

HEALTH EDUCATION

INSTRUCTOR: Hunter

Course description

This is a one-semester course that examines the scientific knowledge and human behavior as it relates to major health issues and behaviors. The general course objective is to understand the physical, social, and psychological factors that affect our health and how to apply them in improving our own health and the health of society.

Textbook (stays in class) and supplemental sources

Glencoe Health 2006-2007 edition

Too Good for Drugs and violence curriculum

Textbook on CD

Online at www.Glencoe.com/ose (access code AB4BE40444)

Class Donation

A \$10.00 donation is requested to purchase materials and supplies for the semester. This includes the workbook packet that is used all semester.

Grades

Academic points: Class work, presentations, papers, worksheets, quizzes, tests will be assessed points.

Letter grades will be according to the percentage of points earned. A=90% and above, B=80-89%, C=70-79%, D=60-69%, F=below 59%.

**Extra credit-None, the teacher will not create extra assignments for students to replace work that was not submitted on time or that was completed in an unsatisfactory manner.

Grades may accessed online at

You can access your grades at **School Loop.**

It is *your* responsibility to keep track of *your* access to *your* grades.

Classroom Rules

1. Come in quickly and quietly
2. Treat others the way you want to be treated
3. Act responsibly
4. You are either a listener or a speaker
5. Use your resources

Student Needs

You will need a way to organize and keep your work (current and graded). It is essential to your success in this course that you keep all work, notes, and quizzes until the end. You will need paper and pen/pencil to take notes and complete class work with.

Parents and students

You may contact me anytime via email at thunter@srvhs.org

Name _____

Class _____

Date _____

Chapter 1**Vocabulary**

health
wellness
prevention
health education
Healthy People 2010

health literacy
heredity
environment
peers
culture

media
risk behaviors
cumulative risks
abstinence

Directions: Use the clues to solve the puzzle. Write one letter of each answer in each space provided. Then copy the boxed letters in order, and they will complete the sentence at the bottom of the page.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. The collective beliefs, customs, and behaviors of a group 2. The sum of your surroundings 3. Practicing health and safety habits to remain free from disease and injury 4. All the traits that were biologically passed on to you from your parents 5. Actions that can potentially threaten your health or the health of others | <ol style="list-style-type: none"> 6. An overall state of well-being, or total health 7. Planned learning experiences that help people make healthy choices 8. Related risks that increase in effect with each added risk 9. All forms of mass communication |
|---|--|

1.	<input type="text"/>	_____	_____	_____	_____	_____
2.	_____	<input type="text"/>	_____	_____	<input type="text"/>	_____
3.	_____	_____	_____	<input type="text"/>	_____	_____
4.	_____	_____	_____	_____	<input type="text"/>	_____
5.	_____	<input type="text"/>	_____	_____	_____	_____
6.	_____	_____	<input type="text"/>	_____	_____	_____
7.	_____	_____	_____	_____	_____	<input type="text"/>
8.	_____	<input type="text"/>	_____	_____	_____	_____
9.	<input type="text"/>	_____	_____	_____	_____	_____

Your health at any given moment is a point along a(n)

_____.

Activity 1

Applying Health Skills

FOR USE WITH CHAPTER 1, LESSON 1

Choices Make the Difference

Directions: Read the following health situations and, using the information in your textbook as a guide, offer suggestions that would make a positive impact on the person's health.

1. Jim plays computer games to the exclusion of all physical activities. Lately, he's allowed his game playing time to cut into his sleep time. He's also eating his favorite snacks, usually chips and various types of cookies, while he plays. His friends complain that they never see him anymore.

Health suggestions: _____

2. Audra recently moved and is attending a new school. In an effort to be accepted, she's been on a crash diet, hoping that being very thin will help her make friends. She was invited to join a group of kids known for having wild parties with alcohol and marijuana available. Audra is starting to think that hanging out with them would be better than doing nothing at all.

Health suggestions: _____

3. LeBron has his sights set on getting a football scholarship to college. To prepare for the season, he's been working out twice a day during the summer. He also has a part-time job, leaving him little free time. Because LeBron is on such a tight schedule, he's been eating two of his daily meals at the fast food place. He gets home late and finds himself too wound up to sleep.

Health suggestions: _____

Activity 2**Applying Health Skills**

FOR USE WITH CHAPTER 1, LESSON 2

Where to Get Help

Directions: Health is composed of three elements: physical, mental/emotional, and social. Problems in the different areas are often the responsibility of different types of professionals. For example, a nurse can be responsible for physical health problems, a guidance counselor for mental/emotional problems, and a vice-principal for social problems. Your job is to schedule student appointments with the school nurse, guidance counselor, and vice-principal. For each of the following cases, decide which professional(s) the student(s) should see and explain why. More than one professional may be relevant in each case.

1. A 15-year-old boy has come to the office complaining of a stomachache. He has a math test during the next class period. You have noticed that he comes to the office with a stomachache every time he has a math test.

2. A ninth-grade girl wants to talk with someone because she is having a hard time catching up with her schoolwork after missing a week of school for her grandmother's funeral.

3. Two tenth-grade boys have been sent to the office for fighting. They have minor injuries and appear to be very angry. Both have been in fights before.

4. A ninth grader is unhappy about her weight problem. She says she is sick of being teased by the other kids.

Activity 3

Applying Health Skills

FOR USE WITH CHAPTER 1, LESSON 3

Risky Behaviors

Directions: Read the following excerpts from journal entries written by teens. In each case, identify behaviors that are health risks. Then, rewrite each excerpt to eliminate the health risks and reflect a healthier lifestyle.

1. Devon picked me up after school today in his dad's car. It's an antique from the 1950s and doesn't even have safety belts! Devon drives really fast, but other than that he's a good driver.

Health Risks _____

Your Rewrite _____

2. We stopped at Hamburger Haven for lunch on the way home from shopping and ordered the jumbo shakes, burgers, and fries. After lunch, Tiara wanted me to go for a walk with her, but I was too tired from all the shopping. I took a nap instead.

Health Risks _____

Your Rewrite _____

3. I have finally been invited to a party at Nick's house. He's the most popular guy in school and has really cool parties. Everybody there will be drinking beer. I'm going to go, I want to fit in.

Health Risks _____

Your Rewrite _____

Chapter 1

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. What is health? Why is good health important?

2. Give examples that show why health is dynamic.

3. What is wellness? How is it achieved?

4. List lifestyle factors that promote good health.

Study Guide, Chapter 1 *(Continued)*

5. Define *prevention* and give two examples of behaviors that help prevent illness or injury.

6. Compare and contrast health education and health literacy.

7. Describe *Healthy People 2010*.

Lesson 2

8. Name the three elements of health in the health triangle.

9. What is physical health? Mental/emotional health? Social health?

Name _____

Class _____

Date _____

Study Guide, Chapter 1 *(Continued)*

10. Define *heredity* and explain how it influences health.

11. Distinguish between your physical and social environments. Provide an example of a factor in each type of environment.

12. How are attitude and behavior related to health?

13. Give examples to show how technology can lead to better health.

Name _____ Class _____ Date _____

Study Guide, Chapter 1 *(Continued)*

Lesson 3

14. List six categories of teen risk behaviors that have negative effects on health.

15. Use an example to explain cumulative risks.

16. What is abstinence? Identify risk behaviors that are best avoided by practicing abstinence.

Chapter 2

Vocabulary

health skills	advocacy	long-term goal
interpersonal communication	decision-making skills	action plan
refusal skills	values	character
conflict resolution	goal	role model
stress management	short-term goal	

- I. **Directions:** Read the following passage. For each underlined phrase, write the term from the list above that can replace it. Some terms may be used more than once.

How do you choose a personal (1) person whose success or behavior is an example to others? Begin by examining your (2) ideas, beliefs, and attitudes about what is important. Look for a person whose (3) distinctive qualities that describe how a person thinks, feels, and behaves demonstrates core ethical values.

Perhaps you could be a(n) (4) person whose success or behavior is an example to others. This is an admirable (5) something you aim for that takes planning and work to set for yourself. This achievement requires excellent (6) strategies that can help you say no to behaviors that are unhealthy, unsafe, or against your values and (7) steps that enable you to make healthful decisions. (8) The exchange of thoughts, feelings, and beliefs between two or more people is also very important. You should develop a(n) (9) multistep strategy to achieve your goal to follow that will develop these qualities.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

- II. **Directions:** Answer the following question in the space provided.

10. The word *advocacy* contains the root *voc*, which is from the Latin word *vox*, meaning *voice*. How does the word *voice* relate to the meaning of the term *advocacy*?

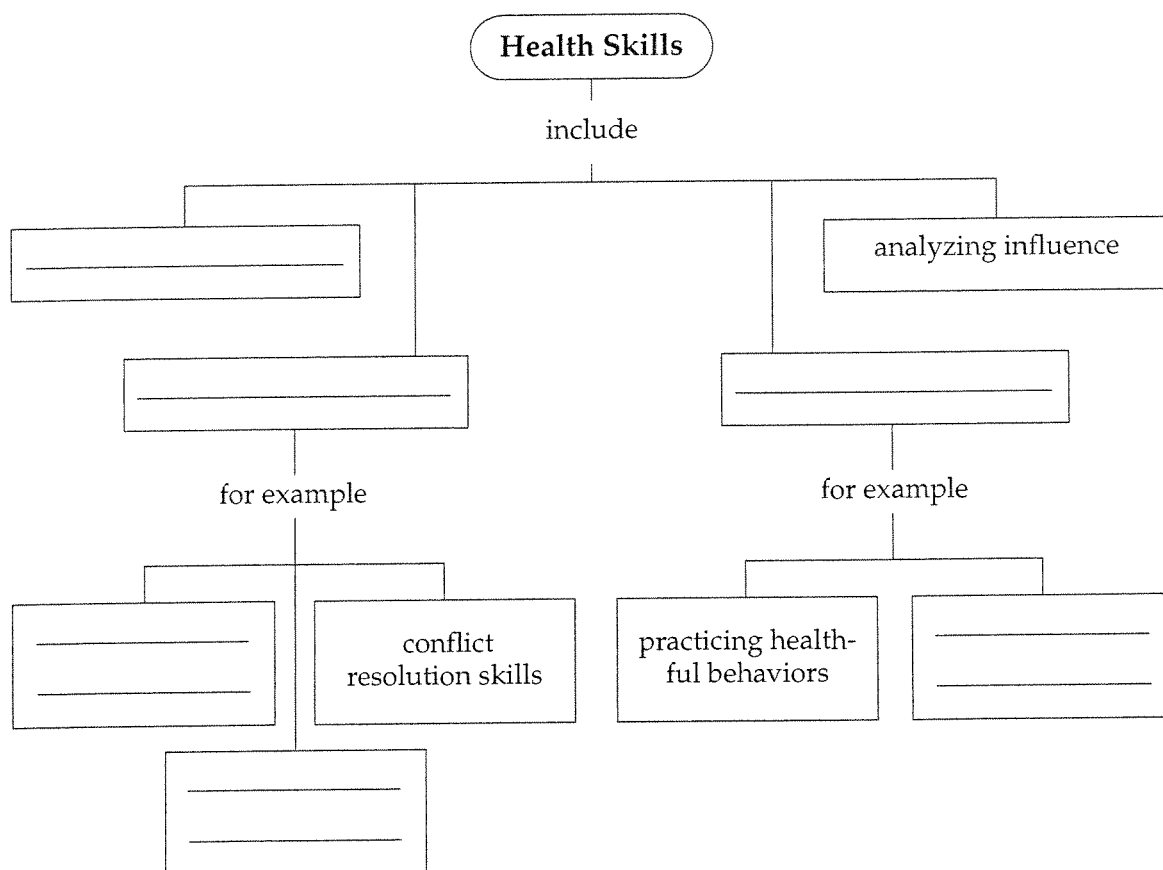
Activity 4

Concept Mapping

FOR USE WITH CHAPTER 2 LESSON 1

Health Skills

Directions: Complete the concept map below on health skills. Use each of the following terms and phrases once: *accessing information, communication skills, interpersonal skills, managing stress, refusal skills, self-management skills*.

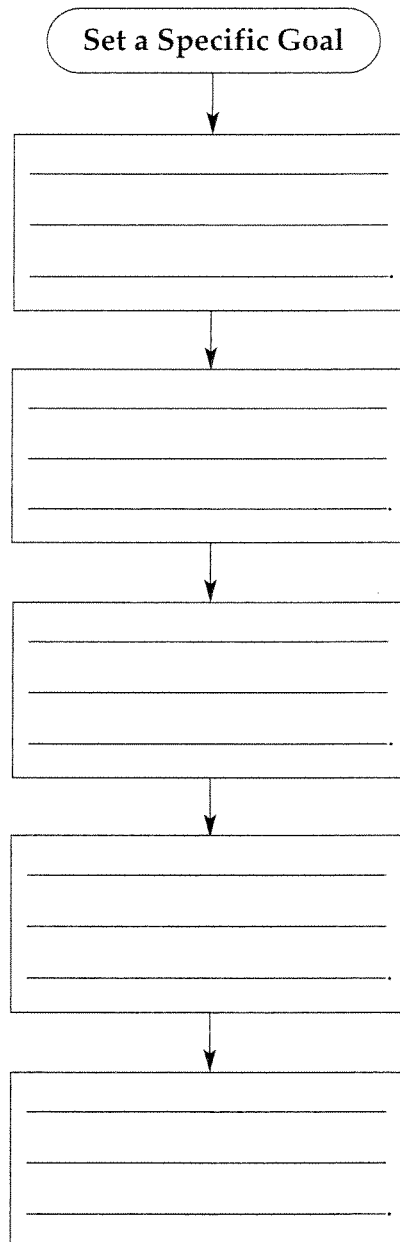


Activity 5**Concept Mapping**

FOR USE WITH CHAPTER 2, LESSON 2

Setting Goals

Directions: Complete the concept map below on the multistep strategy to identify and achieve goals. Use each of the following phrases once: *evaluate your progress, identify sources of help and support, list the steps it will take to reach the goal, reward yourself for achieving your goal, set a reasonable time frame.*

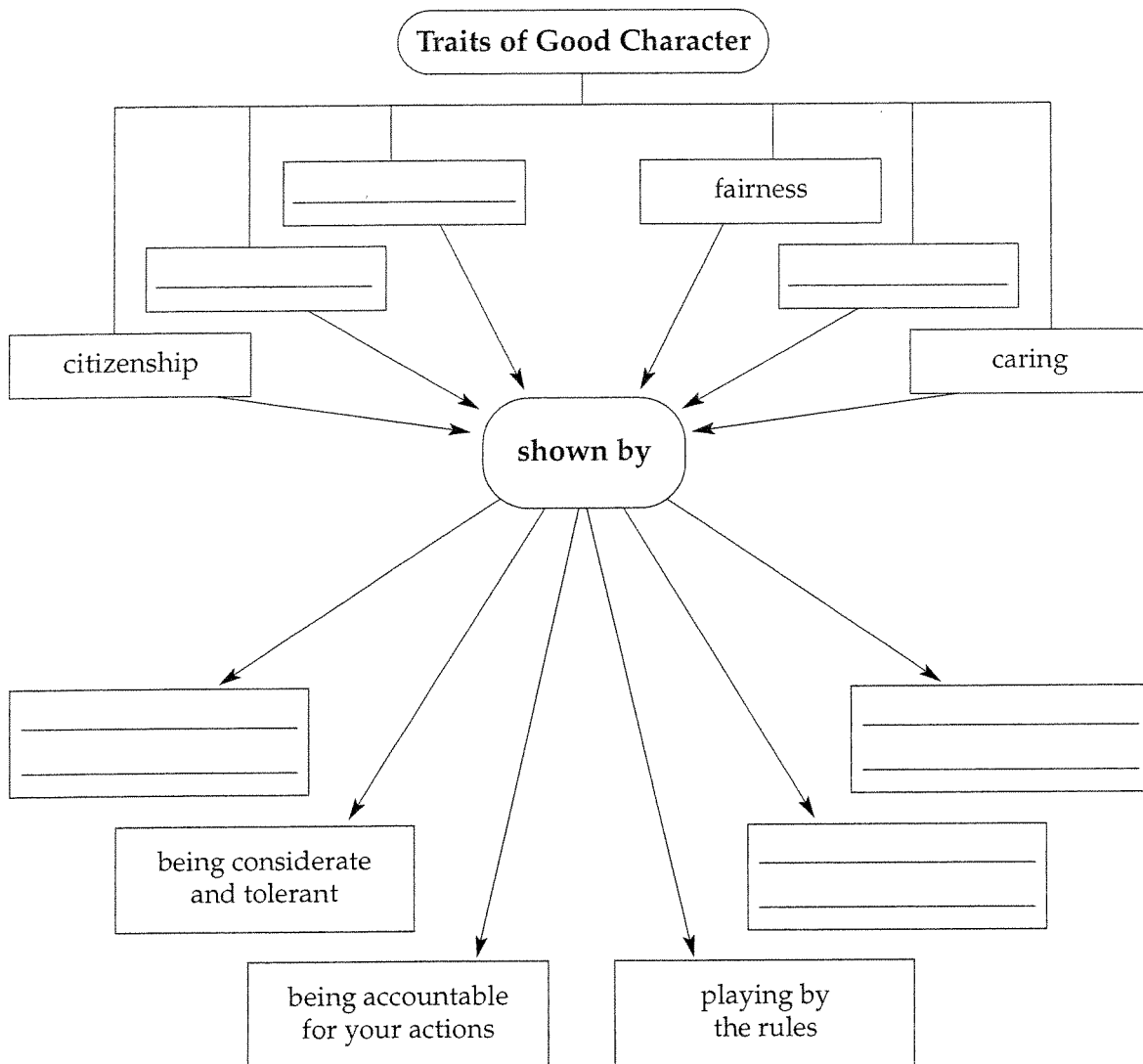


Activity 6**Concept Mapping**

FOR USE WITH CHAPTER 2, LESSON 3

Traits of Good Character

Directions: Complete the concept map below on traits of good character. Use each of the following terms and phrases once: *being honest, loyal, and reliable; being kind and compassionate; obeying laws and rules; respect; responsibility; trustworthiness.*



Chapter 2

Activity

Making a Responsible Decision

Making responsible decisions is a vital part of becoming an adult. The process of making such decisions consists of six basic steps, which are listed below. Consider a decision you may be making soon. It might involve dating, a relationship with a friend, a decision about a job, or some other situation. On the lines after each step listed below, write a short paragraph describing how this step relates to your specific decision.

State the Situation

List the Options

Weigh Possible Outcomes

Consider Your Values

Make a Decision and Act On It

Evaluate Your Decision

Activity 6

Applying Health Skills

FOR USE WITH CHAPTER 2, LESSON 3

A Personal Role Model

Directions: Role models are examples of success and good character. Having a role model helps you to see the traits of good character in action. Even adults have role models—often other adults who somehow inspire or encourage good character traits or values.

Choosing a role model shouldn't be easy. It's often tempting to choose a famous athlete or musician for a personal role model—after all, they're rich and famous. Remember, good character traits and strong values are what's important when choosing a role model.

In the spaces below, name a role model you have chosen. After each trait of good character, give an example of how your role model displays this trait.

1. My Role Model: _____
2. Traits of Good Character
 - a. Trustworthiness _____

 - b. Respect _____

 - c. Responsibility _____

 - d. Fairness _____

 - e. Caring _____

 - f. Citizenship _____

Chapter 2

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. Define *interpersonal communication*.

2. What are three steps to use when dealing with a conflict?

a. _____

b. _____

c. _____

3. Name four strategies for managing stress.

4. What are three internal influences on your health?

5. What are three external influences on your health?

Lesson 2

6. Define *values*.

7. Define *goal*. Give one example of a short-term goal and one example of a long-term goal.

Study Guide, Chapter 2 *(Continued)*

8. The acronym *HELP* can help you weigh the consequences of a decision. Identify the word each letter represents. Then, write a question about decision making that is based on each word.

9. What is the first step in the decision-making process?

10. Identify the final step in the decision-making process.

Lesson 3

11. List three examples of core ethical values.

12. Define *role model*.

13. Give two examples of how you can display the character trait of good citizenship.

14. Identify one way that demonstrating good character can make a positive difference at school.

15. List two ways in which you can take an active role in developing your character.

Chapter 3**Vocabulary**

health consumer
media
advertising
comparison shopping
warranty
online shopping

health care system
primary care physician
specialist
preventive care
health insurance
medical history

fraud
health fraud
malpractice
consumer advocates
public health
epidemiology

Directions: Read the following passage. For each underlined phrase, write the term from the list above that can replace it.

Making consumer choices can be a difficult process. Today, there are more forms of (1) written or spoken messages designed to interest consumers in purchasing a product or service than ever. It is especially important to make careful decisions about health products and services. (2) Judging the benefits of different products by comparing factors such as cost, features, and quality is one way to make careful choices.

You should carefully avoid (3) the sale of worthless products or services claimed to prevent or cure health problems. Obtaining a(n) (4) written agreement to repair a product or replace a defective product can protect you from wasting money on defective products. When (5) using the internet to buy goods and services you should be a careful (6) person who purchases or uses health products or services. A(n) (7) person or group whose purpose is to address consumer issues can provide help if you have consumer problems.

Choosing a health care provider is another important decision. The type of (8) private company or government program that pays for all or part of your medical costs you have may affect your choice of health care provider. Your provider can't effectively help you maintain your health unless you provide a(n) (9) complete and comprehensive information about your immunizations and any health problems you have had. Occasionally health care providers are guilty of (10) failure by a health care professional to meet accepted standards. You should contact the American Medical Association or the state's licensing board in these cases.

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

Activity 7

Applying Health Skills

FOR USE WITH CHAPTER 3, LESSON 1

It's Influential

Directions: Many factors, both internal and external, influence your consumer choices. Advertising is an external influence that can profoundly affect your choice of products. Television, magazines, the Internet, and radio are some of the most effective ways for advertisers to reach potential customers. This activity will help you analyze how much advertising affects your thoughts about particular products. For each category of product listed, name the first brand of the product that comes to mind. Then, describe what you know about the product. In the last column, list the source of your information. At the end of the activity, answer the questions to analyze how advertising influenced your thoughts about these products.

Product	Brand	Knowledge about the Product	Source of Information about the Product
Shampoo			
Body soap			
Toothpaste			

1. For which of the products above was your information based on advertising?

2. For which of the products above was your information based on personal experience with the product?

3. Were any of the words or phrases you used to describe the product the same as the words and phrases used in an advertisement for the product?

4. Based on the activity and your answers to the questions, how much do you feel advertising affects you and your consumer choices?

Activity 8**Applying Health Skills**

FOR USE WITH CHAPTER 3, LESSON 2

See the Specialist

Directions: General health care is provided by primary care physicians, school nurses, and dentists. Often these are the first health professionals you see when you have a health problem. Primary care physicians and dentists can refer their patients to specialists for treatment of certain medical problems. Read the descriptions below. For each, name the specialist to which the person could be referred and provide a brief description of the types of problems handled by the specialist.

1. Matt has been suffering from acne for several months now. What started as a small problem has become severe, so he made an appointment with his primary care physician.

2. Juan visited his dentist for a check-up. The dentist noted that the position of Juan's permanent teeth has made it difficult for Juan to chew properly. Juan also feels embarrassed about his crooked teeth.

3. Hannah has had cold symptoms for a month now. Even though she has been taking cold medicine, she doesn't feel much better. Hannah made an appointment with her primary care physician, and at her appointment she described her symptoms: watery eyes and constant sneezing.

4. Erica made an appointment with her primary care physician to discuss the severity of her menstrual cramps. She misses several days of school each month, and wonders if there is a treatment that could alleviate her cramps.

Activity 9

Applying Health Skills

FOR USE WITH CHAPTER 3, LESSON 3

Sandra's Suggestions

Directions: Pretend you are Sandra, an online consumer advocate. Answer the following questions that have been submitted to your Web site.

