

Building Health Skills and Character

Lesson 1 Building Health Skills

Lesson 2 Making Responsible Decisions and Setting Goals

Lesson 3 Building Character



Health Advocacy in the Media

Advocacy organizations raise awareness and funds for issues or causes. The media and media personalities can help gain support for the following types of activities:

- ▶ nonprofit health programs
- ▶ research
- ▶ social and political causes

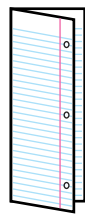
Visit the Eye on the Media section at health.glencoe.com to learn more about how media and advocacy groups work together.

FOLDABLES™ Study Organizer

Before You Read

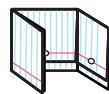
Make this Foldable to help you organize what you learn about building health skills. Begin with one sheet of plain 8½" x 11" paper or one sheet of notebook paper.

▶ Step 1



Fold a sheet of paper along the long axis, leaving a ½" tab along the side.

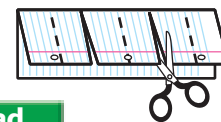
▶ Step 2



Turn the paper, and fold into thirds.

▶ Step 3

Cut the top layer along both folds. Then cut each tab in half to make six tabs.

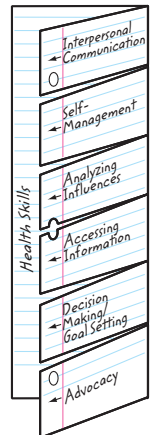


▶ Step 4

Turn the paper vertically and label the tabs as shown.

As You Read

Under the tabs, define terms related to each of the health skills. Record what you learn about health skills as you read and discuss Lesson 1.



SPOTLIGHT ON HEALTH

Using Visuals. What skills are the teens in this photo demonstrating? Which skills do you practice on a regular basis to maintain or improve your health?

Building Health Skills

Guide to Reading

Building Vocabulary

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

- ▶ health skills (p. 28)
- ▶ interpersonal communication (p. 28)
- ▶ refusal skills (p. 30)
- ▶ conflict resolution (p. 30)
- ▶ stress management (p. 31)
- ▶ advocacy (p. 32)

Focusing on the Main Ideas

In this lesson, you will learn how to:

- ▶ **Demonstrate** communication skills to build and maintain healthy relationships.
- ▶ **Describe** refusal strategies and conflict resolution skills.
- ▶ **Formulate** self-management strategies.
- ▶ **Assess** influences on behavior.
- ▶ **Identify** evaluation criteria for health information.

Reading Strategy

Organize Information

- ▶ **Make a chart with two columns. List the five health skills from the main headings in this chapter on one side of the chart. As you read, list what you learn about each of the health skills on the other side.**

Quick Write

List three skills you need to effectively communicate. Describe how these skills can positively impact your health.

FIGURE 2.1

THE HEALTH SKILLS

Developing and practicing these health skills will provide a lifetime of benefits.

Interpersonal Communication

- Communication Skills
- Refusal Skills
- Conflict Resolution

Self Management

- Practicing Healthful Behaviors
- Stress Management

Analyzing Influences

Accessing Information

Decision Making/Goal Setting

Advocacy

The choices you make and the actions you take can affect your health. Accepting responsibility for your health begins with a commitment to take charge of your actions and behaviors in a way that reduces risks and promotes wellness. The first step is to develop *health skills*. **Health skills**, or life skills, are *specific tools and strategies that help you maintain, protect, and improve all aspects of your health*. **Figure 2.1** presents a basic overview of the health skills.

Interpersonal Skills

One of the traits of a health-literate individual is knowing techniques for communicating care, consideration, and respect of self and others. Effective communication involves not only making yourself heard but also being a good listener. **Interpersonal communication** is *the exchange of thoughts, feelings, and beliefs between two or more people*.



Effective **communication** skills for building and maintaining healthy relationships include:

- ▶ **Clearly say what you mean.** Use “I” messages to state your position, for example, “I feel frustrated when our plans change.” This helps you avoid placing blame on others.
- ▶ **Pay attention to how you say something.** Use a respectful tone. Make sure you understand the relationship between verbal and nonverbal communication.
- ▶ **Be a good listener.** Avoid interrupting the speaker, and show that you are listening by nodding or asking appropriate questions.

Reading Check

Explain What does the phrase *interpersonal communication* mean?

Health Skills Activity



Communication: The Ball's in Your Court

When Mark arrives late at the basketball court, his friend Phillipe throws the ball at him, shouting, “You’re a half hour late!”

“Well, excuse me, Mr. Punctual,” Mark laughs.

