know offers to sell you a CD at a bargain price. You suspect that the bargain CD has been stolen.

STOP AHEAD

BUILDING HEALTH SKILLS: SAY NO TO PEER PRESSURE 53
After You Read

Use your completed Foldable to review the information on the decision-making steps.

Reviewing Vocabulary and Concepts

On a sheet of paper, write the numbers 1–11. After each number, write the term from the list that best completes each statement.

- long-term goal
- active listening
- eye contact
- value
- feedback
- decision making
- “I” messages
- interpersonal communication
- mixed message
- goal setting
- refusal skills

Lesson 1

1. The first step in __________ is to state the situation.
2. To evaluate means to determine the _________ of something.
3. The process of working toward something you want to accomplish is __________.
4. Achieving a __________ might take several weeks, months, or even years.

Lesson 2

5. Using __________ instead of “you” messages shows respect for other people.
6. Nodding and smiling are examples of __________, which shows a speaker that you are listening.
7. If a friend wants you to do something that you don’t want to do, use __________ to say no.
8. __________ involves hearing, thinking about, and responding to a speaker’s message.
9. If you say one thing with your words but something else with your body language, you are sending a(n) __________.
10. __________, or direct visual contact, shows a listener that you mean what you say.
11. The exchange of thoughts, feelings, and beliefs is called __________.

Lesson 3

12. The hormone that gives the body extra energy is adrenaline.
13. Speaking skills are ways to deal with and overcome problems.
14. Another word for exhaustion is feedback.
15. The process by which the body prepares to deal with a stressor is fight-or-flight.
16. The body’s response to change is stress.
17. A cause of stress is a mixed message.
18. When you practice time management, you use your time wisely.

Lesson 4

19. Reliable information comes from sources you can trust.
20. Parents, teachers, and health care providers are part of your support system and can offer help when needed.
21. Your knowledge is an example of an external influence on your health.
22. Your environment includes your school.

Thinking Critically

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

23. **Apply** Identify a health decision that a teen might have to make. Relate the practices and steps of the decision-making process to that situation to make a healthy choice.
24. **Explain** How do the goal-setting steps help you to accomplish your goals?

25. **Hypothesize** When might a teen need to use refusal skills with someone other than a peer?

26. **Analyze** Name three events that act as stressors for you. Why do you find them stressful? How can you manage your response to them?

27. **Describe** Choose one of the health skills discussed in this chapter. Write a short paragraph describing how developing that skill can help a person gain a high level of physical, mental/emotional, or social health.

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**Career Corner**

**Physician’s Assistant** Do you think you’d like to be a doctor, but you’re not sure you want to spend the required years in medical school? Consider a career as a physician’s assistant. These professionals work under a doctor’s supervision examining and treating patients. You’ll need to complete a four-year physician’s assistant program. You’ll also need experience in the field to be licensed. Any health care experience will help you prepare for this career. Learn more about this and other health careers by clicking on Career Corner at health.glencoe.com.

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**Standardized Test Practice**

**Reading & Writing**

Read the paragraphs below and then answer the questions.

It’s time to rethink the traditional five-day school week, which we have been familiar with for years. By adding extra hours to four school days, the school could be closed on the fifth day. This would give teachers and students the time they need for other activities and would save energy.

Having one day off a week would leave teachers an entire day for rest or to prepare lessons. Students would also have an extra day for rest, to practice extracurricular activities, and to work on research projects. Less energy would be used for heating and lighting the building. School buses traveling four days instead of five would cut down on gas consumption. This would save money and reduce pollution.

1. Which phrase in the first paragraph helps you understand the meaning of the word **traditional**?
   - A. adding extra hours to four school days
   - B. school could be closed on the fifth day
   - C. it’s time to rethink
   - D. which we have been familiar with for years

2. The second paragraph is important to the editorial because it
   - A. supports the arguments made in the first paragraph.
   - B. compares and contrasts the two sides of the argument.
   - C. explains why the idea won’t work.
   - D. makes a prediction about the future.

3. Write a paragraph making your own argument about a four-day school week or another issue.