1. "Sandra: I'm going to send my new hair dryer back. It just doesn't work! The store manager said to send it back to the manufacturer. How can I increase my chances of getting a refund?"

2. "Dear Sandra: The prescription my doctor gave me was for the wrong medicine, which landed me in the hospital. What can I do about my problem?"

3. "Dear Sandra: I tried to return some defective merchandise to a local store, and I was told that they wouldn't take returns. Since I had my receipt, and the merchandise was still in the original box, I thought they would take care of the problem. My neighbor said the same thing happened to her at that store. Who can help us out?"

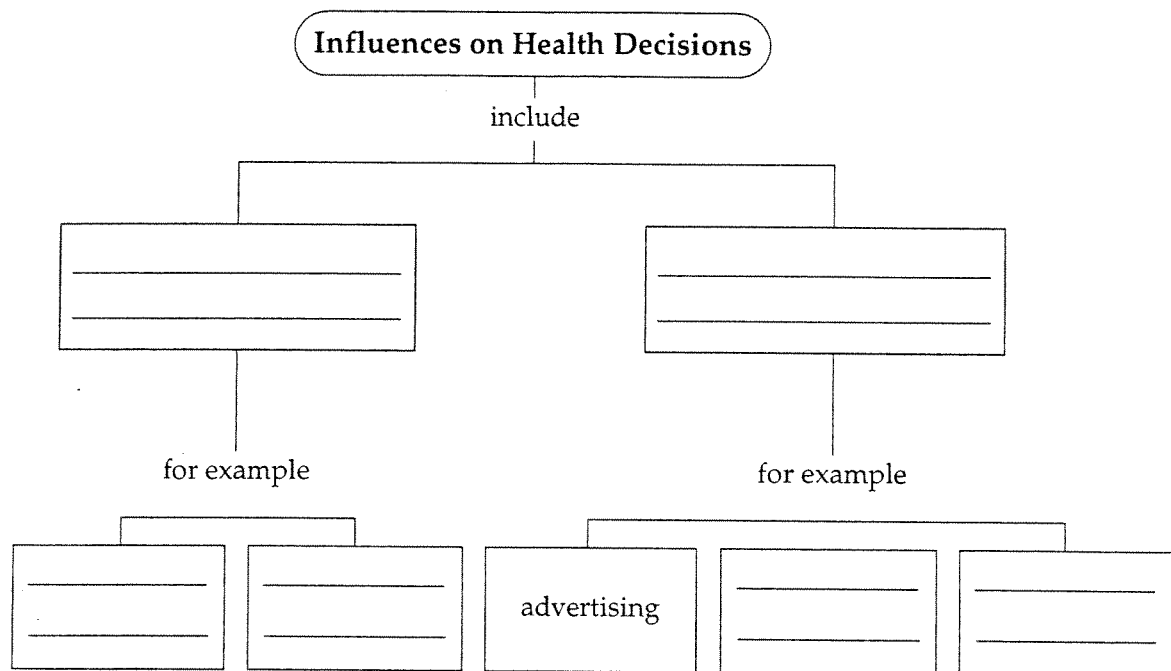
4. "Sandra: I bought an exercise device I saw on TV. It was supposed to give results in less than a week. All I've got to show for my week's work is sprained muscles and a big doctor bill. Any advice?"

Activity 7**Concept Mapping**

FOR USE WITH CHAPTER 3, LESSON 1

Influences on Health Decisions

Directions: Complete the concept map below on influences on health decisions. Use each of the following terms and phrases once: *external influences*, *family and friends*, *habits*, *internal influences*, *media*, *personal taste*.



Name _____

Class _____

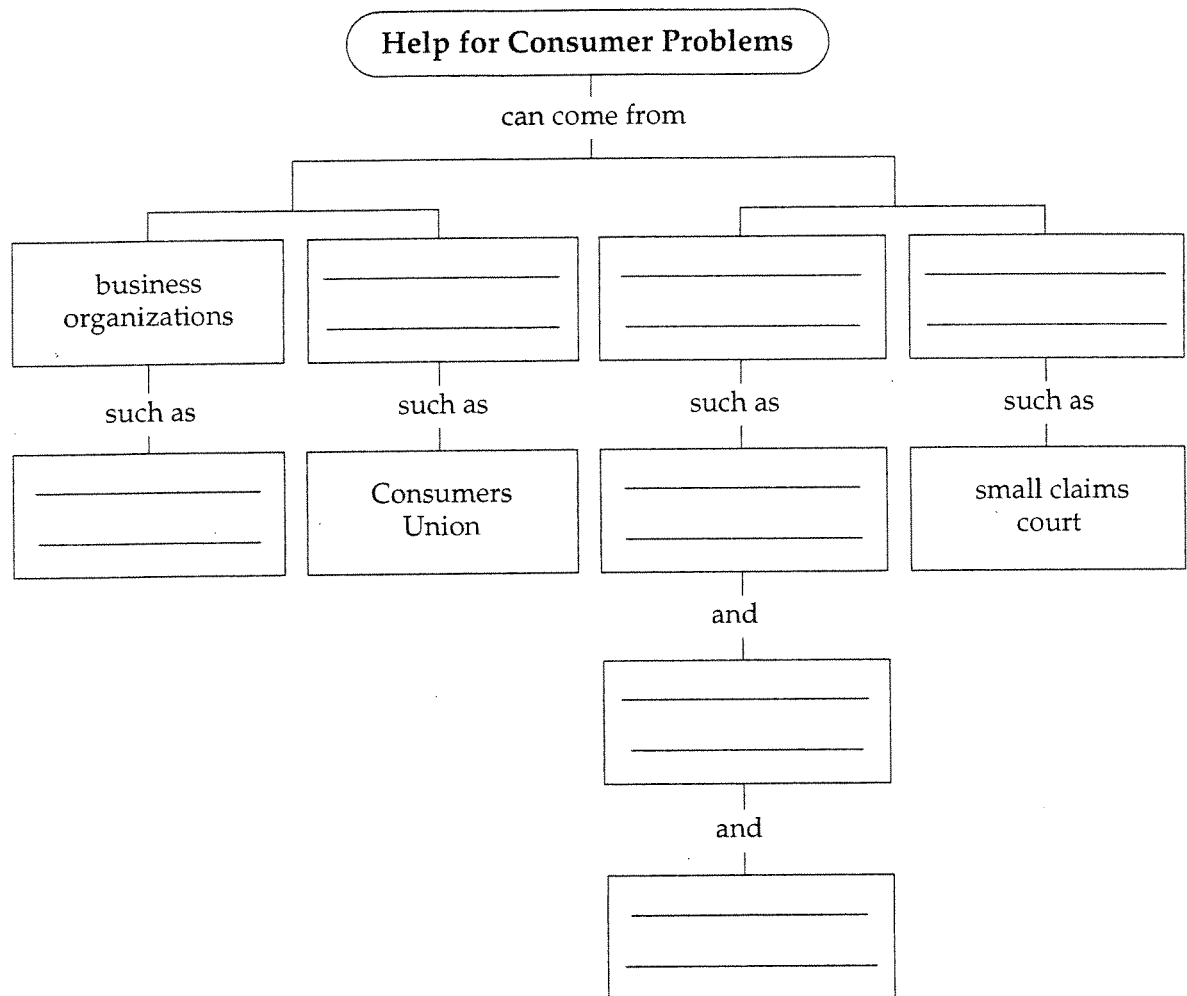
Date _____

Activity 9**Concept Mapping**

FOR USE WITH CHAPTER 3, LESSON 3

Help for Consumer Problems

Directions: Complete the concept map below on some of the agencies and organizations that can provide help for consumer problems. Use each of the following terms once: *Better Business Bureau, consumer advocates, Consumer Product Safety Commission, federal government, state government, the Food and Drug Administration, Federal Trade Commission*



Chapter 3

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. Define *comparison shopping*.

2. Describe two techniques used by advertisers to convey messages to consumers.

3. Name four factors you should consider when deciding between two consumer products.

Lesson 2

4. Define *medical history* and explain why it is important for your health care provider.

5. Define *health insurance*. How are managed care plans different from conventional plans?

6. Define and give three examples of *specialists*.

Study Guide, Chapter 3 (Continued)

7. Give three examples of types of health care professionals who provide general care.

Lesson 3

8. Name two government agencies that protect consumers' rights.

9. Describe health fraud, and mention two types of products that are particularly susceptible to health fraud.

10. Define *malpractice*.

11. What is small claims court, and how can it be used by consumers to resolve complaints?

Lesson 4

12. Identify three ways public health is overseen at the local level.

13. Define *epidemiology*.

14. What are three agencies that work at the national level to maintain health?

Chapter 4**Vocabulary**

physical activity
physical fitness
sedentary lifestyle
osteoporosis
cardiorespiratory endurance
muscular strength
muscular endurance
flexibility
body composition
exercise
aerobic exercise

anaerobic exercise
overload
progression
specificity
warm-up
workout
F.I.T.T.
cool-down
resting heart rate
training program
hydration

anabolic steroids
health screening
overexertion
heat cramps
heat stroke
frostbite
hypothermia
muscle cramp
strain
sprain

Directions: Words and phrases and the ideas they represent have similarities and differences. Words and phrases can be *compared*. A comparison tells the similarities of and differences between words or phrases. Words and phrases can be *contrasted*. A contrast focuses on the differences between words and phrases. Use this information to answer the questions that follow.

1. Contrast the phrases *aerobic exercise* and *anaerobic exercise*.

2. Compare and contrast the terms *frostbite* and *hypothermia*.

3. Compare and contrast the phrases *muscular strength* and *muscular endurance*.

4. Contrast the phrases *sprain* and *strain*.

Activity 11

Applying Health Skills

FOR USE WITH CHAPTER 4, LESSON 1

Voice an Opinion

Directions: Most articles in newspapers are factual reports about news events, written by reporters. Newspapers also employ editorial writers: writers who offer their opinion of current news events. You have been asked to fill in for the editorial writer at the local newspaper. After each description of a current news event, write some notes for an editorial column concerning the issue. Decide what opinion your editorial will express, and list four facts you will use to support your opinion. Use your knowledge of physical fitness and information from the lesson when forming your opinion.

1. The state legislature voted today to decrease the amount of physical education required for high school graduation.

The opinion I will express in my editorial: _____

Supporting facts: _____

2. The mayor today announced support for construction of a physical fitness center open to all city residents. Construction of the center will require a tax increase. A traffic impact study will be required. The issue will be put to a public vote in the next election. Voter concerns about increased taxes will be addressed by the mayor at a town meeting Thursday evening.

The opinion I will express in my editorial: _____

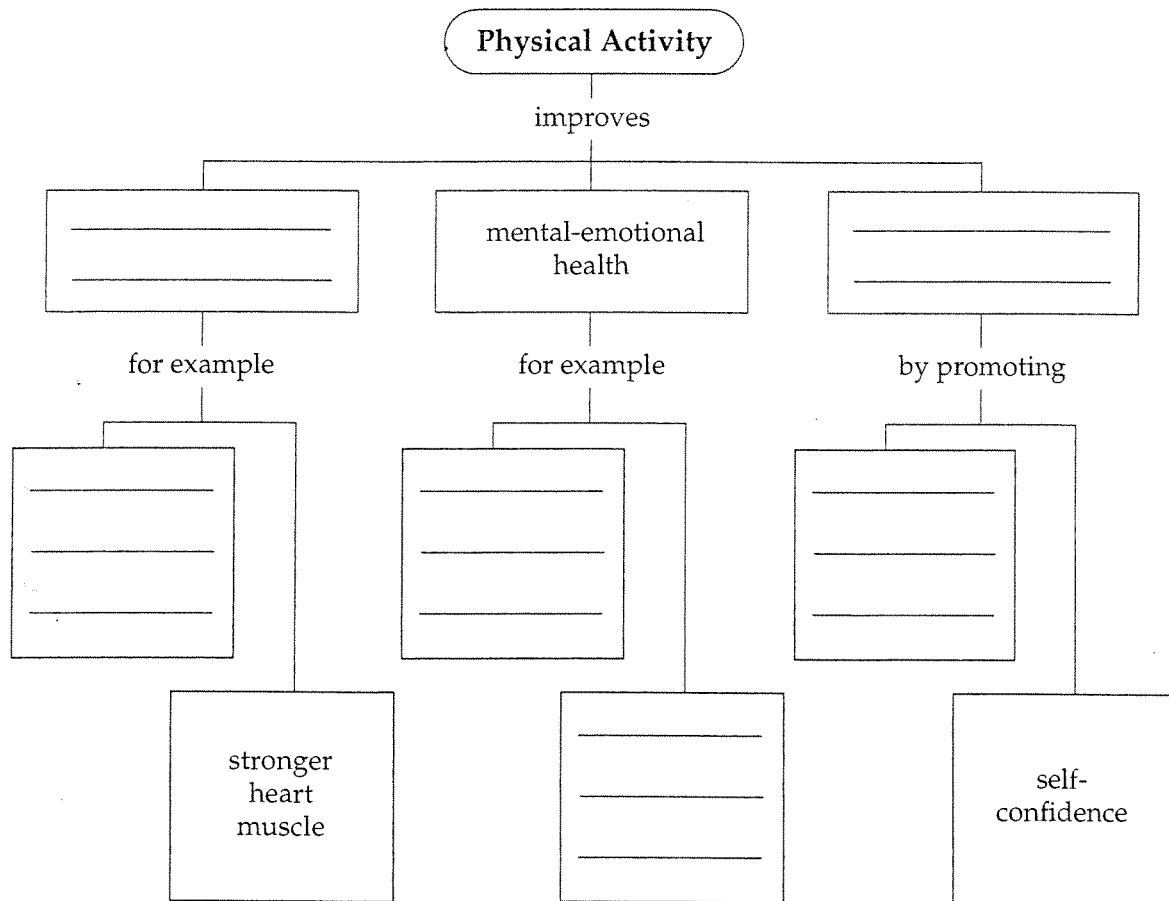
Supporting facts: _____

Activity 11**Concept Mapping**

FOR USE WITH CHAPTER 4, LESSON 1

Physical Activity

Directions: Complete the concept map below on the ways that physical activity can positively affect your health. Use each of the following terms and phrases once: *higher energy levels, physical health, reduced mental fatigue, social health, social interaction, stress relief*.

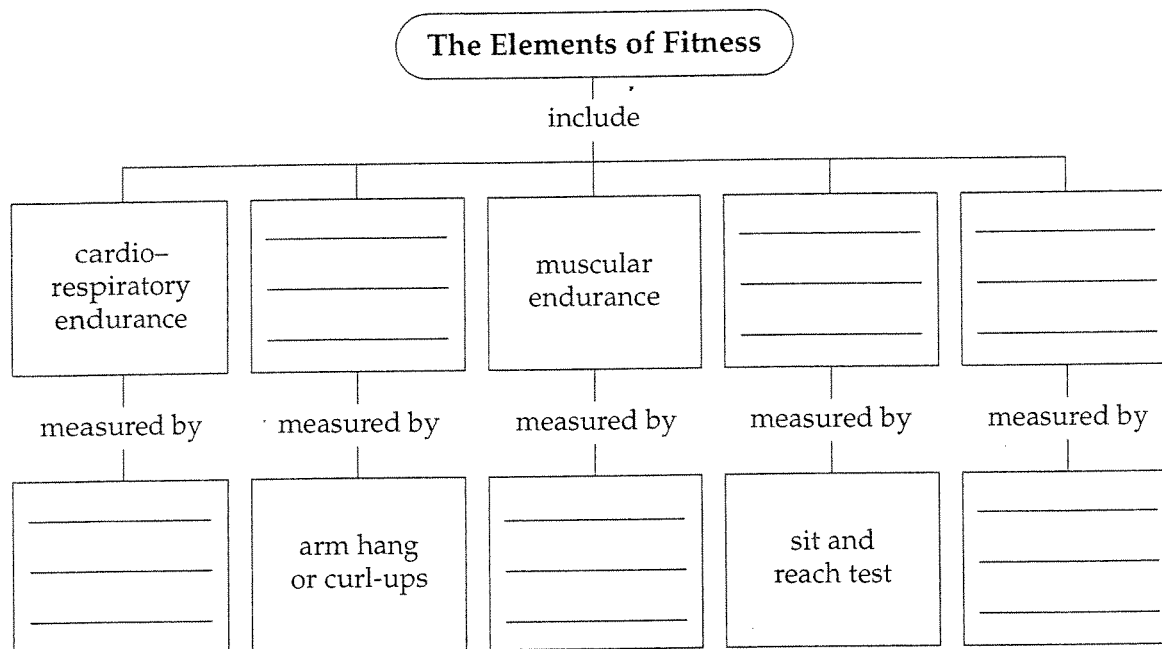


Activity 12**Concept Mapping**

FOR USE WITH CHAPTER 4, LESSON 2

The Elements of Fitness

Directions: Complete the concept map below on the elements of fitness. Use each of the following terms and phrases once: *arm hang or curl-ups*, *body composition*, *flexibility*, *muscular strength*, *skinfold calipers*, *step test*.



Name _____

Class _____

Date _____

Chapter 4

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later you can use this guide to review the information in the chapter.

Lesson 1

1. List three benefits of physical activity for physical health.

2. List three benefits of physical activity for mental health.

3. List three benefits of physical activity for social health.

4. Identify four possible negative effects of a physically inactive lifestyle.

Lesson 2

5. Describe each element of fitness.

a. Cardiorespiratory endurance: _____

b. Muscular strength: _____

Name _____

Class _____

Date _____

Study Guide, Chapter 4 *(Continued)*

c. Muscular endurance: _____

d. Flexibility: _____

e. Body composition: _____

6. What category of exercise can improve cardiorespiratory endurance?

7. What category of exercise can improve muscular endurance and strength?

Lesson 3

8. Identify three factors that influence your choice of physical activities.

9. Define the three principles of an effective fitness program.

a. Overload: _____

b. Progression: _____

c. Specificity: _____

10. Explain each term in the *F.I.T.T.* formula.

a. Frequency: _____

b. Intensity: _____

c. Time/duration: _____

d. Type: _____

Name _____

Class _____

Date _____

Study Guide, Chapter 4 *(Continued)*

Lesson 4

11. Define *training program*. _____

12. What is a health screening? Explain the importance of having a health screening before beginning any new activity. _____

13. Identify the amount of water that should be consumed before and during a workout. _____

Lesson 5

14. Identify two hot-weather health risks. _____

15. Identify two cold-weather health risks. _____

16. What are three minor injuries that might occur during physical activity? _____

17. What do each of the letters in the *R.I.C.E.* procedure stand for? _____

Name _____

Class _____

Date _____

Chapter 5**Vocabulary**

Directions: Below is a list of vocabulary words from this chapter. The letters of the words have been scrambled. Unscramble each word and match it with its correct meaning on the right. Write the letter of the correct meaning in the blank.

_____ 1. aleriocs	_____	_____ 7. eptiatpe	_____
_____ 2. ugehrn	_____	_____ 8. iidlp	_____
_____ 3. ofod elarlgy	_____	_____ 9. iunrmitto	_____
_____ 4. aezptrinsuiato	_____	_____ 10. rnespoti	_____
_____ 5. ativnsmi	_____	_____ 11. odfo eetioranlcn	_____
_____ 6. ttisnnure	_____	_____ 12. ribfe	_____

- a. a natural physical drive that protects you from starvation
- b. the process by which the body takes in and uses food
- c. a negative reaction to a food or part of food caused by a metabolic problem, such as the inability to digest parts of certain foods or food components
- d. the process of treating a substance with heat to destroy or slow the growth of pathogens
- e. the units of heat that measure the energy used by the body and the energy that foods supply to the body
- f. a desire, rather than a need, to eat
- g. a condition in which the body's immune system reacts to substances in some foods
- h. an indigestible complex carbohydrate
- i. a fatty substance that does not dissolve in water
- j. nutrients that help build and maintain body cells and tissues
- k. the substances in food that your body needs to grow, to repair itself, and to supply you with energy
- l. compounds that help regulate many vital body processes, including the digestion, absorption, and metabolism of other nutrients

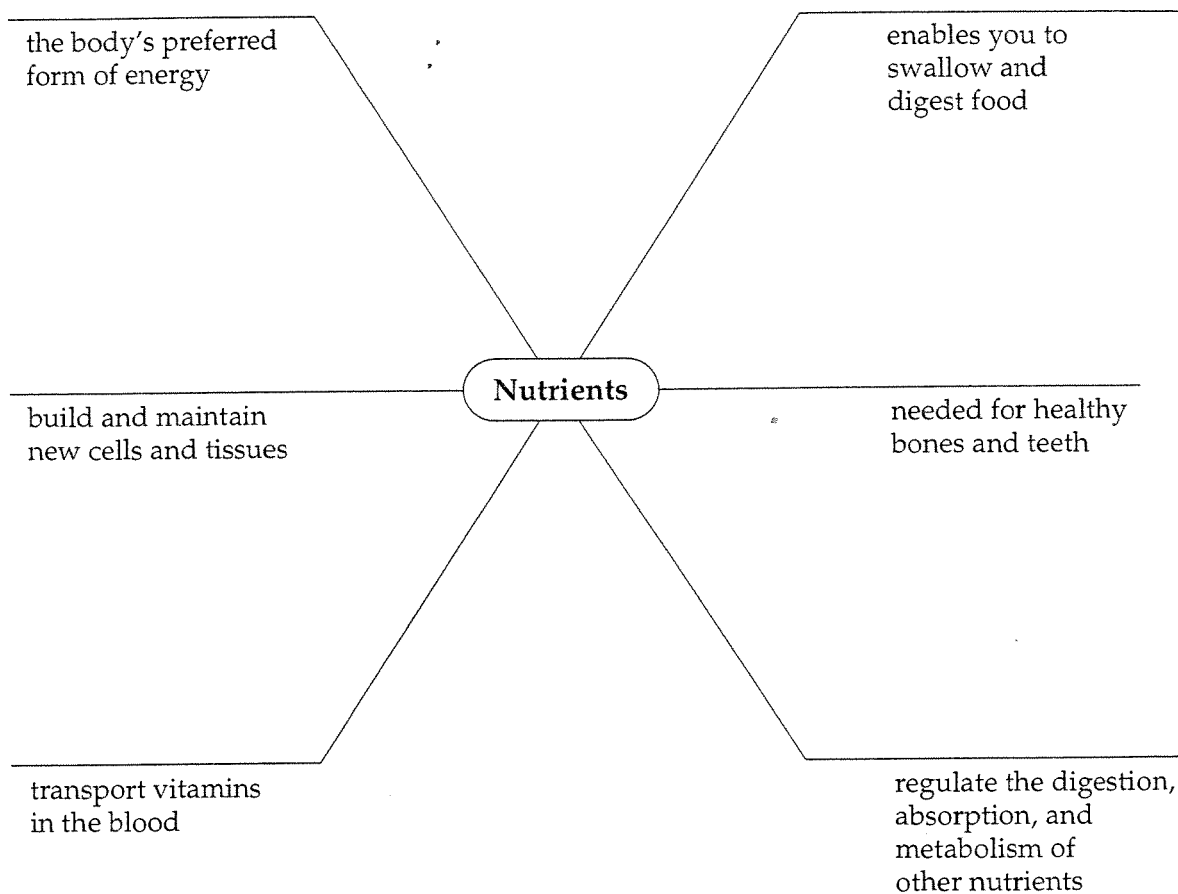
Activity 17

Concept Mapping

FOR USE WITH CHAPTER 5, LESSON 2

Role of Nutrients

Directions: Complete the concept map below on the role of nutrients in the body. Use each of the following terms once: *carbohydrates, fats, minerals, proteins, vitamins, water*.