“You’re never on time. It’s like you assume I have nothing better to do than wait around for you,” Phillipe says.

“Sorry, bud, but some things came up,” Mark answers.

“Yeah? Well, I’m outta here.” Phillipe throws up his hands and turns to walk away.

“Wait, let me explain,” Mark says calmly.

Phillipe hesitates, wondering how to respond.

What Would You Do?

How can Mark and Phillipe use effective communication skills to build and maintain their friendship? Write an ending to this scenario, demonstrating the communication skills below.

1. Use “I” messages.
2. Speak calmly and clearly, using a respectful tone.
3. Listen carefully, and ask appropriate questions.
4. Show appropriate body language.

REFUSAL STRATEGIES

Sometimes you must reinforce your decision to say no.

SAY NO IN A FIRM VOICE.

Do this calmly and clearly. Use expressions such as “I’d rather not.”

EXPLAIN WHY.

State your feelings. Tell the other person that the suggested activity or behavior goes against your values or beliefs.

SUGGEST ALTERNATIVES.

Propose a safe, healthful activity to do instead.

USE APPROPRIATE BODY LANGUAGE.

Make it clear that you don’t intend to back down from your position. Look directly into the other person’s eyes.

LEAVE IF NECESSARY.

If the other person continues to pressure you, or simply won’t take no for an answer, just walk away.



CHARACTER CHECK

Respect. When you apply refusal skills to avoid risky situations, you demonstrate respect for yourself and your values. **How can using refusal skills help you uphold your values and the values of your family?**

Reading Check

Identify What factors can promote a positive self-image?

Refusal Skills

Think about how you handle situations in which you are asked to do something that you know is harmful or wrong. In such circumstances, you need to use refusal skills. **Refusal skills** are *communication strategies that can help you say no when you are urged to take part in behaviors that are unsafe or unhealthful, or that go against your values*. Demonstrating these strategies, including the ones shown in **Figure 2.2**, will help you resist risky behaviors.

Conflict Resolution Skills

In addition to practicing effective refusal skills, it is important to develop and apply strategies for dealing with conflicts or disagreements and avoiding violence. **Conflict resolution** is *the process of ending a conflict through cooperation and problem solving*. The key to conflict resolution is respecting others’ rights and your own. Willingness to compromise will also help achieve a resolution that satisfies everyone. Follow these steps when dealing with a conflict:

- ▶ Take time to calm down and think through the situation.
- ▶ When discussing the conflict, speak calmly and listen attentively, asking questions when appropriate.
- ▶ Use a polite tone and try to brainstorm solutions where no one loses respect. Work to resolve the conflict peacefully.

Self-Management Skills

When you practice self management, you take responsibility for your health and act in specific ways that promote your wellness. Two self-management skills, practicing healthful behaviors and managing stress, help provide a foundation of good health.

Practicing Healthful Behaviors

Choices you make today will affect your health in the future. Healthful behaviors are more than just actions that can protect you from illness or injury. These behaviors support every aspect of your health. Eating nutritious foods and getting regular medical and dental checkups, as well as avoiding the use of tobacco, alcohol, and other drugs, are all behaviors that help you maintain and strengthen your overall health. Practicing healthful behaviors also involves expressing your feelings in healthful ways, building your self-esteem, and maintaining healthy relationships. It also includes identifying risk behaviors that you should manage.


Managing Stress

Stress, the body's and mind's reactions to everyday demands, is a natural part of life. Being late to class, balancing many activities, and winning an award can all cause stress. Learning strategies for **stress management**, or *ways to deal with or overcome the negative effects of stress*, will help you develop awareness of your own control over stress. Some strategies for managing stress include engaging in physical activity, listening to soothing music, managing time effectively, taking a warm bath, and laughing.

Analyzing Influences

How do you determine what health choices are right for you? Many factors influence your health. *Internal influences*, which include your knowledge, values, likes, dislikes, and desires, are based on your experiences and your perspective on life. You have a great deal of control over your internal influences. *External influences*, which come from outside sources, include your family, your friends and peers, your environment, your culture, laws, and the media. As you become aware of these influences, you will be better able to make healthful choices—about everything from your personal behavior to which health products you buy.



 **Practicing healthful behaviors includes making everyday activities safe for you and those around you. *What healthful behaviors do you practice on a regular basis?***



Identify What are some origins of stress? What can you do to manage stress?