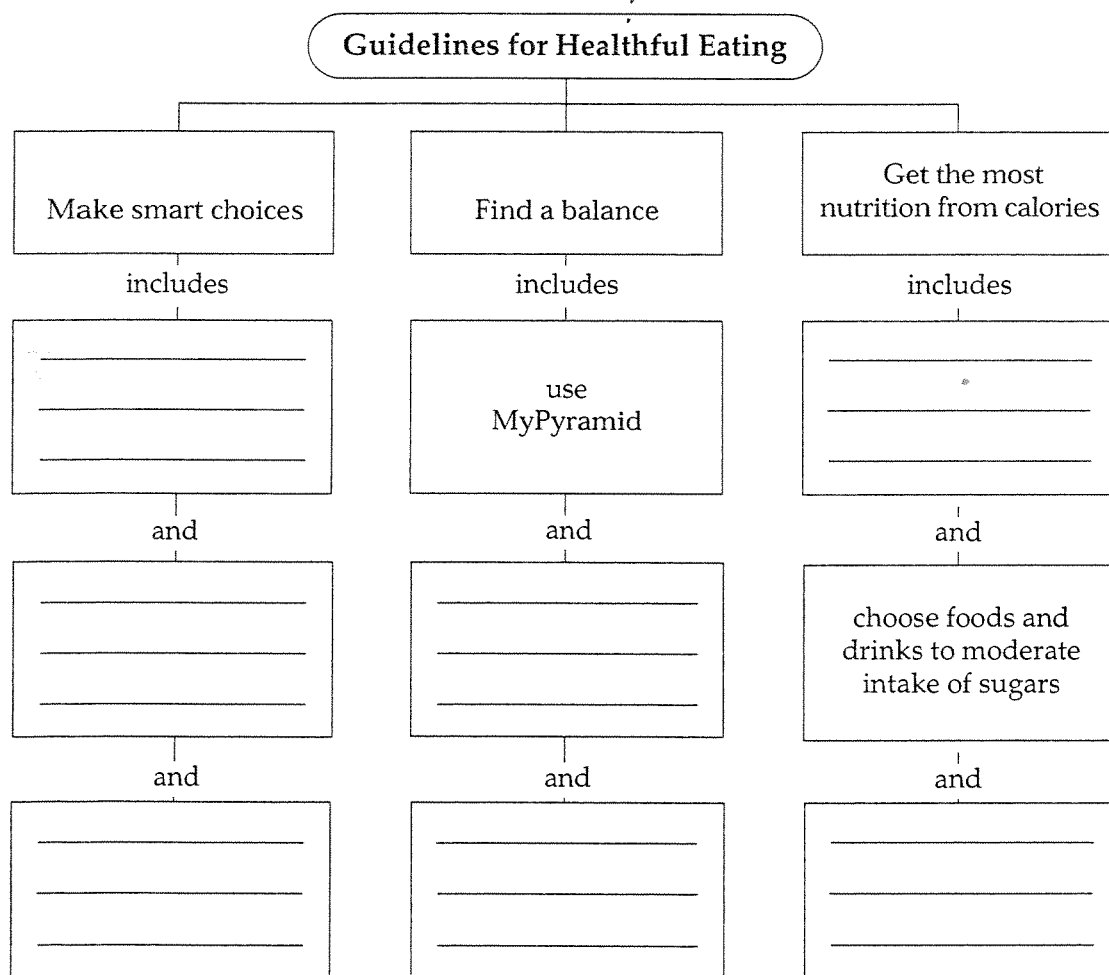


Activity 18**Concept Mapping**

FOR USE WITH CHAPTER 5, LESSON 3

Guidelines for Healthful Eating

Directions: Complete the concept map below on the Guidelines for Healthful Eating. Use each of the following phrases once: make half your grains whole, aim for a healthy weight, eat calcium-rich foods, be physically active for 60 minutes every day, vary your veggies and fruits, moderation in fats, moderation in sugar, go lean on meat protein, moderation in salt.



Name _____

Class _____

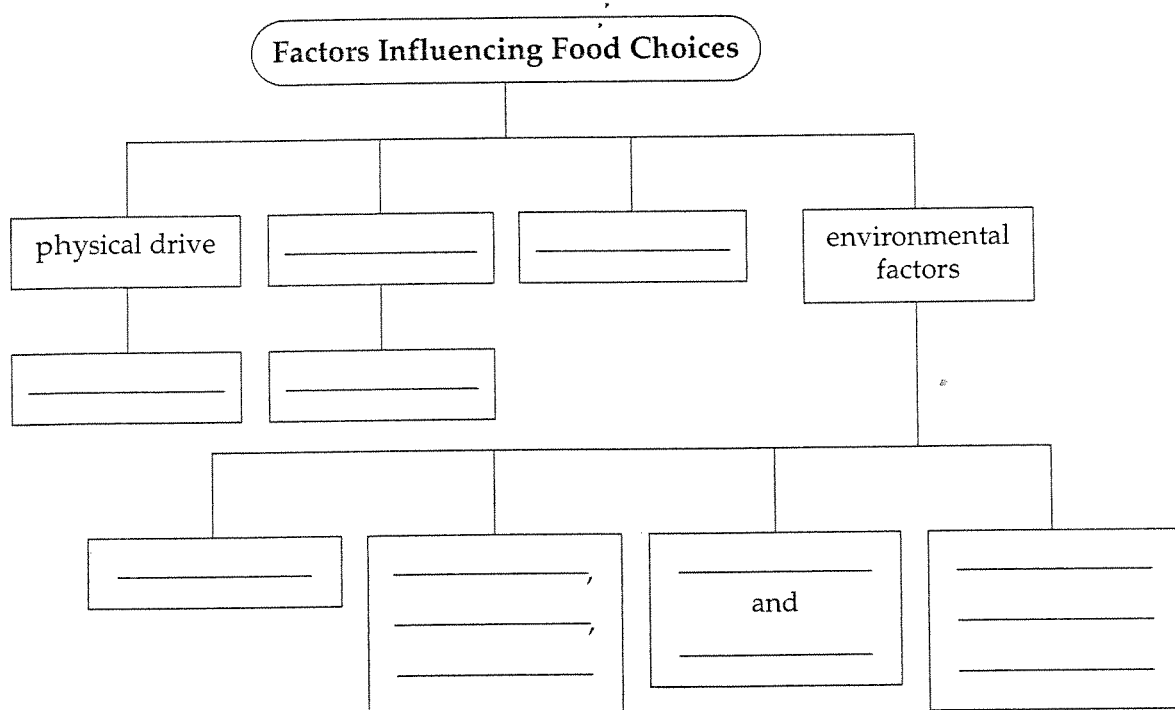
Date _____

Activity 16**Concept Mapping**

FOR USE WITH CHAPTER 5, LESSON 1

Food Choices

Directions: Complete the concept map below on the factors influencing food choices. Use each of the following terms and phrases once: *advertising; appetite; convenience and cost; cultural and ethnic background; emotions; family, friends, and peers; hunger, desire*



Activity 5**Enrichment**

FOR USE WITH CHAPTER 5

Supplementing Your Health

Directions: After reading this material, complete the activity that follows.

Dietary supplements are among the best-selling products intended to promote health in the United States. According to the Food and Drug Administration (FDA), more than half of the adult population in the United States uses some form of dietary supplement. In 2001 consumers purchased some \$17 billion worth of these products, and the market continues to grow each year. Dietary supplements are any products that supply essential vitamins, minerals, or proteins and promise improved nutrition and health. Under the Dietary Supplement Health and Education Act of 1994 (DSHEA), the supplement manufacturer is responsible for ensuring the safety of a dietary supplement before it is marketed to the general public. Dietary supplements are not subject to the same FDA safety regulations as over-the-counter medications and prescription drugs.

The FDA does not classify dietary supplements as drugs. Drugs may be derived from some of the same materials as dietary supplements, but a drug, according to the FDA, is "intended to diagnose, cure, mitigate, treat, or prevent diseases." Dietary supplements cannot legally make any of those claims. In addition, before marketing, prescription drugs must undergo clinical studies to determine their effectiveness, safety, possible interactions with other substances, and appropriate dosages. The FDA must review this data and authorize the use of any new drug. The FDA's authority over dietary supplements is limited to its ability to deem a supplement unsafe and to remove it from sale.

Dietary supplements come in liquids, tablets, capsules, powders, and teas. Once sold mainly in health food stores, they now line the shelves of pharmacies, grocery stores, and discount chain stores.

Often, the value of dietary supplements is in the mind of the user. Most supplements do no harm, but some can be dangerous. Chaparral, a traditional Native American herb known as an antioxidant, can cause liver damage; ephedra, believed to boost athletic endurance, can increase the heart rate, causing high blood pressure and strokes; wormwood, said to aid in digestion, may cause delirium and paralysis. Even traditional supplements such as vitamin A, vitamin B6, niacin, and selenium may be harmful if not taken as directed.

The best way to get all of your required daily nutrients is to eat an appropriate balance of foods from each of the food groups. Dietary supplements, even those that are safe and effective, cannot substitute for a well-balanced diet. Always check with a doctor before taking any dietary supplement, especially if you are under 18, elderly, chronically ill, or taking any other medications (even over-the-counter medications).

While some supplements are harmless when taken by themselves, they can be dangerous when taken with other things. Ginkgo biloba, known for its supposed memory-enhancing properties, may cause excessive bleeding when combined with daily aspirin use. The truth is, no supplement or combination of supplements has demonstrated that it can provide the same benefits as a balanced diet of healthful foods.

Name _____

Class _____

Date _____

Enrichment, Activity 5 (Continued)

FOR USE WITH CHAPTER 5

You have been asked to write an advice column that focuses on health issues for the local newspaper. Each week you will answer letters on a variety of health topics. Come up with a clever name for your column, something that conveys the idea of the feature. This week's column deals with questions about dietary supplements. Read the letters and write answers on the lines provided. You may wish to do more research on your own to answer the letters.

1. I'm confused. The grocery store shelves have lots of pills, vitamins, drugs, and liquids that all claim to be good for me. How do I know if they are all safe and effective?

2. A friend of mine is trying to lose weight and has stopped eating. She drinks water and takes vitamins and some other dietary supplements. She does seem to be losing weight, but is this a safe practice?

3. I'm worried about my grandmother. In the last few years she has become thin and frail. Now she is drinking some liquid that her friend told her would make her stronger. She doesn't eat much to begin with. I'm afraid that this stuff is taking the place of real food. What should I do?

4. A friend of mine smokes. He admits that smoking is bad for you, but he thinks taking megadoses of vitamins and antioxidants will combat the damage. I disagree. What do you say?

Name _____

Class _____

Date _____

Activity 17**Reteaching**

FOR USE WITH CHAPTER 5, LESSON 2

Directions: Six groups of nutrients play very important roles in maintaining the health of the body. Complete the chart below with facts about each group.

Nutrient	Description	Role	Sources/Examples
Carbohydrates	_____	convert to glucose, the body's main source of energy	_____
	_____		_____
	_____		_____
Proteins	nutrients that help build and maintain body cells and tissues	_____	_____
		_____	_____
		_____	_____
Fats	_____	provide energy; transport some vitamins; serve as sources of linoleic acid for growth and healthy skin	_____
	_____		_____
	_____		_____
Vitamins	compounds that help regulate many vital body processes	_____	_____
		_____	_____
		_____	_____
Minerals	substances that the body cannot manufacture but needs to perform important functions	_____	_____
		_____	_____
		_____	_____
Water	liquid composed of hydrogen and oxygen	vital to every body function	_____

Activity 16

Reteaching

FOR USE WITH CHAPTER 5, LESSON 1

Directions: Read the following statements about nutrition carefully. If the statement is correct, write true. If it is false, rewrite the sentence, changing the underlined part so that the statement is true.

1. Calories are the units of heat that measure the fat used by the body.

2. Nutrients are necessary for the body's growth, repair, and energy.

3. Hunger is the desire, rather than the need, to eat.

4. Hunger is felt when your stomach walls contract, stimulating nerve endings that signal to the brain that your body needs food.

5. People eat only when they are hungry.

6. People's choice of foods can be influenced by their family, friends, and peers; their cultural and ethnic background; and the convenience and cost of food.

7. Part of making informed food choices involves carefully analyzing the health messages delivered through food advertisements.

8. A healthful diet is important during adolescence to help prevent unhealthful weight gain.

9. Good nutrition in the teen years can lower the risk of certain diseases in later years such as heart disease, stroke, and osteoporosis.

10. Adolescence is a period of slow growth for the body.

Chapter 5

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later you can use this guide to review the information in the chapter.

Lesson 1

1. Define *nutrition*. _____
2. Identify three reasons good nutrition is important.

3. What is the difference between hunger and appetite?

4. Describe three environmental factors that influence your food choices.

Lesson 2

5. Identify the six groups of nutrients. _____
6. What kinds of foods are high in fiber?

7. Describe three things that proteins do.

8. What kinds of fats are high in saturated fatty acid?

9. Which type of vitamins can be stored in the body?

Name _____ Class _____ Date _____

Study Guide, Chapter 5 *(Continued)*

Lesson 3

10. What is the *Dietary Guidelines for Americans*?

11. What is MyPyramid?

12. From which food group should most of your daily servings come?

13. Explain why moderating your salt intake can benefit your health.

14. Identify the three factors that are the foundation of a healthful eating plan.

Lesson 4

15. How are a food's ingredients listed on most food labels?

16. Define *food allergy* and *food intolerance*.

17. Describe three ways of reducing the risk of foodborne illnesses.

Chapter 6**Vocabulary**

body image
body mass index (BMI)
overweight
obesity
underweight
nutrient-dense foods

fad diets
weight cycling
eating disorder
anorexia nervosa
bulimia nervosa
binge eating disorder

electrolytes
rehydration
vegetarian
vegan
dietary supplement
megadose
herbal supplement

Directions: Words and phrases can be general or specific. A specific term describes a single idea. A general term describes a broad range of ideas or meanings. For example, *eating disorder* is a general term, while *bulimia nervosa* is a specific type of eating disorder.

Some of the terms used in this chapter are general, others are specific. Define each of the general terms below. Then, in the provided space define a more specific term or terms related to the same concept or idea.

1. **General term:** Dietary supplement _____

Specific term: _____

2. **General term:** Vegetarian _____

Specific term: _____

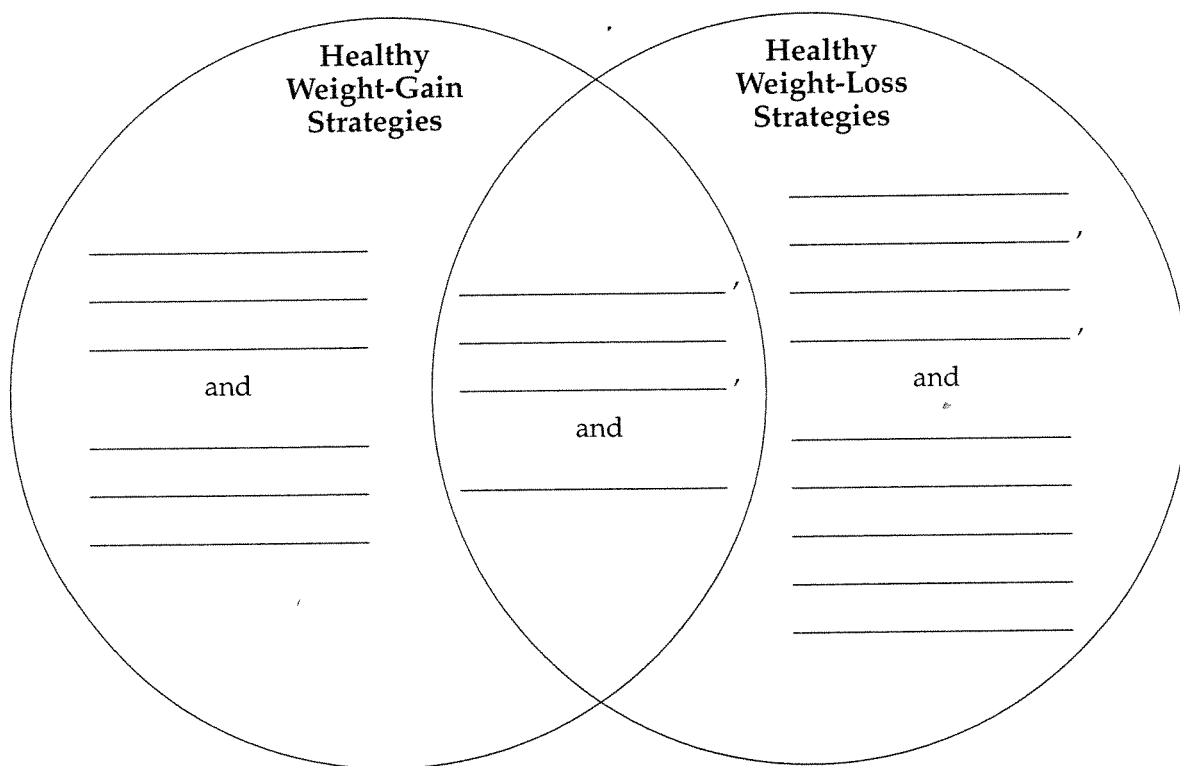
3. **General term:** Eating disorder _____

Specific term: _____

Concept Mapping

FOR USE WITH CHAPTER 6, LESSON 1

Directions: Complete the concept map below on healthful ways to manage weight. Use each of the following phrases once: *eat 1,700 to 1,800 calories a day, eat low-calorie nutrient-dense foods, eat high-calorie favorite foods less frequently and in smaller portions, eat often and take second helpings, increase your calorie intake, keep a journal, set realistic goals, take part in physical activity.*



Activity 22

Applying Health Skills

FOR USE WITH CHAPTER 6, LESSON 3

Nutrition Notes

Directions: Christina is preparing a report that discusses proper nutrition at different stages of life. Unfortunately, her computer crashed while she was making the outline for the report. Reorganize Christina's notes by placing the statements from the list under the appropriate headings. Some statements may belong under more than one heading.

- Should increase intake of folate.
- Should follow the *Dietary Guidelines* and MyPyramid.
- Diet should include milk and a wide variety of foods.
- See a health-care professional for recommendations about dietary supplements.
- May need fewer calories to balance lower activity levels.
- Should increase intake of calcium.
- Breastfeeding is the best possible source of nutrition.
- Should increase intake of iron.
- May need assistance preparing and selecting food for proper nutrition.
- Formula is an alternative if breastfeeding isn't possible.

Young Children

Older Adults

Pregnant Women

Infants

Activity 6**Cross-Curriculum: Math**

FOR USE WITH CHAPTER 6

Making Wise Choices

Directions: Whether you're at the mall, a fast-food restaurant, or your neighborhood grocery store, you probably have a variety of delicious foods to choose from. If you balance high-calorie and high-fat choices with low-calorie, nutrient-dense foods, you will be able to maintain a healthy weight. The next time you have a snack attack, consider the nutrition information in the table. Use the table and information from the chapter to answer the questions that follow.

High-Calorie, High-Fat Foods	Lower-Calorie, Lower-Fat Options
Vanilla soft-serve ice cream	Vanilla frozen yogurt, soft-serve
Nutrition Facts	Nutrition Facts
Serving Size: $\frac{1}{2}$ cup	Serving Size: $\frac{1}{2}$ cup
Calories 185	Calories 114.5
Fat 11.2 g	Fat 4 g
Carbohydrate 19 g	Carbohydrate 17.4 g
Protein 3.5 g	Protein 2.9 g
Calcium 112.7 mg	Calcium 103 mg
French fries	Pretzels
Nutrition Facts	Nutrition Facts
Serving Size: 1 medium portion	Serving Size: 1 oz.
Calories 458	Calories 108
Fat 24.7 g	Fat 1 g
Sodium 265 mg	Sodium 486 mg
Carbohydrate 53.4 g	Carbohydrate 22.5 g
Protein 5.8 g	Protein 2.6 g

Source: United States Department of Agriculture

1. A daily intake of 1,700 to 1,800 calories will meet your body's energy needs. Which food listed supplies more than one-quarter of that requirement? What other choices might balance your eating plan over the course of the day?

2. A gram of fat equals 9 calories. Using the nutrition facts for soft-serve ice cream and soft-serve yogurt, compare the calories from fat in each snack.

Chapter 6

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later you can use this guide to review the information in the chapter.

Lesson 1

1. Define *body composition*, and explain why it is an important consideration when determining an individual's appropriate weight range.

2. Name three health risks for adults who are overweight.

3. List five strategies for beginning a weight-management plan.

4. Identify two strategies for healthy weight loss.

5. Identify two strategies for healthy weight gain.

6. Explain two ways in which physical activity can help with weight management.

Name _____

Class _____

Date _____

Study Guide, Chapter 6 *(Continued)*

Lesson 2

7. Define *fad diet*, and list three characteristics that distinguish fad diets from healthy weight management. _____

8. Identify two possible side effects of taking diet pills.

9. Define *eating disorder*. _____

10. What are two physical consequences of anorexia nervosa?

11. What are two health consequences of bulimia nervosa?

12. What are two ways you could help a friend who has an eating disorder?

Lesson 3

13. Define *rehydration*. _____

14. Identify three possible side effects of taking anabolic steroids.

15. Describe the best types of foods to eat before a competition.

Name _____

Class _____

Date _____

Study Guide, Chapter 6 *(Continued)*

16. Define *vegetarian*. _____

17. What are dietary supplements? _____

18. Describe a situation in which dietary supplements are an appropriate addition to a healthy diet. _____

19. Describe how dietary supplements can be dangerous.

20. Why is a healthful diet important during pregnancy?

Chapter 7**Vocabulary**

mental/emotional health
 hierarchy of needs
 self-actualization
 personality
 modeling

personal identity
 developmental assets
 constructive criticism
 emotions
 hormone

empathy
 hostility
 defense mechanisms
 suppression

Directions: Match the definition in the left column with the vocabulary term in the right column. Write the letter of the correct answer in the space provided.

- | | |
|---|---------------------------|
| _____ 1. the building blocks of development that help people become responsible, caring adults | a. modeling |
| _____ 2. the ability to imagine and understand how someone else feels | b. hormone |
| _____ 3. nonhostile comments that point out problems and encourage improvement | c. emotion |
| _____ 4. observing and learning from the behaviors of those around you | d. empathy |
| _____ 5. a chemical secreted by your glands that regulates the activities of different body cells | e. development assests |
| _____ 6. signals that tell your mind and body how to react | f. constructive criticism |

Directions: Answer the following questions about the vocabulary terms.

7. The terms *personal identity* and *personality* are similar, but they have important differences in meaning. Compare and contrast these two terms.

8. Define *defense mechanism*. Give one example of a defense mechanism that is found in the vocabulary list.

Name _____

Class _____

Date _____

Activity 23**Concept Mapping**

FOR USE WITH CHAPTER 7, LESSON 1

Maslow's Hierarchy of Needs

Directions: Complete the concept map below on the five levels of Maslow's hierarchy of needs. Use each of the following terms and phrases once: *being appreciated, being loved, being recognized for achievements, belonging, familiar places and people, feeling recognized, food, loving others, physical, reaching potential, safety, self-actualization, setting goals, shelter, sleep, water.*

The diagram is a large triangle divided into five horizontal sections, each representing a level of Maslow's Hierarchy of Needs. The sections are labeled from top to bottom as follows:

- Level 5:** _____

_____ and

- Level 4:** _____
_____ and

- Level 3:** _____ and

- Level 2:** _____ and

- Level 1:** _____ and

Activity 24

Reteaching

FOR USE WITH CHAPTER 7, LESSON 2

Directions: A healthy personal identity contributes to many aspects of a person's life. Fill in the outline below with facts from the lesson.

Toward a Healthy Identity

I. Recognize developmental assets

A. Support

B. _____

C. _____

D. _____

E. Commitment to learning

F. _____

G. _____

H. Positive identity

II. Strengthen developmental assets

A. Assess strengths and weaknesses

B. _____

C. _____

D. _____

E. Contribute to community

F. _____

III. Increase self-esteem

A. See events realistically

B. _____

C. _____

Activity 26

Reteaching

FOR USE WITH CHAPTER 7, LESSON 4

Directions: There are healthful and unhealthful ways to deal with emotions. Answer each of the questions that follows using information from the lesson.