Talking to a health professional can help you obtain accurate, reliable information. *Where else can you find valid health information?*



Accessing Information

Learning how to find resources from home, school, and community that provide valid information will help you be better prepared to make healthful choices. Keep in mind that reliable sources of health information include:

- ▶ parents, guardians, and other trusted adults.
- ▶ library resources, such as encyclopedias and nonfiction books on science, medicine, nutrition, and fitness.
- ▶ reliable Internet sites, such as those posted by government and educational institutions.
- ▶ newspaper and magazine articles by health professionals or experts.
- ▶ government agencies, health care providers, and health organizations.

Advocacy

Advocacy is taking action to influence others to address a health-related concern or to support a health-related belief. This skill enables you to positively influence the health of those around you. In this responsible role, you can help others become informed and publicly support health causes that concern and interest you. Encouraging family, friends, peers, and community members to practice healthful behaviors is one way to practice health advocacy.

REVIEW

LESSON

1

Reviewing Facts and Vocabulary

1. Define the term *interpersonal communication*, and identify the role of “I” messages.
2. List five refusal strategies.
3. What is *stress management*? Identify three ways to reduce the effects of stress.

Thinking Critically

4. **Analyzing.** What are the advantages of peacefully resolving conflicts?
5. **Applying.** What are two ways you could show support for a health cause or organization?

Applying Health Skills

Stress Management. List all the healthful strategies you used this past week to relieve stress. Which ones helped the most?

After You Read

Identify Cause and Effect. List three ways that your health decisions are influenced by peers, family, and the media. How can you positively influence the health of others?



Making Responsible Decisions and Setting Goals

Guide to Reading

Building Vocabulary

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

- ▶ decision-making skills (p. 33)
- ▶ values (p. 34)
- ▶ goal (p. 34)
- ▶ short-term goal (p. 35)
- ▶ long-term goal (p. 35)
- ▶ action plan (p. 36)

Focusing on the Main Ideas

In this lesson, you will learn how to:

- ▶ **Apply** decision-making skills that promote individual, family, and community health.
- ▶ **Cite** the advantages of seeking advice and feedback regarding decision-making skills.
- ▶ **Describe** the processes involved in choosing and achieving goals.

Reading Strategy

Predict

- ▶ Scan the headings and subheadings in this lesson. Write down three topics you think will be covered in this lesson.

Quick Write

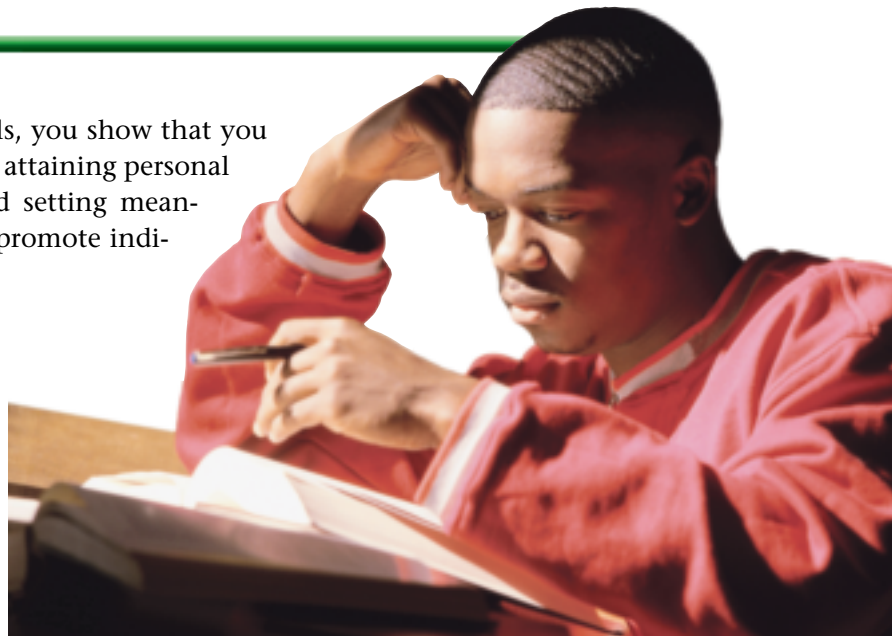
Write a brief paragraph describing a goal you set for yourself and the steps you took to reach that goal.

When you make decisions or set goals, you show that you know how to implement a plan for attaining personal health. Making responsible decisions and setting meaningful goals are important skills that can promote individual, family, and community health.

The Decision-Making Process

Decision-making skills are steps that enable you to make a healthful decision. The steps are designed to help you make decisions that protect your rights and health while respecting the rights and health of others.