1. What are two negative ways of dealing with emotions?

2. What are two strategies to use for interpreting your emotions?

3. What are two ways that you can manage strong emotions?

4. Identify and explain two types of defense mechanisms.

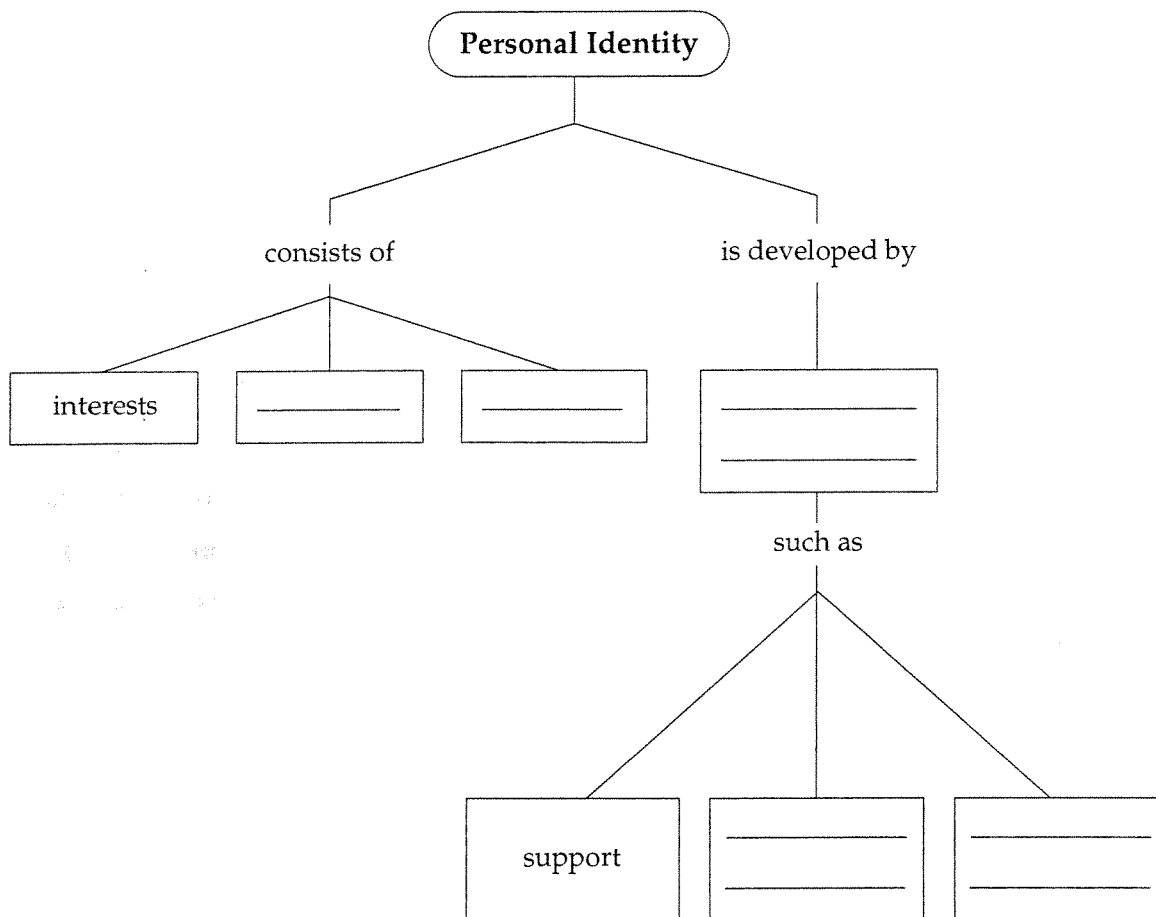
Activity 24

Concept Mapping

FOR USE WITH CHAPTER 7, LESSON 2

Personal Identity

Directions: Complete the concept map below on personal identity. Use each of the following terms once: *developmental assets, empowerment, goals, social competencies, talents*.



Name _____

Class _____

Date _____

Activity 24

Applying Health Skills

FOR USE WITH CHAPTER 7, LESSON 2

Teens in the News

Directions: Below are excerpts from newspaper articles about teens in trouble. In the spaces provided, identify at least two developmental assets each teen seems to lack. Explain how the assets might have helped the teen avoid getting into trouble.

1. *Teen Arrested for Underage Drinking*

Last night, a 15-year-old student from Jackson Township was arrested when police found him drinking beer behind a convenience store. According to the police report, the teen had used his older brother's ID to buy beer at the store earlier in the evening. When interviewed, the teen's father said he hadn't realized his son wasn't home, but "boys will be boys."

Developmental assets: _____

Explanation: _____

2. *Student Admits Vandalizing South High School*

A female student was questioned by authorities today about the minor vandalism that occurred recently at South High School. The student admitted painting graffiti on the lockers of three other girls. She said she did it because the girls had been "mean" to her earlier in the week and she was trying to "get even."

Developmental assets: _____

Explanation: _____

Chapter 7

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later you can use this guide to review the information in the chapter.

Lesson 1

1. List five characteristics of people with good mental/emotional health.

2. Name the five levels of needs in Maslow's hierarchy and give an example of a need at each level.

3. What is self-actualization?

4. Define *personality* and identify the two main influences on personality.

Lesson 2

5. What is personal identity?

6. List five aspects of personal identity.

7. Identify eight major developmental assets.

Name _____

Class _____

Date _____

Study Guide, Chapter 7 *(Continued)*

Lesson 3

8. Define *emotions* and give examples of several different emotions.

9. What are hormones? How can they affect emotions? _____

10. Compare and contrast *empathy* and *sympathy*. _____

11. Distinguish between *fear* and *phobia*. _____

Lesson 4

12. Describe at least three healthful ways to manage difficult emotions.

13. What are defense mechanisms? _____

14. List eight common examples of defense mechanisms. _____

15. Define *suppression*. _____

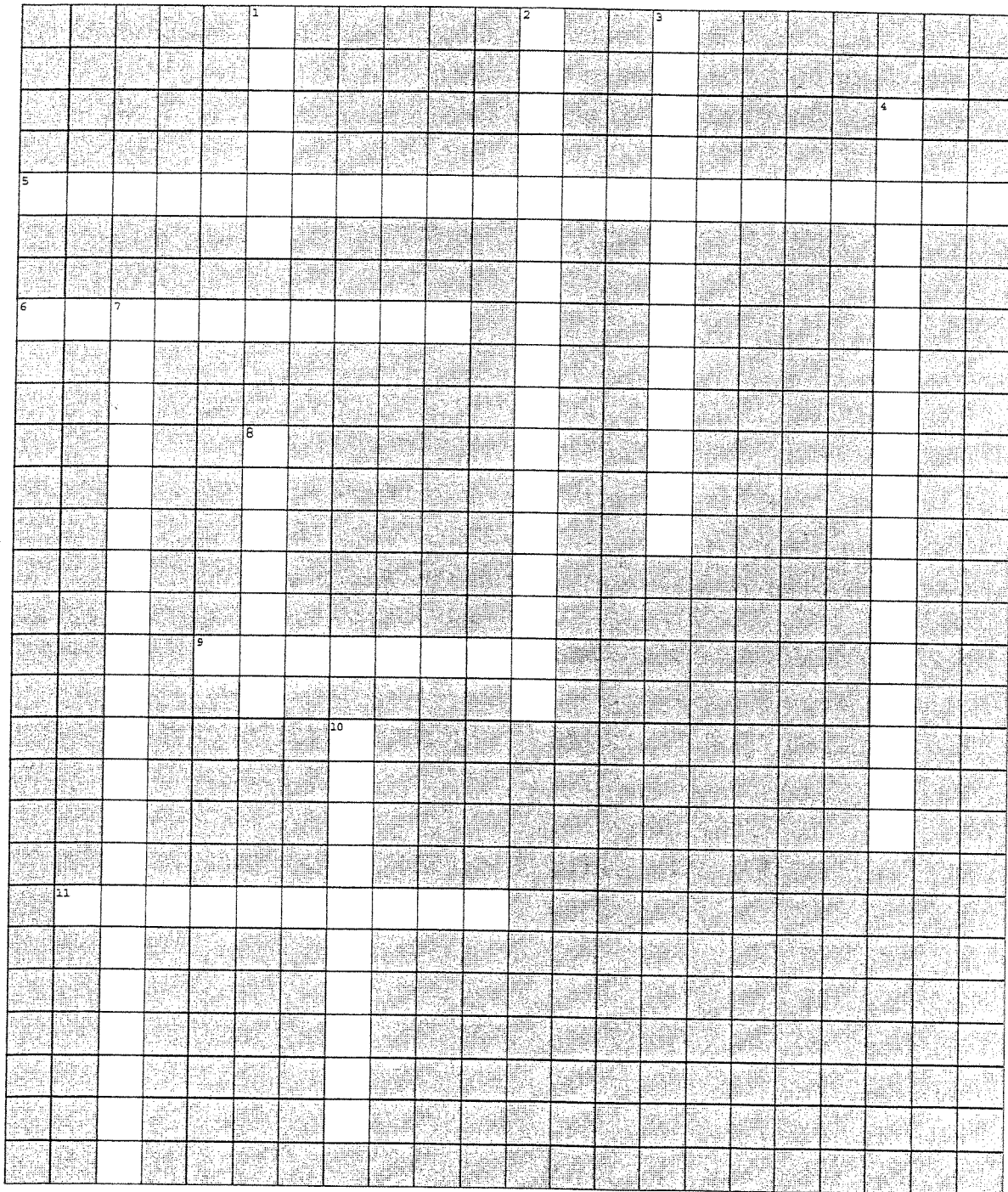
Name _____

Class _____

Date _____

Chapter 8**Vocabulary**

Directions: Life can be puzzling—especially when you're feeling stressed! Match the vocabulary words in the list on the next page with the definitions in the clues to complete the crossword puzzle.



Name

Class

Date

Vocabulary, Chapter 8 *(Continued)*

stress
perception
stressor
psychosomatic response

chronic stress
stress-management skills
relaxation response
anxiety

depression
resiliency
protective factors

Across

5. skills that help you handle stress in a healthful, effective way
6. a condition characterized by prolonged feelings of helplessness, hopelessness, and sadness
9. anything that causes stress
11. the ability to adapt effectively and recover from disappointment, difficulty, or crisis

Down

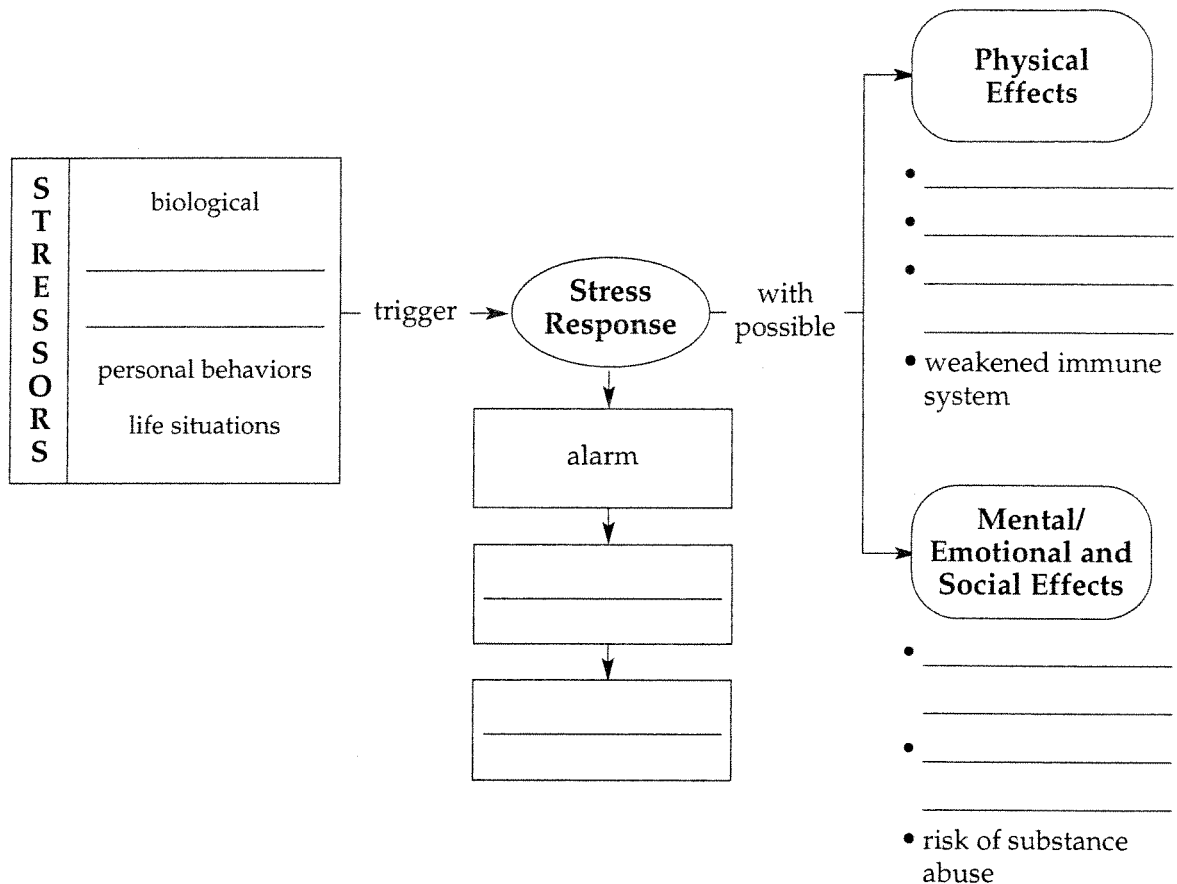
1. reaction of the body and mind to everyday challenges and demands
2. conditions that shield individuals from the negative consequences of exposure to risk
3. stress associated with long-term problems that are beyond a person's control
4. a state of calm that can be reached if one or more relaxation techniques are practiced regularly
7. a physical reaction that results from stress rather than from an injury or illness
8. the condition of feeling uneasy or worried about what may happen
10. the act of becoming aware through the senses

Activity 27**Concept Mapping**

FOR USE WITH CHAPTER 8, LESSON 1

Effects of Stress

Directions: Complete the concept map below on the effects of stress. Use each of the following terms and phrases once: *asthma, cognitive, difficulty concentrating, environmental, fatigue, headache, high blood pressure, mood swings, resistance*.



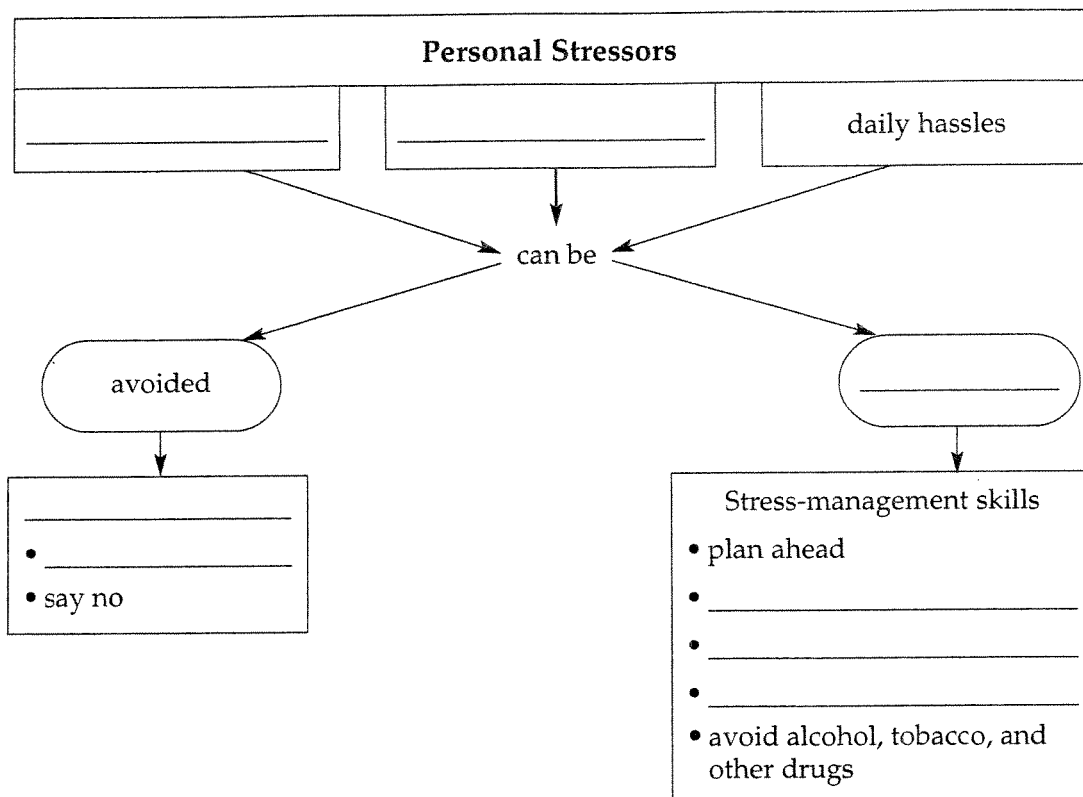
Activity 28

Concept Mapping

FOR USE WITH CHAPTER 8, LESSON 2

Personal Stressors

Directions: Complete the concept map below on personal stressors. Use each of the following terms and phrases once: *eat nutritious food, get enough sleep, get regular physical activity, life events, managed, physical stressors, refusal skills, walk away.*



Name _____

Class _____

Date _____

Activity 27**Reteaching**

FOR USE WITH CHAPTER 8, LESSON 1

Directions: As discussed in the lesson, stress is a part of everyone's life. Complete the chart below using details from the lesson about the causes and effects of stress.

Causes of Stress	
Biological stressors _____ _____	Personal behavior stressors _____

↓

Stress Response	
Alarm 1. The endocrine system responds when the _____ receives danger signals and releases a _____ that acts on the pituitary gland. 2. The pituitary gland secretes a hormone that stimulates the _____. 3. _____ is produced. _____	
This stage is characterized by greater physical endurance.	
Fatigue 1. Physical 2. _____ 3. _____	

↓

Physical Effects

Asthma

↓

↓

Mental/Emotional and Social Effects
Difficulty concentrating

↓

Control of Chronic Stress
Support from family and friends
Hobbies

Reteaching

I. Directions: The lesson shows that there are positive and negative ways to manage stress. Listed in the left column below are ways that a student running for class president chose to deal with his stress during the campaign week. Write effective stress-management techniques in the right column.

Effective stress management

1. He stopped exercising.
2. To relax, he stayed up late watching television.
3. He drank coffee and cola to compensate for his fatigue.
4. He grabbed fast food and bags of chips so that he could work during mealtimes.
5. He prepared himself for the outcome by writing a list of reasons he would probably lose.
6. He isolated himself from his friends and family.
7. The night before his speech, he panicked and decided to do it "off the cuff."

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

1. What is the first step in dealing effectively with stress?

Name _____

Class _____

Date _____

Chapter 8

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later you can use this guide to review the information in the chapter.

Lesson 1

1. Define *stress*. _____

2. Give examples that are common to a teen's life from each of the five categories of stressors.
 - **Biological stressors:** _____
 - **Environmental stressors:** _____

 - **Cognitive stressors:** _____

 - **Personal behavior stressors:** _____

 - **Life situation stressors:** _____

3. List and explain the three stages of your body's stress response.

4. Name four common psychosomatic responses.

Name _____ Class _____ Date _____

Study Guide, Chapter 8 *(Continued)*

5. Name three mental/emotional and social effects of stress.

6. List four strategies to help you control the effects of chronic stress in your life.

Lesson 2

1. Fill in the blanks to list three steps in responding to stress.

_____ personal stressors, _____ the ones you can, or _____ your response to those that are unavoidable.

2. List two examples of each of the following three categories of personal stressors.

Life events: _____

Physical stressors: _____

Daily hassles: _____

3. Explain two ways you can avoid stress.

4. List three benefits of planning ahead.

5. List four benefits of getting eight to nine hours of sleep each night.

6. List three tips on eating nutritious food.

Name _____ Class _____ Date _____

Study Guide, Chapter 8 *(Continued)*

7. List two reasons using alcohol, tobacco, or other drugs don't relieve stress.

8. What are stress-management skills?

9. List the four stress-management techniques in the order you would use them.

Lesson 3

1. Define *anxiety*. _____

2. List four symptoms of anxiety.

3. Explain why striving for perfection can cause anxiety.

4. Define *depression*. _____

5. List and describe two types of depression.

6. List four common symptoms of teen depression.

Name _____ Class _____ Date _____

Study Guide, Chapter 8 *(Continued)*

7. What is the first step in getting help when you are feeling sad, anxious, or depressed?

Lesson 4

1. Define *resiliency*. _____

2. List three examples of external factors.

3. Attitudes, perceptions, and behaviors are internal factors. Name four more.

4. List two benefits of having a commitment to learning.

5. List two benefits of having positive values.

6. List two benefits of having social competency.

7. List two benefits of having a positive identity.

8. Define *protective factors*. _____

Vocabulary

- group therapy
- biomedical therapy
- coping
- grief response
- mourning

- either a physical cause or a psychological cause
- 8. A series of acts occurring within a short period of time and involving several people
- 9. An illness that involves mood extremes that interfere with everyday living
- 10. The act of showing sorrow or grief
- 11. An illness or a condition in which real or imagined fears are difficult to control
- 12. The use of certain medications to treat or reduce the symptoms of a mental disorder

1. ☐

2. ☐

3. ☐

4. ☐

5. ☐

6. ☐

7. ☐

8. ☐

9. ☐

10. ☐

11. ☐

12. ☐

Some symptoms of mental illness require intervention by a
mental health _____

Activity 32**Applying Health Skills**

FOR USE WITH CHAPTER 9, LESSON 2

Some Misconceptions About Suicide

Directions: Read each misconception and answer the questions.

1. "People who talk about suicide don't go through with it."

The truth is that most people who commit suicide have communicated their intent to someone. What should you do if someone talks about committing suicide, even if it is in a casual or humorous way?

2. "Everyone who attempts suicide is suffering from depression."

Depression, other mental disorders, and the abuse of alcohol and drugs are the leading causes of suicide. What are three other suicide risk factors?

3. "The suicidal death of a person does not affect other people."

Many people with suicidal thoughts believe this. They are so overwhelmed by their problems that they become withdrawn and do not realize that others care about them. What can you do to help someone who has these thoughts?

4. "Suicides are isolated events."

Actually, cluster suicides in the United States occur mainly among teens and young adults. Define cluster suicides and give three situations that often result in cluster suicides.

Activity 33**Applying Health Skills**

FOR USE WITH CHAPTER 9, LESSON 3

Therapy Choices

I. Directions: Fill in the descriptions of the following types of therapies.

Psychotherapy	Group Therapy
_____	_____
_____	_____
_____	_____
_____	_____

Behavior Therapy

Cognitive Therapy	Biomedical Therapy
_____	_____
_____	_____
_____	_____
_____	_____

II. Directions: Following are some feelings or behaviors that are signs that help is needed. Determine which kind(s) of therapy might be helpful in each case.

1. You worry all the time. _____
2. You are becoming increasingly aggressive, violent, or reckless. _____
3. You feel you can't face your problems alone. _____
4. You are becoming involved with alcohol or other drugs. _____

Activity 34**Applying Health Skills**

FOR USE WITH CHAPTER 9, LESSON 4

All Kinds of Grief

Directions: Identify each person's stage of grief in the following descriptions.

1. Keisha's brother was killed in a car crash. The person who was driving the car was not injured. Keisha feels powerless. She misses her brother. She resents the fact that the driver continues to attend her school and seems unaffected by her brother's death.

Stage: _____

2. Joe's father and mother have just divorced, and his father has moved to another state. Joe misses his father and feels isolated because he won't be seeing him very often. He thinks the situation is hopeless.

Stage: _____

3. Manuel was the one to tell his little sister, Lisa, that her kitten ran into the street and was killed by a car. Lisa doesn't believe Manuel. She is sure that he is mistaken and that her kitten will come home when it gets hungry.

Stage: _____

4. Carla misses her best friend, Julie. Julie moved away a month ago. Before Julie left, she and Carla had a silly disagreement about Rick, a boy at school whom they both liked. Julie wouldn't speak to Carla before she moved. Now Carla realizes that she doesn't like Rick at all, and she wishes she could see Julie and straighten things out. If she had the opportunity, she would apologize. She realizes now that Julie was a good friend and the disagreement was silly and stupid.

Stage: _____

5. Pedro's sister Annette had a mental disorder, and Pedro often was impatient with her. Annette died unexpectedly a year ago. For a long time, it was very difficult for Pedro to even mention Annette's name. He had regrets about the way he had treated her. Remembering how impatient he was with her was painful. His family realized that Pedro was grieving and that eventually he would be able to talk about Annette. Pedro finally reached the point where he could remember Annette and talk about her without experiencing so much pain.

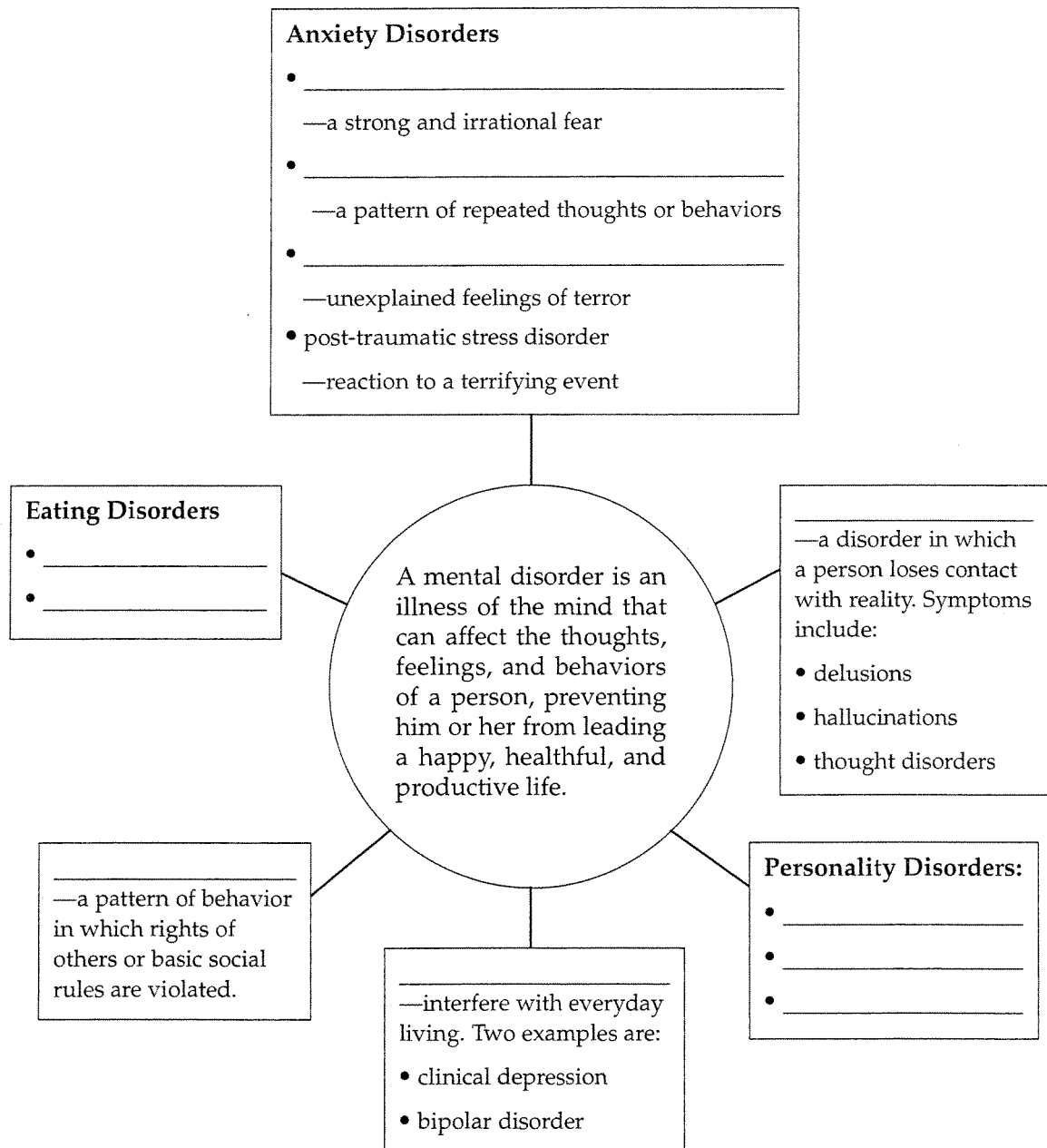
Stage: _____

Activity 31**Concept Mapping**

FOR USE WITH CHAPTER 9, LESSON 1

Mental Disorders

Directions: Complete the concept map below on mental disorders. Use each of the following terms once: *anorexia, antisocial, borderline, bulimia, conduct disorders, mood disorders, obsessive/compulsive disorder, panic disorder, passive-aggressive, phobia, schizophrenia*.

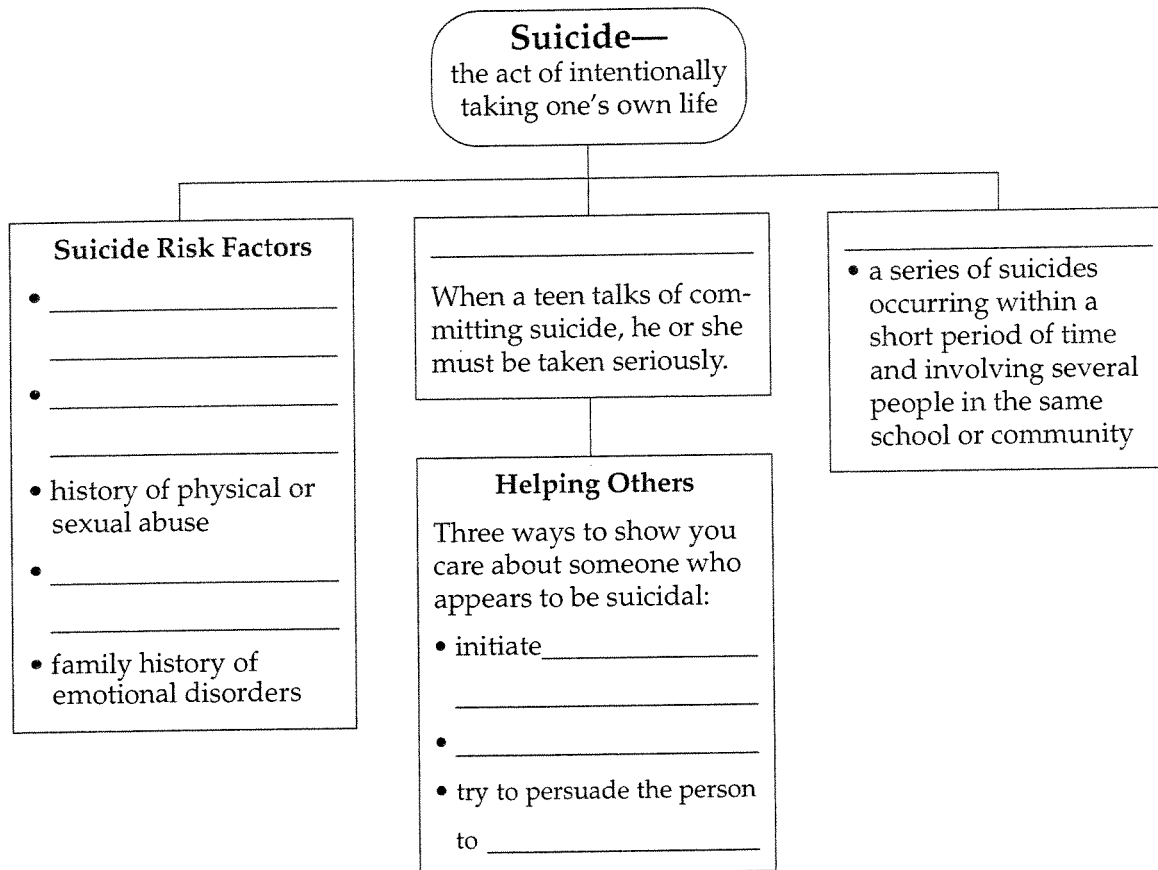


Activity 32**Concept Mapping**

FOR USE WITH CHAPTER 9, LESSON 2

Suicide

Complete the concept map below on suicide. Use each of the following terms and phrases once: *abusing alcohol or drugs, cluster suicides, depression or other mental disorder, history of previous suicide attempts, meaningful conversation, preventing suicide, seek help, show support.*



Activity 31**Reteaching**

FOR USE WITH CHAPTER 9, LESSON 1

I. Directions: About 20 percent of Americans suffer from mental disorders. Using information from the lesson, identify each of the disorders described below.

- _____ 1. Anxiety disorder characterized by irrational fear of something specific
- _____ 2. Anxiety disorder that develops after a person's exposure to a terrifying event that threatened or caused physical harm
- _____ 3. Disorder that may be caused by psychological pressures, genetic factors, and an obsession with body image and thinness
- _____ 4. Severe mental disorder in which the person loses contact with reality
- _____ 5. Personality disorder that is characterized by irritability, violence, aggressiveness, and lack of remorse
- _____ 6. Mood disorder marked by changes from high energy levels to depression
- _____ 7. Pattern of behavior in young people in which the rights of others or basic social rules are violated
- _____ 8. Anxiety disorder in which the person is trapped in a pattern of repeated thoughts and behaviors
- _____ 9. Anxiety disorder characterized by sudden, unexplained feelings of terror
- _____ 10. Mood disorder in which a chemical imbalance leads to intense feelings of sadness or hopelessness that last more than a few weeks

II. Directions: List some of the manic symptoms and some of the depressive symptoms of mood disorders in teens.

1. manic symptoms: _____

2. depressive symptoms: _____

Activity 31**Applying Health Skills**

FOR USE WITH CHAPTER 9, LESSON 1

What's the Diagnosis?

Directions: Following are profiles of people with mental illnesses. From the description of the symptoms, in the space provided, identify and write the type of mental illness each person has.

1. Tom has difficulty getting along with others. He is in constant conflict with other people. He needs to be directed, but he resents being told what to do. He may forget to show up for an activity because he does not like to be controlled. He is uncooperative.

2. Alicia has difficulty keeping up with normal daily activities. She seems trapped in a pattern of repeated thoughts and behaviors that preoccupy her. In fact, she is urgent about them. When she is at home, she is constantly checking to make sure the doors are locked.

3. Janeen is an elementary school student. During recess one day, Janeen and her classmates witnessed an automobile accident in which one of the cars burst into flames. Ever since, Janeen has been having nightmares. She can't concentrate on her school work. She experiences flashbacks occasionally.

4. Juan experiences extreme mood changes. His friends can't figure him out. He's either very happy, even silly, or he is aggressive and angry. His energy levels also keep changing. Sometimes he's bored and can't concentrate. Other times, he sleeps little, and he still feels energetic.

5. Sue is afraid of heights. She will do anything in her power to avoid being in a tall building or on a mountain. The result is that she misses some meetings if she learns that the meeting is being held on an upper floor of a downtown building. She also misses some fun times because she won't go camping with her friends when they go to the mountains. She can't remember anything in her childhood that might have caused this irrational fear. She just knows that it is very real.

Chapter 9

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later you can use this guide to review the information in the chapter.

Lesson 1

1. What is a mental disorder? _____

2. Name two classifications of mental disorders.

3. Name the six major types of mental disorders.

4. Which group of mental disorders is associated with real or imagined fears?

5. Name four types of anxiety disorders. _____

6. What is post-traumatic stress disorder? _____

7. Name two types of mood disorders. _____

Lesson 2

8. A person who feels isolated and separated from everyone else is experiencing what?

9. What is suicide? _____
10. Name three risk factors of suicide. _____

Name _____

Class _____

Date _____

Study Guide, Chapter 9 *(Continued)*

11. What are cluster suicides? _____

Lesson 3

12. List three signs that professional help dealing with problems is needed.

13. What is psychotherapy? _____

14. What is behavior therapy? _____

15. What is cognitive therapy? _____

16. What is group therapy? _____

Lesson 4

17. Define *coping*. _____

18. What is closure? _____

19. Name the eight stages in the grieving process.

20. List four effective coping measures to deal with disasters and crises.

Chapter 10**Vocabulary**

relationship

friendship

citizenship

role

communication

cooperation

compromise

"I" message

active listening

body language

prejudice

tolerance

constructive criticism

conflict

interpersonal conflict

conflict resolution

negotiation

mediation

confidentiality

peer mediators

I. Directions: Complete the following sentences by writing a term from the list above in each blank.

1. You demonstrate _____ by obeying rules, helping others, and doing your share to make your school and community clean and safe.
2. You demonstrate _____ by accepting others' differences and allowing them to be who they are without expressing disapproval.
3. You demonstrate _____ by paying close attention to what someone is saying and communicating.
4. You demonstrate _____ by working together for the good of all.
5. You demonstrate _____ by solving a disagreement through problem solving in a manner that satisfies everyone involved.
6. A process in which specially trained people help others resolve their conflicts peacefully is _____.

II. Directions: Read the following aggressive message. Then, for each vocabulary term below, write the definition and give an example of how to apply it to change the message to a positive, assertive communication.

You lied to me! You said you would meet me after school all this week to work on my serve before the tennis tryouts. Instead, you've been practicing guitar with Luis for your gig next week. Some friend you are!

1. **Constructive criticism** _____

2. **Compromise** _____

Chapter 10**Study Guide**

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later you can use this guide to review the information in the chapter.

Lesson 1

1. List three types of relationships. _____
2. What are three essentials to forming a friendship? _____

3. List the "Three Cs" of a healthy relationship. _____

4. Define *compromise*. _____

5. List four characteristics of a healthy relationship. _____

6. What factor has the greatest influence on your relationship with others?

7. Name the six main traits of a good character _____

Lesson 2

8. List the three basic skills needed for effective communication. _____

9. What are the three styles of communication? _____
10. Explain what assertive communication is. _____

11. What are "I" messages? _____

12. List four techniques that good listeners use. _____

Name _____

Class _____

Date _____

Study Guide, Chapter 10 *(Continued)*

13. Define *body language*. _____

14. List two obstacles to clear communication. _____

15. Define *constructive criticism*. _____

16. What is the importance of acknowledgements and compliments to a relationship?

Lesson 3

17. What is conflict? _____
18. List two common causes of conflict. _____

19. What is conflict resolution? _____

20. List the strategies for resolving conflicts. _____

21. What is negotiation? _____

22. List the steps to follow for effective negotiation. _____

23. Define *mediation*. _____

24. Who are peer mediators? _____

Chapter 11**Vocabulary**

family
extended family
sibling
affirmation
separation
divorce
custody

grief
resiliency
domestic violence
emotional abuse
physical abuse
sexual abuse
spousal abuse

child abuse
neglect
cycle of violence
crisis center
foster care
family counseling
mediator

Directions: Use the clues to solve the puzzle. Write one letter of each answer in each space provided. Then copy the boxed letters in order, and they will complete the sentence at the bottom of the next page.

1. A legal decision about who has the right to make decisions affecting the children in a family
2. The basic unit of society
3. Any act of violence involving family members
4. A brother or sister
5. The failure to provide for a child's physical or emotional needs
6. A temporary arrangement in which a child is placed under the guidance and supervision of a family or adult who is not related to the child by birth
7. The sorrow caused by the loss of a loved one
8. A legal end to a marriage contract
9. The ability to adapt effectively and recover from disappointment, difficulty, or crisis
10. Domestic violence directed at a spouse or live-in partner
11. A pattern of behavior that attacks the emotional development and sense of worth of an individual
12. A person who helps others resolve issues to the satisfaction of both parties
13. Providing positive feedback that helps others feel appreciated and supported
14. A facility that handles emergencies and provides referrals to an individual needing help
15. A decision between married individuals to live apart from each other

1. _ _ _ _ _

2. _ _ _ _ _

3. _ _ _ _ _ _ _ _ _ _

4. _ _ _ _ _ _

5. _ _ _ _ _ _

6. _ _ _ _ _ _

7. _ _ _ _ _

8. _ _ _ _ _

9. _ _ _ _ _ _ _

10. _ _ _ _ _ _ _

Vocabulary, Chapter 11 *(Continued)*

11. _____ ☐ _____
12. ☐ _____
13. _____ ☐ _____
14. ☐ _____
15. ☐ _____

It is important to break the _____
 _____, which is the pattern of repeating
 violent or abusive behaviors from one generation to the next.

Chapter 11

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later you can use this guide to review the information in the chapter.

Lesson 1

1. Describe three main roles of the family. _____

2. How does a family meet the mental/emotional needs of its members?

3. In what ways does a family help meet the social needs of its children?

4. Describe four ways in which you can help strengthen family relationships.

Lesson 2

5. What two kinds of changes cause stress in families? _____

6. In what three ways can a family's structure change? _____

7. Describe four ways in which a family's circumstances can change.

Study Guide, Chapter 11 *(Continued)*

8. What strategy do you think is the most effective for coping with family stress?

Lesson 3

9. What is domestic violence? _____

10. Explain each of the following kinds of domestic violence.

a. Physical abuse: _____

b. Emotional abuse: _____

c. Sexual abuse: _____

d. Spousal abuse: _____

e. Child abuse: _____

11. What is child neglect? _____

12. Define *the cycle of violence*. _____

13. What are the three Rs for helping to avoid or prevent domestic abuse? Explain each one.

Lesson 4

14. What is a crisis center? _____

Name

Class

Date

Study Guide, Chapter 11 *(Continued)*

15. What community service is available for children whose basic needs are not met?

16. How do support groups help individuals?

17. How does family counseling help families address problems?

Chapter 12**Vocabulary**

peers
friendship
platonic friendship
clique
stereotype
peer pressure
harassment

manipulation
assertive
refusal skills
passive
aggressive
infatuation
affection

curfew
abstinence
sexually transmitted
diseases (STDs)
priorities
self-control

Directions: Complete the word map by writing the term from the list above under its correct heading.

Types of Relationships

- 1.
- 2.
- 3.

Ways to Limit or Avoid
Risk Behaviors

- 1.
- 2.
- 3.

Peer Relationships

Types of Negative
Peer Pressure

- 1.
- 2.

Ways to Address
Negative Peer Pressure

- 1.
- 2.
- 3.
- 4.

Chapter 12

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. Who are your peers?

2. Describe three kinds of friendship.

3. Name two characteristics of close friendships.

4. What is a clique?

5. Identify three characteristics of positive friendships.

Lesson 2

6. Define *peer pressure*.

7. What is positive peer pressure?

Study Guide, Chapter 12 *(Continued)*

8. What are two ways that peers can exert negative pressure?

9. What is the difference between passive and aggressive responses to peer pressure?

10. What is usually the best approach for dealing with negative peer pressure? Explain.

11. What are the three steps in effective refusal skills?

Lesson 3

12. Define *infatuation*.

13. What kinds of skills can dating relationships develop?

14. One way to set limits is by having a curfew. What does this mean?

15. What are three techniques for avoiding risk behaviors?

Name _____

Class _____

Date _____

Study Guide, Chapter 12 *(Continued)*

Lesson 4

16. Define *abstinence*.

17. What are STDs?

18. What are six steps you can take to help practice abstinence?

19. What effects on physical health can sexual activity have on teens?

20. What effects on emotional and social health can sexual activity have on teens?

Chapter 13**Vocabulary**

body language
self-defense
assertive
violence
bullying
sexual harassment
gang

peer mediation
assailant
prejudice
assault
random violence
homicide
sexual violence

sexual assault
rape
abuse
physical abuse
verbal abuse
stalking
date rape

Directions: Match the word or phrase in the right column with the correct definition in the left column.

- | | |
|--|----------------------|
| _____ 1. uninvited and unwelcome sexual contact | a. verbal abuse |
| _____ 2. an unfair opinion or judgment of a particular group of people | b. random violence |
| _____ 3. any form of sexual intercourse that takes place against a person's will | c. gang |
| _____ 4. threatened or actual use of physical force to harm a person or damage property | d. body language |
| _____ 5. forced sexual intercourse within a dating relationship | e. assailant |
| _____ 6. the repeated following, harassment, or threatening of an individual | f. date rape |
| _____ 7. a person who commits a violent act against another | g. homicide |
| _____ 8. a group of people who associate for the purpose of taking part in criminal activity | h. rape |
| _____ 9. nonverbal communication | i. sexual harassment |
| _____ 10. the willful killing of one human being by another | j. prejudice |
| _____ 11. violence committed for no particular reason | k. stalking |
| _____ 12. using words to mistreat another person | l. violence |

Name _____

Class _____

Date _____

Chapter 13

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. List two safety precautions that can help prevent you from becoming a victim.

2. Define *self-defense*, and use it in a sentence.

3. List two safety precautions that can increase safety at home.

4. Explain how body language can communicate information.

5. List two strategies for making communities safer.

Lesson 2

6. Define *violence*.

Name _____

Class _____

Date _____

Study Guide, Chapter 13 *(Continued)*

7. Name two actions that are forms of bullying.

8. Define *sexual harassment*.

9. List three warning signs of violence.

10. Give two reasons peer mediation programs are often successful.

11. What effect does violence, or the threat of violence, have on the school environment?

Lesson 3

12. Name two causes of violence.

13. What are two strategies to reduce accidents and intentional injuries caused by firearms?

14. How do messages from the media influence violent behavior?

Study Guide, Chapter 13 *(Continued)*

15. What are two ways that alcohol and other drugs contribute to violent behavior?

16. How do mental/emotional issues affect violent behavior?

17. What is random violence?

18. Define *sexual violence*.

Lesson 4

19. Define *physical abuse* and give examples.

20. Define *stalking behavior* and give examples.

21. What types of people are affected by abuse?

22. What actions should you take if you or someone you know is raped?

23. Explain how date rape drugs are used.

Chapter 14**Vocabulary**

epidermis
dermis
melanin
sebaceous glands
sweat glands
melanoma
hair follicle
dandruff

periodontium
pulp
plaque
periodontal disease
tartar
lacrimal gland
sclera
cornea

choroid
retina
external auditory canal
auditory ossicles
labyrinth
tinnitus

Directions: Use the clues to solve the puzzle. Write one letter of each answer in each space provided. Then copy the boxed letters in order, and they will complete the sentence at the bottom of the page.

1. The outer layer of skin
2. The white, outer part of the eye
3. The inner layer of the eyewall
4. A condition of ringing or buzzing in the ears
5. A passageway that leads to the eardrum
6. A condition also known as gum disease
7. A substance made of bacteria and particles that adheres to teeth
8. A structure that surrounds the root of the hair
9. A gland that secretes tears
10. A pigment that gives hair, eyes, and skin their color
11. The inner ear
12. The layer of skin that contains blood vessels and nerves

1. _ _ _ _ _
 2. _ _ _ _ _ _
 3. _ _ _ _ _
 4. _ _ _ _ _ _ _
 5. _ _ _ _ _ _ _ _ _ _ _ _
 6. _ _ _ _ _ _ _ _ _
 7. _ _ _ _ _ _
 8. _ _ _ _ _ _ _ _ _ _
 9. _ _ _ _ _ _ _ _ _ _
 10. _ _ _ _ _ _ _
 11. _ _ _ _ _ _ _
 12. _ _ _ _ _

Eating a healthy diet, visiting the eye doctor and dentist, and protecting your eyes, ears, skin, and teeth from injury and disease are all parts of good _____.

Activity 51**Applying Health Skills**

FOR USE WITH CHAPTER 14, LESSON 2

Terrific Teeth

Directions: The following list gives suggestions for maintaining good dental health. Pick five of the items on the list. Compare your current habits with the suggested practices. Then decide how you could improve or change your habits to meet the suggested practice.