The six basic steps for making a decision are described in **Figure 2.3** on page 34. Often, you will find it helpful to seek advice from those with more experience, such as parents and guardians. Doing so can provide valuable feedback and strengthen family bonds and values.



This teen made the decision to study for his exam instead of going out with friends. What responsible decisions have you made in the past week?

STEPS OF THE DECISION-MAKING PROCESS

Step 1: STATE THE SITUATION

Examine the situation and ask yourself: What decisions need to be made? Consider all the health information and who else is involved.

Step 2: LIST THE OPTIONS

What are the possible choices you could make? Remember that sometimes it is appropriate not to take action. Share your options with parents or guardians, siblings, teachers, or friends. Ask for their advice.

Step 3: WEIGH THE POSSIBLE OUTCOMES

Weigh the consequence of each option. Use the word *HELP* to guide your choice.

- **H** (*Healthful*) What health risks, if any, will this option present?
- **E** (*Ethical*) Does this choice reflect what you and your family believe is right?
- **L** (*Legal*) Does this option violate any local, state, or federal laws?
- **P** (*Parent Approval*) Would your parents or guardians approve of this choice?

Step 4: CONSIDER VALUES

Values are the ideas, beliefs, and attitudes about what is important that help guide the way you live. A responsible decision will reflect your values.

Step 5: MAKE A DECISION AND ACT ON IT

Use everything you know at this point to make a responsible decision. You can feel good that you have carefully prepared and thought about the situation and your options.

Step 6: EVALUATE THE DECISION

After you have made the decision and taken action, reflect on what happened. What was the outcome? How did your decision affect your health and the health of those around you? What did you learn? Would you take the same action again? If not, how would your choice differ?



Reading Check

Explain What does the acronym H.E.L.P. from Step 3 of the decision-making process mean?

Setting Personal Health Goals

Consider your plans for the future. What do you want to do with your life? Do your plans include further education and a family? What kind of career are you interested in pursuing? Setting goals can help you shape your life in positive ways by focusing your energy on behaviors that you want to develop or change. A **goal** is something you aim for that takes planning and work. Goal setting is also an effective way to build self-confidence, increase your self-esteem, and improve your overall health.

Types of Goals

Every goal involves planning. When you set a goal and plan strategies to reach it, you will need to consider how much time it will take to accomplish the goal. A **short-term goal**, such as finishing a project by Friday or cleaning your room before dinner, is a goal that you can reach in a short period of time. A **long-term goal** is a goal that you plan to reach over an extended period of time. For example, you show that you know how to implement a plan for attaining personal health goals for the school year and know methods for evaluating progress. A plan of this type will include both short- and long-term goals. A long-term goal may take months or even years to accomplish. Often, short-term goals are steps in a plan to achieve a long-term goal. What kinds of short-term goals might help a person become a physician or a computer technician?



Setting Goals

Some guidelines to remember:

- ▶ Make sure that your goals are your own, not someone else's.
- ▶ Set a goal because it will help you grow, not because you want to outdo someone.
- ▶ If you do not achieve your goal, use what you've learned to set a new goal.

Hands-On Health ACTIVITY

Setting a Personal Health Goal

In this activity, you will set a personal health goal and work to achieve it.

What You'll Need

- notebook
- pencil

What You'll Do

Use your notebook as a personal health goal journal. Record your efforts to reach your goal during the school year. Write a reflective summary of what you learned in the process.

- 1. Set a goal.** Do you want to get along better with family members? Eat more nutritiously? Be more active? Set a realistic health goal, and write it down. Explain why you have chosen this goal and what rewards you expect to obtain when achieving the goal.


- 2. List steps to meet the goal.**

Examine a variety of options to achieve the goal you have set. List the steps you will take to reach your goal.

- 3. Evaluate your progress, and adjust plans if necessary.** If there have been obstacles, give yourself more time, and work to overcome them. If you are moving ahead of schedule, you may want to set a more challenging goal.

Apply and Conclude

After a week, examine your progress. Has your plan been effective? How can it be strengthened? Extend your one-week plan to four weeks. Make it a habit to continue to set and work toward new health goals.

 **Reaching your goals through hard work brings personal satisfaction.**



Achieving Your Goals

To establish and reach your goals, create an **action plan**, or a *multistep strategy to identify and achieve your goals*. Follow these steps:

- ▶ **Set a specific, realistic goal, and write it down.** State your goal as something positive. This will help motivate you.
- ▶ **List the steps you will take to reach your goal.** Look for ways to break your larger goal into smaller, short-term goals.
- ▶ **Identify sources of help and support.** Such sources might include friends, family members, peers, teachers, or neighbors.
- ▶ **Set a reasonable time frame for reaching your goal.** After deciding on a reasonable time, put it in writing.
- ▶ **Evaluate your progress by establishing checkpoints.** Periodically check how you are progressing, and make any necessary adjustments that will help you reach your goal.
- ▶ **Reward yourself for achieving your goal.** Enjoy the personal satisfaction reaching a goal brings. You might celebrate your achievement with your family or friends.