- a. brush your teeth twice daily
- b. brush for a full two minutes
- c. see your dentist regularly—not just when you have a problem
- d. floss daily
- e. avoid sugary and sticky snacks
- f. avoid all tobacco products
- g. eat a well-balanced diet
- h. wear a mouth guard when participating in sports

1. Suggestion: _____

Comparison to current habits: _____

Ways I can improve: _____

2. Suggestion: _____

Comparison to current habits: _____

Ways I can improve: _____

3. Suggestion: _____

Comparison to current habits: _____

Ways I can improve: _____

4. Suggestion: _____

Comparison to current habits: _____

Ways I can improve: _____

5. Suggestion: _____

Comparison to current habits: _____

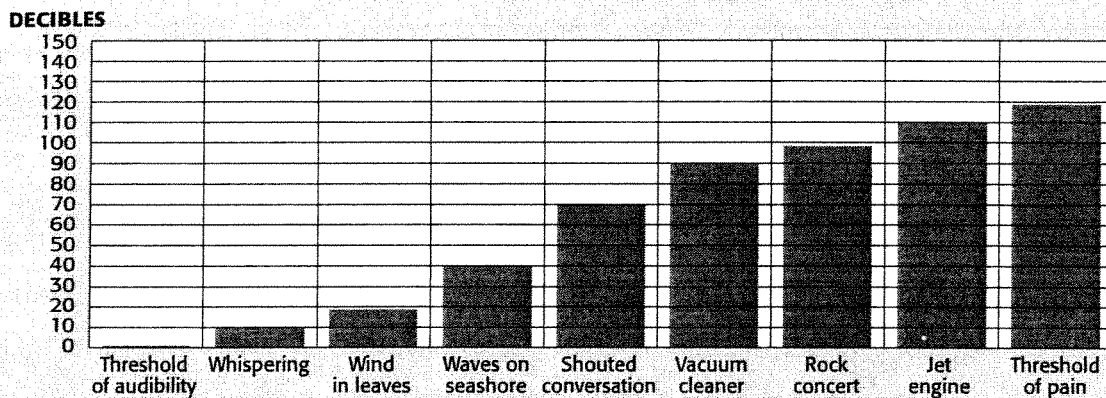
Ways I can improve: _____

Activity 53**Applying Health Skills**

FOR USE WITH CHAPTER 14, LESSON 4

Hear Ye, Hear Ye

Directions: The intensity, or energy, of sounds is measured by a unit called a *decibel* (dB). The bar graph below shows the range of intensities the human ear can perceive. The threshold of audibility is the lowest intensity at which a human can detect any sound. The threshold of pain is a sound with a level of intensity high enough to cause severe damage to the human ear.



1. A busy street has a sound intensity of about 80 decibels. Which bar on the graph shows an intensity of 80 decibels?

2. What is one sound you are exposed to on a daily basis?

Compare the sound to the data on the graph. What would you estimate the decibel level of this sound to be?

3. The decibel scale is a logarithmic scale. That means for every increase of 10 decibels the intensity of the sound is multiplied by 10. So, a sound with an intensity of 20 decibels is 10 times more intense than a sound with an intensity of 10 decibels. How many times more intense is a sound with an intensity of 50 decibels than a sound with an intensity of 30 decibels?

4. Tinnitus can be caused by exposure to high-intensity sounds. What precautions can you take to limit damage to your ears?

Name _____

Class _____

Date _____

Chapter 14

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. Describe three functions of skin.

2. What are the ABCDs of melanoma? List and explain what each letter stands for

3. List three behaviors that will help keep your skin healthy.

4. List three behaviors that will help keep your hair healthy.

Lesson 2

5. What are the three main parts of a tooth?

6. What is plaque? How does plaque become tartar?

7. Describe how a cavity forms in a tooth.

Name _____

Class _____

Date _____

Study Guide, Chapter 14 (Continued)

8. Define *halitosis*, and list three steps to help avoid it.

Lesson 3

9. Describe the role of the rods and cones found in the retina.

10. List three behaviors that will help keep your eyes healthy.

11. Describe a symptom of cataracts. What is one treatment for cataracts?

12. What is the function of the optic nerve? It transmits nerve impulses from the eye to the brain.

Lesson 4

13. Describe the symptoms and causes of tinnitus.

14. What are three behaviors that can help keep your ears healthy?

15. What part of the ear is responsible for balance?

16. What structures are parts of the outer ear?

Chapter 15

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. Name five functions of the skeletal system.

2. Identify four types of bones, and give an example of each.

3. Define *ossification*.

Lesson 2

4. Describe three ways to care for your skeletal system.

5. Identify and describe two types of injuries to joints.

6. Define *carpal tunnel syndrome*. What type of injury is it?

Lesson 3

7. Identify one body function performed by muscles under involuntary control.

Name _____

Class _____

Date _____

Study Guide, Chapter 15 *(Continued)*

8. Identify and describe the three types of muscles.

9. Describe muscle strain and muscular dystrophy.

10. Define *tendonitis*.

Lesson 4

11. What is the function of sensory neurons?

12. Identify the two organs that make up the central nervous system.

13. What is the function of the sympathetic nervous system?

Lesson 5

14. Name three ways to avoid injury to the nervous system.

15. Name and describe two types of head injuries.

16. Describe *cerebral palsy*.

Name _____

Class _____

Date _____

Chapter 16

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions.
Later, you can use this guide to review the information in the chapter.

Lesson 1

1. What is the main function of the cardiovascular system?

2. List three structures found in the heart.

3. What is blood?

4. What is blood composed of?

5. What are two similarities of arteries and veins?

6. What are two differences between arteries and veins?

7. Describe two functions of the lymphatic system.

8. What is lymph?

9. What is the function of lymphocytes and name the two types.

Name _____

Class _____

Date _____

Study Guide, Chapter 16 *(Continued)*

Lesson 2

10. What three healthful behaviors can you practice to help avoid problems with your cardiovascular and lymphatic systems?

11. What does blood pressure measure?

12. Name two possible problems of the cardiovascular system.

13. Define *anemia* and describe one way to avoid this condition.

14. Name three problems that can affect the lymphatic system.

Lesson 3

15. Define each of the following:

a. **Internal respiration:** _____

b. **External respiration:** _____

16. Explain how the diaphragm allows breathing to occur.

17. How does gas exchange take place in the lungs?

Name _____

Class _____

Date _____

Study Guide, Chapter 16 *(Continued)*

18. What is the role of cilia?

19. What is another name for

a. pharynx _____

b. trachea _____

c. larynx _____

Lesson 4

20. What are two strategies you can use to maintain the health of your respiratory system?

21. Name two irritants that can cause bronchitis.

22. Describe pneumonia and name two causes of this disease.

23. Describe what happens during an asthma attack.

24. Describe the symptoms and treatment of tuberculosis.

Name _____

Class _____

Date _____

Chapter 17

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. List three functions of the digestive system.

2. What are three structures involved in ingestion?

3. What is peristalsis? Why is it essential to the process of digestion?

4. What are three functions of the stomach in the process of digestion?

5. What organ produces bile? What is the function of bile?

6. Explain the role of the small intestine in the digestive process.

Lesson 2

7. Describe two behaviors that can help maintain the health of the digestive system.

8. Describe indigestion and name two causes of indigestion.

Name _____

Class _____

Date _____

Study Guide, Chapter 17 *(Continued)*

9. Why should laxatives only be used when recommended by a health care provider?

10. What are the symptoms of appendicitis? What are the possible treatments?

11. What are the symptoms of a peptic ulcer? What are two of the causes of peptic ulcers?

Lesson 3

12. What are the main components of urine?

13. Describe the structure of a nephron. Where are nephrons found?

14. What are ureters? What is their function?

15. Describe the symptoms of urethritis.

16. Explain how hemodialysis can be used to treat kidney problems.

Name _____

Class _____

Date _____

Chapter 18

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. Why is the pituitary gland known as the master gland of the endocrine system?

2. What are the roles of the thyroid and parathyroid glands?

3. State two functions of the adrenal glands.

4. What is a goiter, and what causes it?

Lesson 2

5. What are two purposes of testosterone in males?

6. What are the testes and scrotum, and how are they related?

7. List five ways of caring for the male reproductive system.

Name _____

Class _____

Date _____

Study Guide, Chapter 18 *(Continued)*

8. How do the symptoms of gonorrhea and genital herpes differ in males?

9. What is sterility? What causes it in males?

10. Why is it important for males to do testicular self-exams?

Lesson 3

11. State the reproductive roles of the ovary, fallopian tube, and uterus.

12. What is menstruation?

13. When should breast self-exams be performed?

14. Name three health problems related to menstruation.

15. List three common causes of infertility in females.

Vocabulary

DNA
genetic disorder
amniocentesis
CVS
gene therapy
developmental task
autonomy
scoliosis

1. Confidence that a person can control his or her own body, impulses, and environment
2. The spontaneous expulsion of a fetus before the twentieth week of pregnancy
3. The union of a male sperm cell and a female egg cell, also known as conception
4. The passing of traits such as eye color from parents to children
5. The name for an embryo after eight weeks of development
6. An abnormal sideways curvature of the spine that may begin in childhood
7. The thick, blood-rich tissue that lines the walls of the uterus during pregnancy and nourishes the embryo
8. Inserting normal genes into cells to correct genetic disorders
9. The zygote attaching to the uterine wall
10. Most body cells contain 23 pairs of these threadlike structures that carry the genetic code
11. Ropelike structure that connects the embryo and the mother's placenta
12. Procedure in which a syringe is inserted into the amniotic fluid to test for genetic disorders

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

GLENCOE HEALTH • STUDENT ACTIVITY WORKBOOK

Name _____

Class _____

Date _____

Activity 69**Applying Health Skills**

FOR USE WITH CHAPTER 19, LESSON 1

It All Happens Before Birth

Directions: Read the following list of events in the stages of embryonic and fetal development. Then fill in the chart by placing each event in the trimester when it usually occurs.

- | | |
|--|--|
| 1. Fetus may dream | 9. Nervous system responds to stimuli |
| 2. Heart begins beating | 10. Fetus weighs 6 to 9 pounds |
| 3. Fingers and toes form | 11. Fetus has regular sleep/wake cycle |
| 4. Weight increases rapidly | 12. Fetus uses all five senses |
| 5. Embryo becomes fetus | 13. Fetus develops human profile |
| 6. Fetus can hear conversations | 14. Limbs reach full proportion |
| 7. Fetus passes water from the bladder | 15. Fetus can kick |
| 8. Baby is ready to be born | |

First Trimester	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Second Trimester	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Third Trimester	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Chapter 19

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. Explain how a zygote is formed. _____

2. What is implantation? _____

3. What is an embryo? _____

4. What is a fetus? _____

5. What is the relationship of the amniotic sac and the umbilical cord to the developing embryo? _____

6. How are the usual nine months of pregnancy divided? _____

7. What is labor? _____

Lesson 2

8. Explain what prenatal care is. _____

9. What is involved during prenatal visits with an obstetrician or a certified nurse-midwife? _____

10. Explain fetal alcohol syndrome (FAS) and what causes it. _____

Name _____

Class _____

Date _____

Study Guide, Chapter 19 *(Continued)*

11. How might the use of tobacco by a pregnant female affect her fetus and her child after birth? _____

12. What is the best policy for a pregnant female regarding medicines? _____

13. What are some possible effects if a pregnant female uses illegal drugs? _____

14. What are four environmental hazards that can affect a fetus? _____

15. Explain the difference between a miscarriage and a stillbirth. _____

16. What is an ectopic pregnancy? _____

17. What are symptoms of preeclampsia and why is it serious? _____

Lesson 3

18. Give three examples of hereditary traits in humans. _____

19. Explain the relationship between chromosomes and genes. _____

20. What is DNA? _____

Study Guide, Chapter 19 *(Continued)*

21. What happens to chromosomes as the zygote continues to divide? _____

22. What is the difference between dominant and recessive genes? _____

23. What determines the sex of an individual? _____

24. What are genetic disorders? _____

25. What are two common procedures used to test for genetic disorders? _____

26. What is the Human Genome Project? _____

27. Explain what gene therapy is. _____

Lesson 4

28. How many developmental stages do individuals pass through during a lifetime? _____

29. What are developmental tasks? _____

30. What are the first four stages of development? _____

31. Explain what autonomy means. _____

Chapter 20

Vocabulary

Directions: All of the chapter's vocabulary words fit horizontally into the chapter's theme: **Lifecycle Changes**. The vocabulary definitions are listed a-p below. Match the correct definition to each vocabulary word, to discover where to place them on the word grid.

[illegible]

- | | | |
|---------------------------|--------------------------|---------------------------|
| _____ adolescence | _____ physical maturity | _____ unconditional love |
| _____ puberty | _____ emotional maturity | _____ transitions |
| _____ hormones | _____ emotional intimacy | _____ empty-nest syndrome |
| _____ sex characteristics | _____ commitment | _____ integrity |
| _____ gametes | _____ marital adjustment | |
| _____ cognition | _____ self-directed | |

- a. The period from childhood to adulthood
- b. The ability to experience a caring, loving relationship with another person with whom you can share your innermost feelings
- c. Able to make correct decisions about behavior when adults are not present to enforce rules
- d. The feelings of sadness or loneliness that accompany children's leaving home and entering adulthood
- e. A promise or a pledge
- f. The state at which the physical body and all its organs are fully developed
- g. The ability to reason and think out abstract solutions
- h. How well a person adjusts to marriage and to his or her spouse
- i. The time when a person begins to develop certain traits of adults of his or her own gender
- j. Love without limitation or qualification
- k. Traits related to a person's gender
- l. The state at which the mental and emotional capabilities of a person are fully developed
- m. A firm adherence to a moral code
- n. Reproductive cells
- o. Chemicals that help regulate many of your body's functions
- p. Critical changes that occur at all stages of life

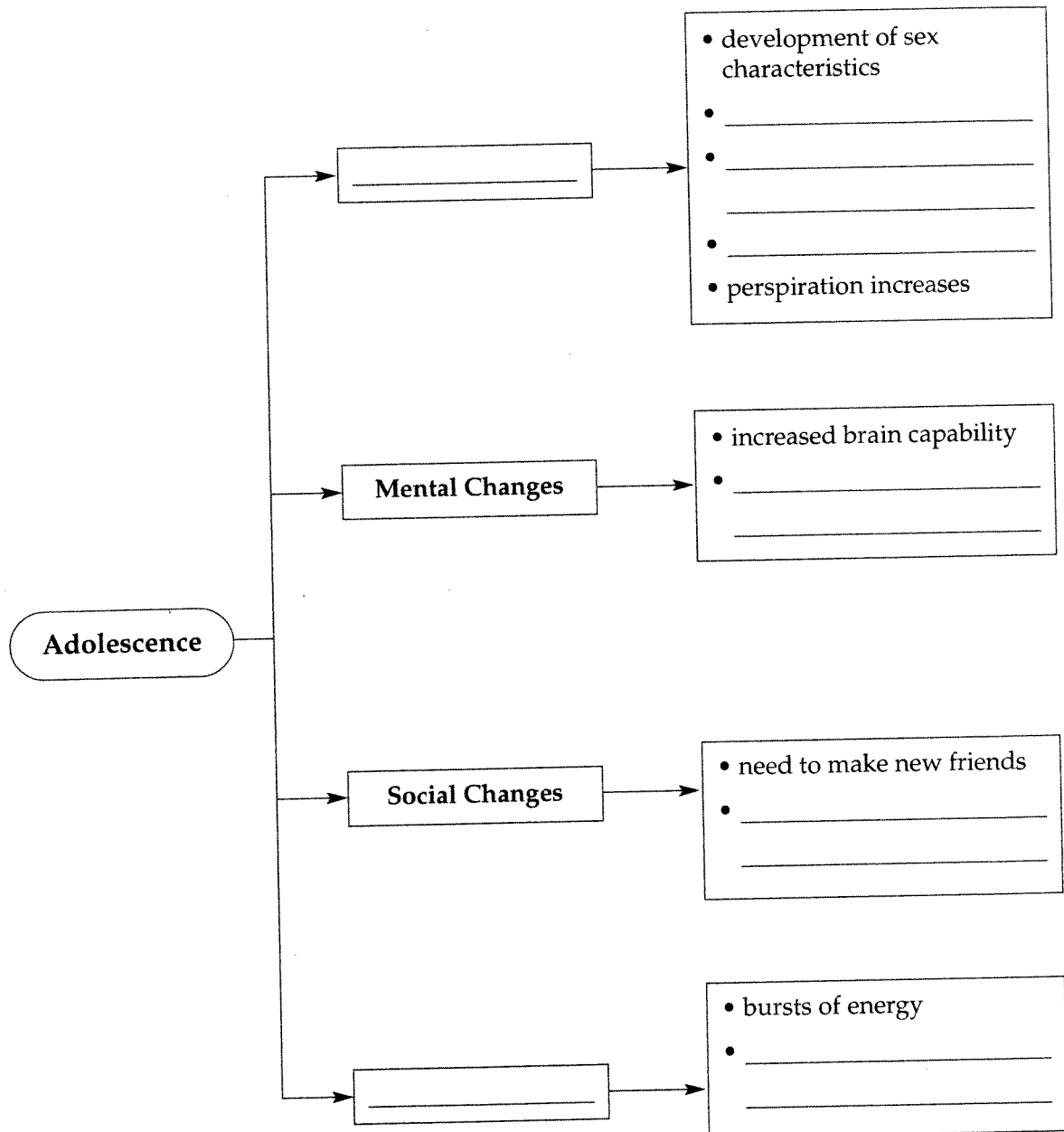
Activity 73

Concept Mapping

FOR USE WITH CHAPTER 20, LESSON 1

Adolescence

Directions: Complete the concept map below on adolescence. Use each of the following phrases once: *able to reason and think abstractly, appearance of body hair, arrival of all permanent teeth, emotional changes, height and weight spurts, need to be accepted, physical changes, waves of strong emotion.*

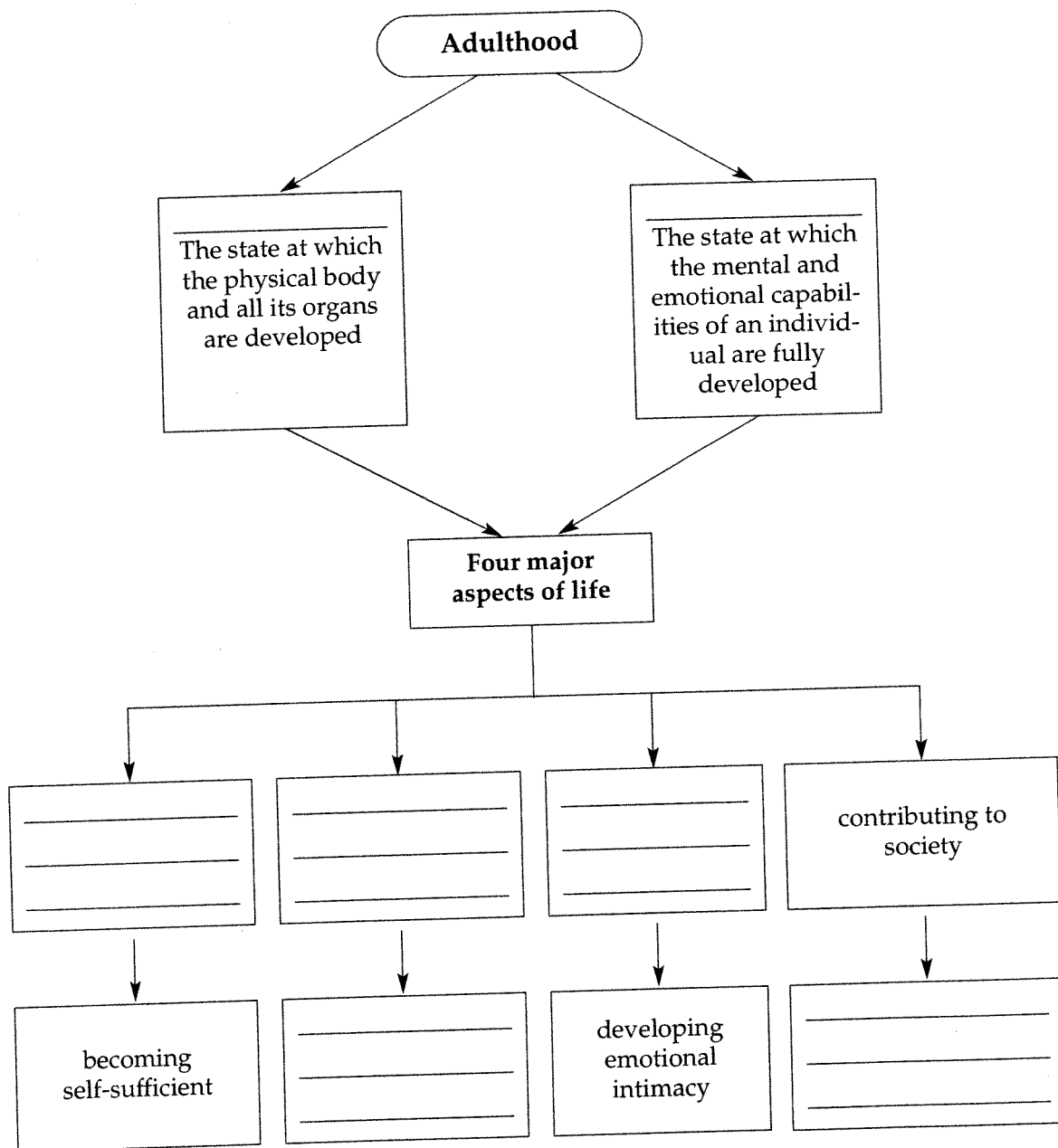


Activity 74**Concept Mapping**

FOR USE WITH CHAPTER 20, LESSON 2

Adulthood

Directions: Complete the concept map below on moving toward adulthood. Use each of the following terms and phrases once: *developing personal independence, emotional, getting involved and making a difference in society, intimate relationships, making career choices and goals, occupational choices, physical.*



Chapter 20

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. What is adolescence? _____
2. What is puberty, and when is it experienced? _____

3. What are hormones, and what do they do? _____

4. Why are there such variations in size, shape, and maturity among adolescents of the same age? _____

5. What mental changes does adolescence bring about? _____

6. Define *cognition*. _____
7. Describe the emotional changes experienced in adolescence. _____

8. What are the five developmental tasks connected to the transition from adolescence to adulthood? _____

Lesson 2

9. Define *physical maturity*. _____

10. Define *emotional maturity*. _____

Name

Class

Date

Study Guide, Chapter 20 *(Continued)*

11. Define *emotional intimacy*. _____

12. List the four major aspects of life that impact a person's emotional balance.

13. List two ways a young person can begin to achieve self-actualization. _____

14. Name two things that can influence an adolescent's ideas about a career or occupation.

Lesson 3

15. Define *commitment*. _____
16. List three differences between a dating relationship and marriage.

17. Name three factors that impact marital adjustment. _____

18. Name seven issues that often cause problems in marriages. _____

19. Explain why 60% of teen marriages end in divorce. _____

Name _____

Class _____

Date _____

Study Guide, Chapter 20 *(Continued)*

20. Name the primary responsibilities of parenthood. _____

21. Explain why you think giving unconditional love is such an important part of parenting. _____

Lesson 4

22. Define *transitions*. _____

23. Name the major transitions of middle adulthood and give an example of how each affects a person. _____

24. Name methods to make each of the four transitions less severe. _____

25. Define *integrity* and explain its value in late adulthood. _____

26. What are some options for adults in late adulthood for remaining mentally and physically active? _____

27. Name two government programs that benefit older adults. _____

Chapter 21

Vocabulary

addictive drug
nicotine
stimulant
carcinogen
tar

- carbon monoxide
- smokeless tobacco
- leukoplakia
- nicotine withdrawal

- nicotine substitutes
- environmental tobacco smoke (ETS)
- mainstream smoke
- sidestream smoke

Directions: Use the clues to solve the puzzle. Write one letter of each answer in each space provided. Then copy the boxed letters in order, and they will complete the sentence at the bottom of the page.

1. Drug that increases the action of the central nervous system, the heart, and other organs
2. Poisonous gas found in cigarette smoke
3. Addictive drug found in tobacco leaves
4. Exhaled from the lungs of a smoker
5. Cancer-causing substance
6. Sticky, dark fluid that destroys the alveoli and lung tissue
7. Addictive substance that is sniffed, held in the mouth, or chewed
8. Process that occurs in the body when nicotine is no longer used
9. Smoke from the burning end of a cigarette, pipe, or cigar
10. White spots in the mouth, caused by smokeless tobacco, that can develop into oral cancer
11. Substance that causes physiological or psychological dependence
12. Products that deliver small amounts of nicotine into the body to help users give up the tobacco habit
13. Secondhand smoke—air contaminated by tobacco smoke

1. ☐ _____

2. _____ ☐ _____

3. _____ ☐ _____

4. _____ ☐ _____

5. _____ ☐ _____

6. _____ ☐ _____

7. ☐ _____

8. _____ ☐ _____

9. _____ ☐ _____

10. ☐ _____

11. _____ ☐ _____

12. _____ ☐ _____

13. ☐ _____

()

A reliable source that offers free counseling and materials to smokers who want to quit is the _____.

Chapter 21**Study Guide**

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. What is the addictive drug in tobacco? How does it affect the body?

2. What effect does tar have on the body? What effect does carbon monoxide have?

3. How is leukoplakia related to cancer? Which cancers are more common among users of smokeless tobacco?

4. Describe the short-term effects of tobacco on respiration and heart rate.

5. Describe three long-term effects of tobacco use.

Name _____

Class _____

Date _____

Study Guide, Chapter 21 *(Continued)*

6. What is the estimated yearly cost of tobacco use to society? Name two ways that tobacco use is an expense to society.

Lesson 2

7. What are three factors that have contributed to the recent decline in teen smoking?

8. Give one physical, one mental or emotional, and one social benefit of a tobacco-free lifestyle.

9. What percentage of adult smokers start when they are teens? Give two strategies that can help you avoid tobacco use in your teen years.

10. How do nicotine substitutes help a person who genuinely wants to stop using tobacco?

11. What are three tips that can help a tobacco user who is trying to quit?

Name _____

Class _____

Date _____

Study Guide, Chapter 21 *(Continued)*

Lesson 3

12. How does environmental tobacco smoke (ETS) harm nonsmokers?

13. What are the consequences of tobacco smoke for infants?

14. Do you think laws can help promote a smoke-free society? Explain your answer.

15. What are three ways the effort to curb tobacco use in public places is gaining ground?

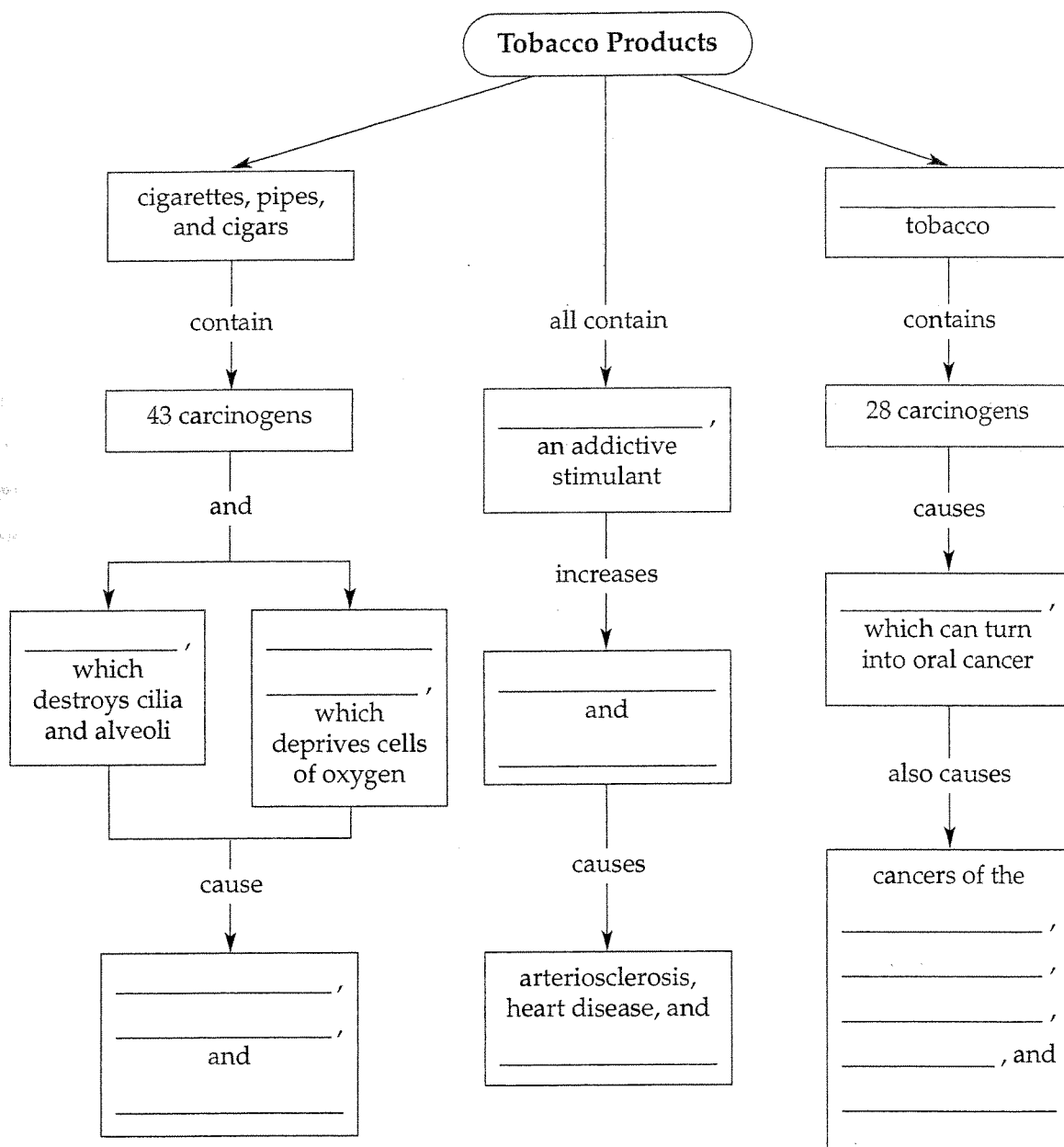
16. What are three steps that teens can take to help the program Healthy People 2010 reach its goal of reducing the number of people who use tobacco and the number of deaths associated with tobacco use?

Activity 77**Concept Mapping**

FOR USE WITH CHAPTER 21, LESSON 1

Tobacco Products

Directions: Complete the concept map below on tobacco products. Use each of the following terms once: *carbon monoxide, chronic bronchitis, emphysema, esophagus, heart rate, larynx, leukoplakia, lung cancer, nicotine, pancreas, respiration, smokeless, stomach, stroke, tar, throat.*

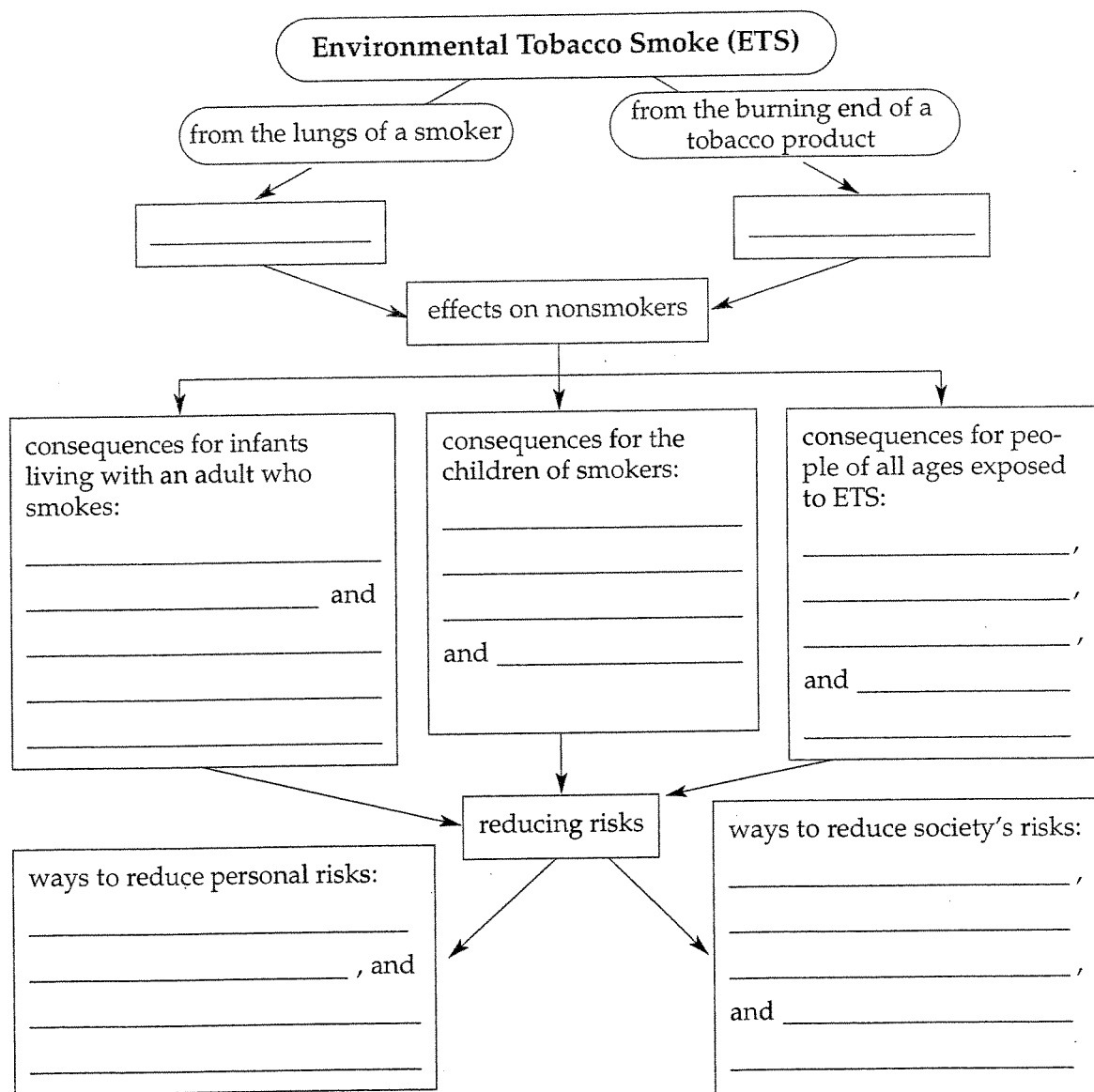


Activity 79**Concept Mapping**

FOR USE WITH CHAPTER 21, LESSON 3

Environmental Tobacco Smoke

Directions: Complete the concept map below on environmental tobacco smoke. Use each of the following terms once: *ban smoking in public places; causes lung cancer; coughing; don't allow smoking in your home; double the risk of lung cancer; enforce existing laws; eye irritation; go to restaurants and public places with smoke-free areas; headaches; higher incidence of sore throats, ear infections, respiratory problems; increased risk of asthma, tonsillitis, and respiratory tract infections; mainstream smoke; revoke licenses of stores that sell tobacco to minors; sidestream smoke; 2½ times more likely to die of SIDS; use air cleaners.*

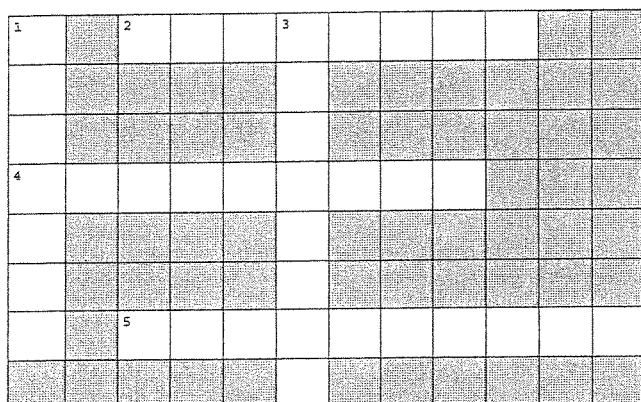


Chapter 22

Vocabulary

ethanol	metabolism	alcoholism
fermentation	blood alcohol concentration	alcoholic
depressant	binge drinking	recovery
intoxication	alcohol poisoning	detoxification
alcohol abuse	fetal alcohol syndrome (FAS)	sobriety

I. Directions: Use the terms from the list above to fill in the crossword puzzle.



ACROSS

- 2 Living without alcohol
- 4 Addict who is dependent on alcohol
- 5 Drug, such as alcohol, that slows the central nervous system

DOWN

- 1 Powerful drug that is a type of alcohol
- 2 Process of learning to live an alcohol-free life

II. Directions: Fill in the term from the list above that matches the definition.

- _____ 6. the amount of alcohol in a person's blood expressed as a percentage
- _____ 7. state in which the body is poisoned by alcohol and physical and mental control is reduced
- _____ 8. a disease in which a person has a physical or psychological dependence on drinks that contain alcohol
- _____ 9. a process in which the body adjusts to functioning without alcohol
- _____ 10. the process by which the body breaks down substances

Name _____

Class _____

Date _____

Chapter 22

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later you can use this guide to review the information in the chapter.

Lesson 1

1. Define *ethanol*.

2. What is peer pressure?

3. Identify three factors that can influence a teen's choice to use or not use alcohol.

4. Identify three questions that you can use to critically examine the content of alcohol advertising.

5. Identify three negative consequences for teens that can result from their use of alcohol.

6. Name three benefits of being alcohol free.

Lesson 2

7. Identify three factors that can influence the onset and severity of alcohol's effects on you.

Name

Class

Date

Study Guide, Chapter 22 *(Continued)*

8. Why do females become intoxicated faster and stay that way longer than males of comparable size?

9. Define each of the following:

a. metabolism: _____

b. blood alcohol concentration: _____

c. binge drinking: _____

10. What is the multiplier effect?

11. What is the legal definition in most states of driving while intoxicated?

12. Identify four consequences for a teen caught driving while intoxicated.

13. Define *alcohol poisoning*.

14. Name five symptoms that indicate a person has alcohol poisoning.

Lesson 3

15. Define *problem drinker*.

Name _____

Class _____

Date _____

Study Guide, Chapter 22 *(Continued)*

16. Name three changes to the brain caused by long-term alcohol use.

17. Why do experts recommend that pregnant women not drink any alcohol at all during pregnancy?

18. Name five possible symptoms displayed by alcoholics.

19. Name the three stages of alcoholism.

20. What is the relationship between alcohol consumption and the four leading causes of accidental death (car accidents, falls, drownings, and house fires)?

21. Define *recovery*.

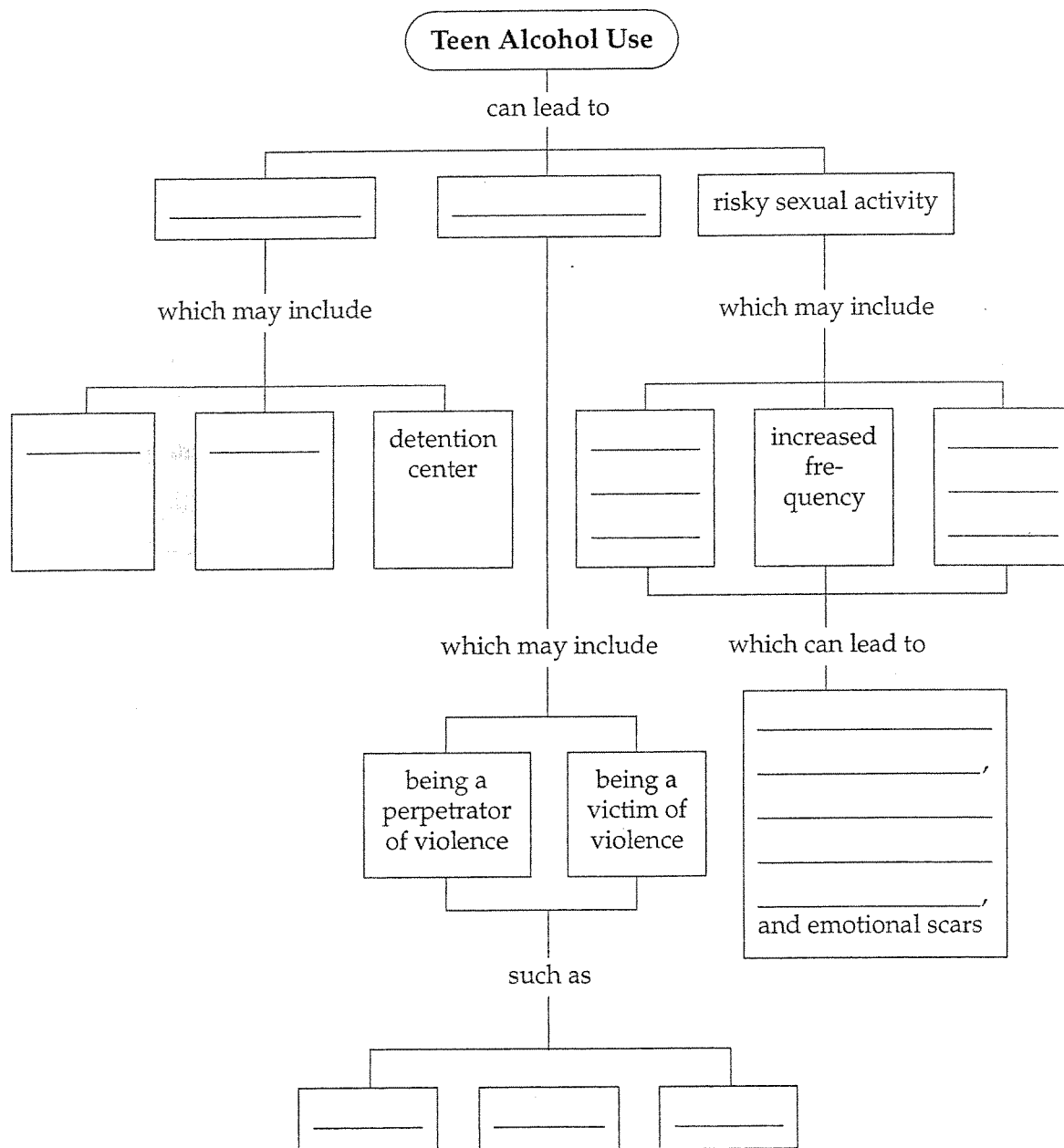
22. Define *detoxification*.

Activity 80**Concept Mapping**

FOR USE WITH CHAPTER 22, LESSON 1

Teen Alcohol Use

Directions: Complete the concept map below on teen alcohol use. Use each of the following terms and phrases once: *arrest, assault, fines, legal problems, rape, robbery, sex before marriage, sexually transmitted diseases, unplanned pregnancy, unprotected sex, violence.*

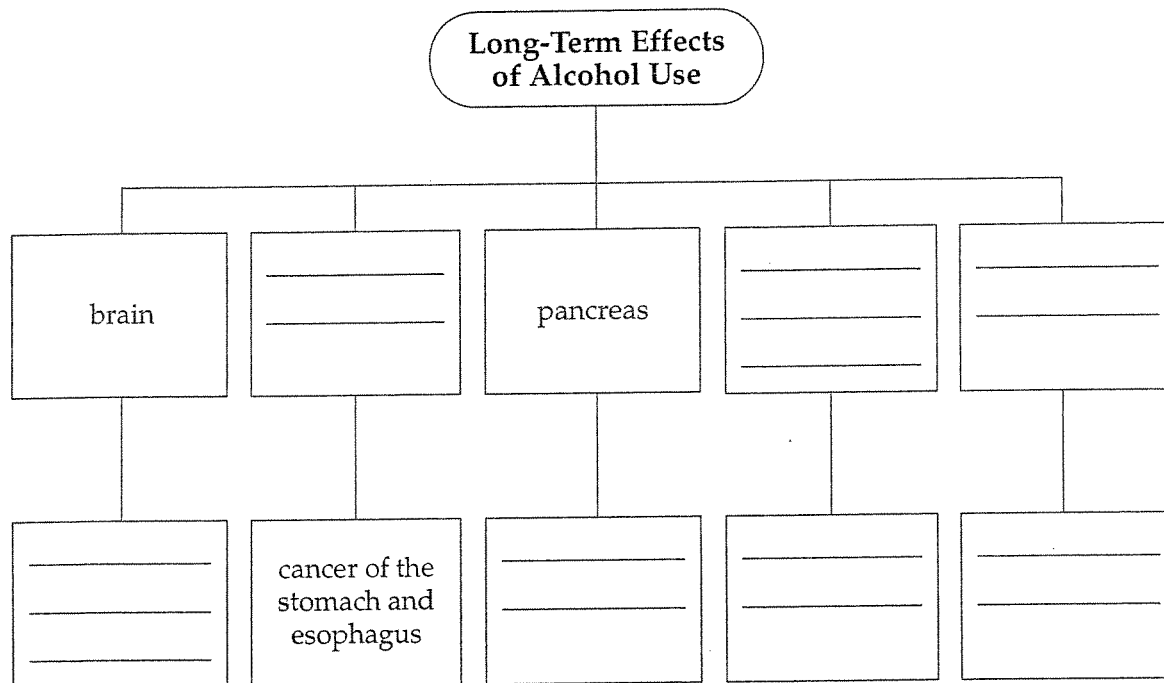


Activity 82**Concept Mapping**

FOR USE WITH CHAPTER 22, LESSON 3

Long-Term Effects of Alcohol Use

Directions: Complete the concept map below on the long-term effects of alcohol use. Use each of the following terms and phrases once: *cardiovascular system, chemical destruction, cirrhosis, digestive system, high blood pressure, liver, loss of brain functions.*



Name _____

Class _____

Date _____

Chapter 23**Vocabulary**

medicines
 drugs
 vaccine
 analgesics
 side effects
 additive interaction
 synergistic effect
 antagonistic interaction
 substance abuse
 illegal drugs

illicit drug use
 overdose
 psychological dependence
 physiological dependence
 addiction
 marijuana
 inhalants
 anabolic-androgenic steroids
 paranoia
 psychoactive drugs

stimulants
 euphoria
 depressants
 narcotics
 hallucinogens
 designer drugs
 drug-free school zone
 drug watches

Directions: Many of the words in the list above are related in some way. Look at the groups of words below. Then develop a heading for each category that illustrates how the words are related. For example, "*paranoia*" and "*euphoria*" might be grouped under the heading "Effects of Substance Abuse." Add your headings to the chart below.

vaccines analgesics	additive interaction synergistic effect antagonistic interaction	overdose psychological dependence physiological dependence	stimulants depressants narcotics hallucinogens	drug-free school zones drug watches

Name _____

Class _____

Date _____

Chapter 23

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. What are the four categories in which medicines are classified?

2. Identify and describe three kinds of side effects that medicines can have on people.

3. What is the difference between prescription medicines and over-the-counter medicines?

Lesson 2

4. Define *substance abuse*.

5. What are three physical and three mental consequences of substance abuse?

Study Guide, Chapter 23 *(Continued)*

6. What are the consequences of drug abuse on society?

Lesson 3

7. How does marijuana affect the body?

8. How do inhalants affect the body?

9. What risks do teens face from using steroids?

Lesson 4

10. What are psychoactive drugs?

11. What are stimulants and depressants? Give two examples of each.

Name _____

Class _____

Date _____

Study Guide, Chapter 23 *(Continued)*

12. What are designer drugs and how do they affect the body?

Lesson 5

13. What are drug-free school zones?

14. What is the main focus of drug treatment centers?

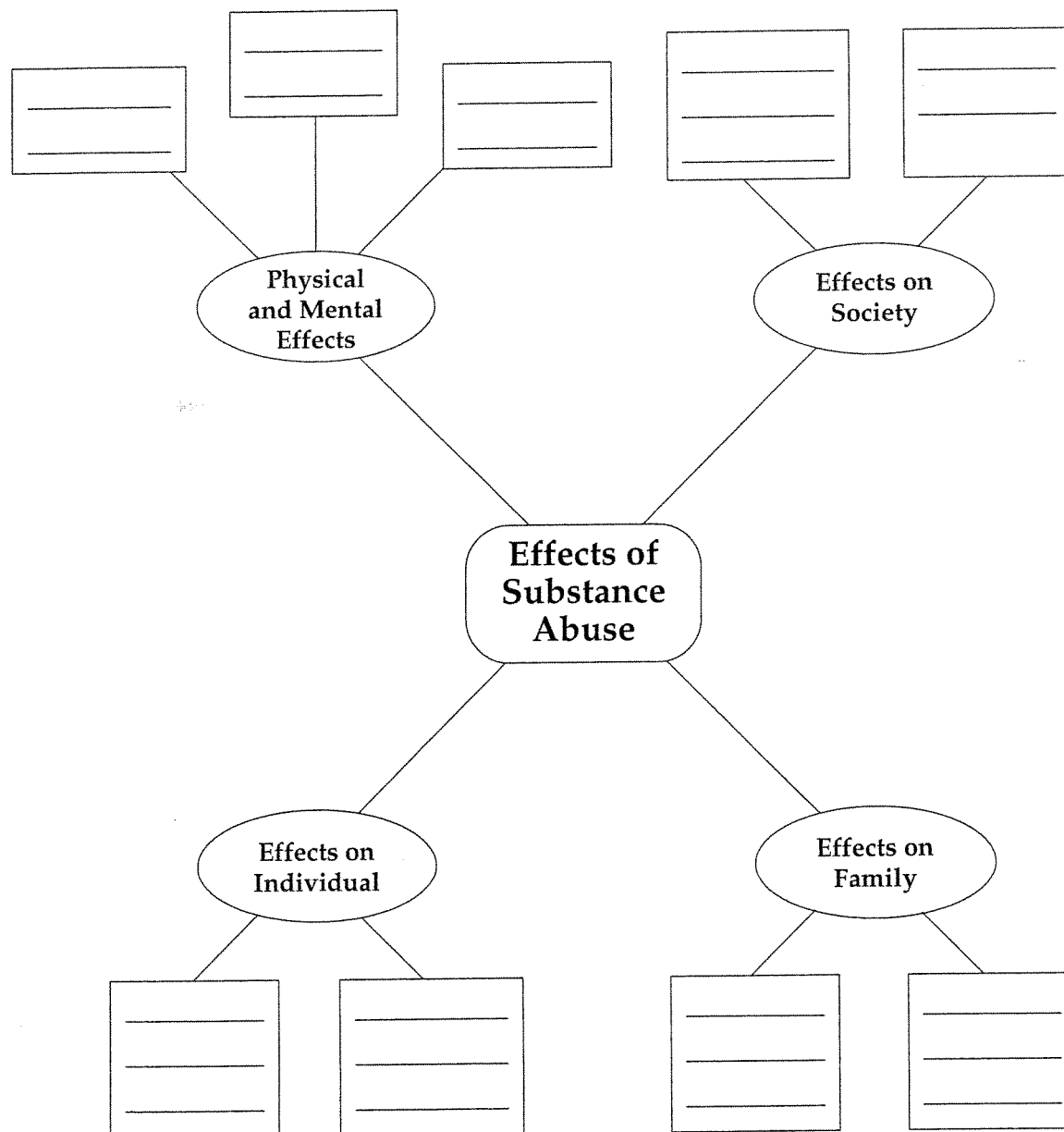
15. Why are support groups a popular treatment for addiction?

Activity 84**Concept Mapping**

FOR USE WITH CHAPTER 23, LESSON 2

Effects of Substance Abuse

Directions: Complete the concept map below on the various effects of substance abuse. Use each of the following terms and phrases once: *addiction, contracting diseases, harm to developing fetus, health costs from illegal drug use, losing control easily, lost work hours, overdosing, participating in high-risk behaviors, stress on family members.*



Chapter 24

Vocabulary

communicable disease
pathogen
infection
toxin
vector
immune system

inflammatory response
phagocyte
antigen
immunity
lymphocyte

antibody
vaccine
pneumonia
jaundice
emerging infection

Directions: Answer the following questions in the space provided.

1. Define *communicable disease* and list 8 ways to help reduce your risk of getting or spreading communicable diseases.

2. What is the relationship between pathogens and vectors?

3. How are phagocytes and lymphocytes similar and how are they different?

4. What are indications that you are experiencing an inflammatory response?

5. Describe the difference between an antigen and an antibody.

6. What is a significant difference between viral pneumonia and bacterial pneumonia?

7. State the reason Lyme disease is classified as an emerging infection.

Name _____

Class _____

Date _____

Chapter 24

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later you can use this guide to review the information in the chapter.

Lesson 1

1. What is a communicable disease?

2. What causes diseases?

3. What is an infection?

4. What happens if the body is not able to fight an infection?

5. Name three types of pathogens.

6. What are the three major ways diseases are spread?

7. Name four ways pathogens are spread by direct contact.

Name

Class

Date

Study Guide, Chapter 24 *(Continued)*

8. What is a vector?

9. Name two main sources of airborne transmission.

10. What is the single most effective way to prevent the spread of disease?

11. Name two ways to make sure food is handled properly.

12. List four strategies to help reduce the risk of getting or spreading a communicable disease.

Lesson 2

13. What is the immune system?

14. How do the two major defense strategies of the immune system differ?

Study Guide, Chapter 24 *(Continued)*

15. How do active and passive immunity differ?

16. What is a vaccine?

Lesson 3

17. What are three common respiratory infections?

18. How do hepatitis A and B differ from hepatitis C?

19. What is an emerging infection?

Chapter 25**Vocabulary**

sexually transmitted disease (STD)
 sexually transmitted infection (STI)
 epidemic
 abstinence
 infertility
 human papillomavirus (HPV)
 chlamydia
 gonorrhea
 genital herpes
 trichomoniasis

syphilis
 acquired immune deficiency syndrome (AIDS)
 human immunodeficiency virus (HIV)
 opportunistic infection
 asymptomatic stage
 symptomatic stage
 EIA
 Western blot
 pandemic

Directions: In the appropriate spaces in the box below, write the number of the term on the right that matches each definition on the left. When you are finished, the rows, columns, and diagonals should all add up to the same number.

- A. Occurrence of diseases in which many people in the same place at the same time are affected
 B. Avoiding harmful behaviors
 C. Condition in which an individual is unable to conceive or has difficulty with conceiving a child
 D. Bacterial STD that usually affects mucous membranes
 E. STD caused by HSV
 F. Bacterial STD that attacks many parts of the body, caused by a bacterium called a spirochete
 G. Virus that attacks the immune system
 H. Disease in which the immune system of the patient is weakened
 I. A global outbreak of infectious disease

1. abstinence
 2. HIV
 3. syphilis
 4. pandemic
 5. genital herpes
 6. epidemic
 7. gonorrhea
 8. infertility
 9. AIDS

A	B	C
D	E	F
G	H	I

$$=$$

$$\underline{\quad 15 \quad}$$

$$=$$

$$\underline{\quad 15 \quad}$$

$$=$$

$$\underline{\quad 15 \quad}$$

$$=$$

$$\underline{\quad 15 \quad}$$

$$=$$

$$\underline{\quad 15 \quad}$$

$$=$$

$$\underline{\quad 15 \quad}$$

Chapter 25**Study Guide**

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. Give three reasons why the spread of STDs has been called a hidden epidemic.

2. Why are teens as a group at particularly high risk for infection with STDs?

3. Identify possible health consequences of STDs.

4. What is abstinence? What role does it play in the prevention of STDs?

5. List strategies that can help teens avoid pressure to engage in sexual activity.

Study Guide, Chapter 25 *(Continued)*

Lesson 2

6. What health problems can be caused by the human papillomavirus?

7. Identify serious health complications that can occur if chlamydia is not treated.

8. Why does gonorrhea often go undiagnosed in females?

9. What conditions are caused by the herpes simplex virus?

10. Briefly describe the stages of untreated syphilis.

Lesson 3

11. How does HIV affect the immune system?

Name _____

Class _____

Date _____

Study Guide, Chapter 25 *(Continued)*

12. What are opportunistic infections?

13. State the risk behaviors known to transmit HIV.

14. When can a pregnant female who is infected with HIV pass the virus to her baby?

Lesson 4

15. Name the stages of HIV infection. What are the features of each stage?

16. How is HIV detected?

17. Why is a cure for HIV infection so hard to find?

18. Why is HIV called pandemic?

Name _____

Class _____

Date _____

Chapter 26

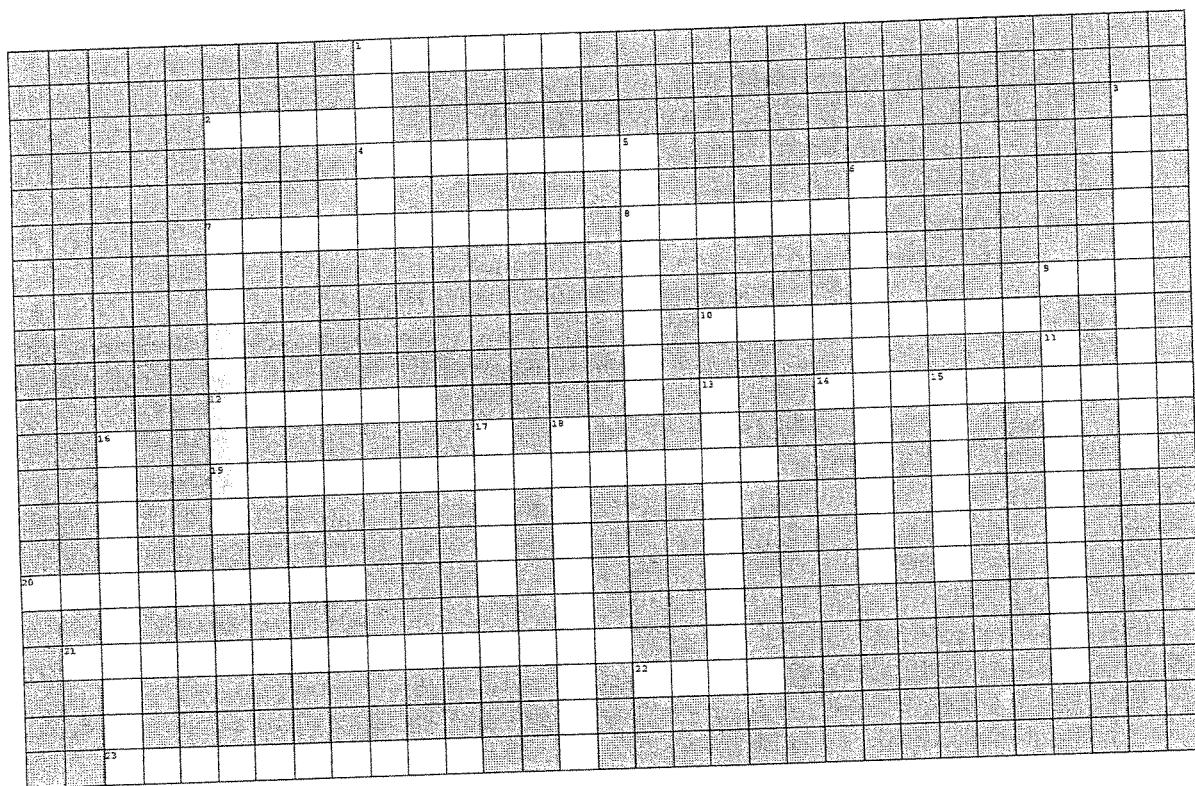
Vocabulary

Directions: Complete the crossword puzzle using the clues below.

noncommunicable disease
cardiovascular disease (CVD)
hypertension
atherosclerosis
angina pectoris
arrhythmia
cancer
tumor
benign

malignant
metastasis
carcinogen
biopsy
remission
allergy
histamines
asthma
diabetes

autoimmune disease
arthritis
osteoarthritis
rheumatoid arthritis
disability
profound deafness
mental retardation
Americans with
Disabilities Act



Chapter 26**Vocabulary****Across**

1. Noncancerous tumor
2. _____ arthritis breaks down cartilage
4. Deafness that hearing aids can't help
7. Irregular heartbeats
8. Reaction to foreign and usually harmless substances
9. Disease that affects the heart or blood vessels (abbr.)
10. Causes joint pain
12. Abnormal cell growth
14. When cancer spreads
19. Disease not spread between people or the environment
20. Time with no cancer symptoms following treatment
21. Accumulated plaque on artery walls
22. _____ immune disease
23. Impairment

Down

1. A sample for testing
3. Below average, mental _____
5. Disease characterized by insufficient insulin
6. High blood pressure
7. _____ with Disabilities Act
11. Causes cancer
13. Cancerous tumor
15. Causes breathing difficulties
16. _____ arthritis destroys joints
17. Abnormal tissue mass
18. Cell chemicals released during certain allergic reactions

Chapter 26

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. Explain why high blood pressure is a threat to cardiovascular health.

2. Explain why some diseases are called silent killers.

3. What is the main cause of atherosclerosis?

4. Explain the difference between a heart attack and congestive heart failure.

5. Describe two conditions that can cause a stroke.

6. List six risk factors for cardiovascular diseases you can control.

Lesson 2

7. List four major risk factors for cancer.

Study Guide, Chapter 26 *(Continued)*

8. List six practices that can reduce your risk of cancer.

9. List and describe four cancer treatments.

10. List the seven warning signs of cancer.

Lesson 3

11. List four symptoms of an allergic reaction.

12. List three serious health problems that can result from improper management of diabetes.

13. List two ways to reduce the risk of diabetes.

Name _____

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Date _____

Study Guide, Chapter 26 *(Continued)*

14. List three strategies for reducing risk of osteoarthritis.

15. Define *rheumatoid arthritis*.

Lesson 4

16. Define *disability*.

17. List four common causes of blindness.

18. List four genetic disorders that can cause mental retardation.

19. Name three possible causes of mental retardation among older children or adults.

20. Name the four sectors in which the Americans with Disabilities Act prohibits discrimination against people with physical or mental disabilities.

Chapter 27**Vocabulary**

unintentional injury

accident chain

smoke alarm

fire extinguisher

Occupational Safety and

Health Administration (OSHA)

heat exhaustion

hypothermia

vehicular safety

graduated driver's

license

road rage

defensive driver

severe weather

hurricane

flash flood

tornado

blizzard

earthquake

emergency survival kit

Directions: An analogy compares two words or ideas in a way that shows some similarity or relationship between them. An *analogy sentence* is an analogy in which one of the terms is missing and must be inferred. For example, in the analogy sentence *accident is to injury as _____ is to safety*, the missing term, *prevention*, might be arrived at using the following logic: "In just the way that accidents can lead to injury, so can prevention lead to safety." Complete each analogy sentence below by writing one of the words or phrases from the above list in the space provided.

1. A _____ is to the home as a personal flotation device is to a boat.
2. An accident chain is to unintentional injury as uncontrolled emotions is to _____.
3. A funnel-shaped windstorm is to a _____ as wind, rain, and lightning are to a thunderstorm.
4. Snow is to blizzard as rain is to _____.
5. _____ is to the workplace as safety precautions are to the home.
6. Shade during hot weather is to _____ as layered clothing is to _____.
7. Movement of the earth's plates is to _____ as severe thunderstorms and heavy rainfall are to _____.

Chapter 27**Study Guide**

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. What is an unintentional injury?

2. Name the five steps of the accident chain.

3. List three safety rules to avoid unintentional fire injuries.

4. What are two fire safety devices that should be present in a home?

5. What effect might keeping stairways well-lit, in good repair, free of clutter, and equipped with sturdy handrails and nonskid stair strips have?

6. Why should you check outlets and extension cords?

7. How should medications and other potentially poisonous substances be kept? _____

8. What are three recommendations for reducing the risk of injury from firearms?

9. Name three injuries related to extended computer or video game use

10. What do the letters OSHA stand for? _____

Study Guide, Chapter 27 *(Continued)*

11. What is OSHA's role?

Lesson 2

12. List three safety rules for recreational safety.

13. List three recommendations for staying safe when camping or hiking.

14. What is hypothermia?

15. What are three factors to help prevent injuries during winter sports?

16. What are four safety precautions to follow when swimming?

17. What is a recommended minimum water depth for safe diving? _____

18. What are PFDs? When should you wear one? _____

19. List two precautions for swimming in lakes, rivers, or the ocean.

Lesson 3

20. List five common sense safety tips when you are driving.

Name _____

Class _____

Date _____

Study Guide, Chapter 27 *(Continued)*

21. What is a graduated driver's license?

22. What is road rage?

23. Why is using alcohol and drugs when driving a risky behavior?

24. What is a guideline to protect your head when biking or skating?

25. Why should you be a defensive driver on a motorcycle, moped, or ATV?

Lesson 4

26. What is an emergency survival kit?

27. What is a hurricane?

28. What is a flash flood?

29. What is a tornado?

30. How does a blizzard differ from an ordinary snowstorm?

31. What is an earthquake?

Chapter 28

Vocabulary

first aid	fracture
universal precautions	unconsciousness
chain of survival	concussion
defibrillator	poison
cardiopulmonary resuscitation (CPR)	venom
shock	poison control center

Directions: Read the following passage. For each underlined phrase, write the term from the list above that can replace it.

Sometimes an injured individual may experience 1. a failure of the cardiovascular system to keep an adequate supply of blood circulating to the vital organs of the body. If this occurs, you should call 911 and then follow a series of steps, including elevating the legs about 12 inches. Some common emergencies involve muscle strains, sprains, or a(n) 2. break in a bone. Another common emergency is 3. a condition in which a person is not alert and aware of his or her surroundings. An injury can also involve a(n) 4. jarring injury to the brain, which affects normal brain function. If you suspect that an injured person has this condition, you should have him or her lie down until the condition improves. If a person takes in 5. any substance that causes injury, illness, or death when introduced into the body, you should find out what to do by calling a(n) 6. 24-hour hot line that provides emergency medical advice on treating poisoning victims.

Learning how to provide 7. immediate, temporary care to an injured person until professional medical care arrives can help to save a life or prevent further injury. It is important to take 8. actions to prevent the spread of disease by treating all blood and other body fluids as if they contained pathogens when providing this care in order to minimize the risk of contracting a disease. If a victim is faced with a life-threatening emergency, you must begin a(n) 9. sequence of actions that maximize the victim's chances of survival. One of these actions uses a(n) 10. device that delivers an electric shock to the heart to restore its normal rhythm. This action is generally the responsibility of the emergency medical personnel. If a person's breathing or heartbeat has stopped, you might have to perform 11. a life-saving procedure that combines rescue breaths with chest compressions.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7. _____
8. _____
9. _____
10. _____
11. _____

Chapter 28**Study Guide**

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. What is first aid?

2. Why is it important to use universal precautions when administering first aid?

3. What is the difference between an abrasion and a laceration?

4. What are the steps in controlling bleeding in an open wound?

5. Describe the three types of burns.

Lesson 2

6. Describe the four links in the chain of survival.

7. What is CPR and when should it be used?

Study Guide, Chapter 28 *(Continued)*

8. What are the symptoms of shock?

Lesson 3

9. What is the difference between a strain and a sprain?

10. What is a fracture?

11. What are the steps for treating an animal bite?

12. How should a nosebleed be treated?

Lesson 4

13. Define *poison*.

14. How should poison on the skin be treated?

15. Who needs immediate medical attention if stung by a bee?

Chapter 29**Vocabulary**

air pollution
smog
air quality index (AQI)
asbestos
radon
noise pollution

decibel
biodegradable
landfill
hazardous waste
deforestation

urban sprawl
wastewater
conservation
precycling
recycling

Directions: Use the clues to solve the puzzle. Write one letter of each answer in each space provided. Then copy the boxed letters in order, and they will complete the sentence at the bottom of the page.

- | | |
|---|--|
| 1. An odorless, radioactive gas | 5. A substance that is explosive, corrosive, highly reactive, or toxic |
| 2. A fibrous material that has fireproof properties | 6. The contamination of earth's atmosphere |
| 3. Harmful, unwanted sound of sufficient intensity to damage hearing | 7. A unit that measures the intensity of sound |
| 4. A yellow-brown haze that forms when sunlight reacts with air pollution | 8. Reducing waste before it is generated |
| | 9. The spread of city development onto undeveloped land |

1. _ _ _ _ _
2. _ _ _ _ _ _ _ _
3. _ _ _ _ _ _ _ _
4. _ _ _
5. _ _ _ _ _ _ _ _ _ _
6. _ _ _ _ _ _ _
7. _ _ _ _ _ _ _
8. _ _ _ _ _ _ _
9. _ _ _ _ _ _ _ _ _ _

Understanding the causes of pollution and learning strategies to reduce waste can help protect the earth's natural _ _ _ _ _.

Activity 109**Applying Health Skills**

FOR USE WITH CHAPTER 29, LESSON 3

What's Your Score?

Directions: There are many actions you can take to conserve natural resources. Take the following quiz to see how well you practice conservation. Answer each question by checking the space labeled *always*, *sometimes*, or *never*. At the end of the quiz follow the instructions to add up your score.

Always Sometimes Never

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 1. I wear layers rather than turning up the heat. |
| _____ | _____ | _____ | 2. I turn off the lights when I leave the room. |
| _____ | _____ | _____ | 3. I turn off the TV when no one is watching. |
| _____ | _____ | _____ | 4. When possible, I use the microwave rather than the oven. |
| _____ | _____ | _____ | 5. I recycle household waste. |
| _____ | _____ | _____ | 6. I carry cloth bags for shopping, rather than using plastic. |
| _____ | _____ | _____ | 7. I turn off the computer when it isn't being used. |
| _____ | _____ | _____ | 8. I keep my windows shut when the heating or air conditioning is running. |
| _____ | _____ | _____ | 9. I turn off the water when I brush my teeth. |
| _____ | _____ | _____ | 10. I avoid long showers. |

Score 2 points for each time you answered *always*, 1 point for each time you answered *sometimes*, and 0 points for each time you answered *never*. Enter your total score: _____

If you scored

15–20: Good work—you often practice conservation strategies.

10–15: You could improve—try to remember the conservation strategies in the chapter.

0–10: Conservation is not a part of your daily habits—review the chapter and make a plan to start conserving today!

Chapter 29

Study Guide

- STUDY TIPS:**
- Read *You'll Learn To* for each lesson.
 - Look up the meaning of any unfamiliar vocabulary terms.
 - Read the questions below before you read the chapter.

Directions: As you read the chapter, answer the following questions. Later, you can use this guide to review the information in the chapter.

Lesson 1

1. Define *air pollution*.

2. What does the abbreviation *AQI* stand for? What is its purpose?

3. List two actions you can take to reduce air pollution.

4. Name two sources of indoor air pollution.

5. What unit is used to measure the intensity of loudness of sound?

6. Name three sources of noise pollution.

Lesson 2

7. Define *biodegradable*.

8. What is hazardous waste?

Study Guide, Chapter 29 *(Continued)*

9. What is urban sprawl? How does it affect air and water quality?

10. What is wastewater? Why is it an environmental concern?

11. List two strategies for reducing water pollution.

12. List two strategies for reducing land pollution.

Lesson 3

13. List two strategies for conserving resources in each of the following categories: heating and cooling, water, lighting and appliances.

14. Define *precycling*.

15. What are two ways to precycle?

Name _____ Class _____ Date _____

Study Guide, Chapter 29 *(Continued)*

16. Define *recycling*.

17. List three common household wastes that can be recycled.

18. What are two ways you can become involved in protecting the environment?