LESSON

2

REVIEW

Reviewing Facts and Vocabulary

1. What are the six steps of the decision-making process?
2. Summarize the advantages of seeking advice and feedback regarding decision-making skills.
3. Explain the difference between short-term and long-term goals, and provide an example of each.

Thinking Critically

4. **Applying.** Identify a major health-related decision that teens might have to make. How can teens access information and use decision-making skills to make an informed choice that promotes individual, family, and community health?
5. **Synthesizing.** Explain and defend this statement: *Decision making and goal setting are interrelated.*

Applying Health Skills

Decision Making. Cari's friends want her to skip school to go to the beach with them. Apply the six steps of decision making to Cari's situation, and help her make a responsible choice based on health information.

After You Read

Identify Cause and Effect. Make a chart that lists the steps of the decision-making process on one side. On the other side of the page, list ways that this process can help you set and achieve your health goals.



Building Character

Guide to Reading

Building Vocabulary

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

- ▶ character (p. 37)
- ▶ role model (p. 40)

Quick Write

Think about the different consequences of your actions. List three ways you can display good character.

Focusing on the Main Ideas

In this lesson, you will learn how to:

- ▶ Describe the importance of good character for self, others, and community.
- ▶ Apply communication skills and practice behaviors that show respect for self, family, and others.
- ▶ Analyze ways to demonstrate good character.

Reading Strategy

Organize Information

- ▶ Create a chart with three columns. In the first column, list the six traits of good character. In the second column, list ways to develop your character. In the last column, list some ways to demonstrate good character.

As you have learned, it is important to consider and act on your most important beliefs and values when making a decision. Values shape your priorities, and they help you distinguish right from wrong. The values that help you make healthful, well-informed decisions are also traits of good character. **Character** can be defined as *those distinctive qualities that describe how a person thinks, feels, and behaves.*

What Is Good Character?

Good character is an outward expression of inner values. A person with good character demonstrates *core ethical values*, such as responsibility, honesty, integrity, and respect. These values are held in high regard across all cultures and age groups. People with good character know techniques for communicating care, consideration, and respect for self and others. They know positive strategies for expressing needs, wants, and feelings.



- ▶ Character helps shape behavior. *What values might prompt the teen in the photo to return the found wallet?*

FIGURE 2.4

TRAITS OF GOOD CHARACTER

A person of good character demonstrates these traits in his or her actions and behaviors.



Trustworthiness: If you are trustworthy, you are honest, loyal, and reliable—you do what you say you'll do. You have the courage to do the right thing, and you don't deceive, cheat, or steal.

Respect: Showing respect means being considerate of others and tolerant of differences. It also means using good manners. You make decisions that show you respect your health and the health of others. You treat people and property with care.

Responsibility: Being responsible means using self-control—you think before you act and consider the consequences. You are accountable for your choices and decisions—you don't blame others for your actions. Responsible people try to do their best, and they persevere even when things don't go as planned.

Fairness: If you are fair, you play by the rules, take turns, and share. You are open-minded, and you listen to others. You don't take advantage of others, and you don't assign blame to others.



Caring: A caring person is kind and compassionate. When you care about others, you express gratitude, you are forgiving, and you help people in need.

Citizenship: If you advocate for a safe and healthy school and community, you are demonstrating good citizenship. A good citizen obeys laws and rules and respects authority. Being a good neighbor and cooperating with others are also parts of good citizenship.

Character and Health

Because your character plays a significant role in your decisions, actions, and behavior, it impacts all aspects of your health. Developing good character enhances each side of your health triangle. For example, if you know methods for effectively expressing feelings and opinions on health issues, you are more likely to take care of your body by eating nutritious foods and keeping physically active. When you act with responsibility and fairness, both your mental/emotional and social health will improve. Identifying factors that promote a positive self-image helps you feel good about yourself, and your relationships with others are strengthened.

Traits of Good Character

There are several different traits that contribute to good character. **Figure 2.4** identifies six primary traits of good character.

HEALTH Online

TOPIC Good Character

Go to health.glencoe.com and click on the Web Links for more information on good character.

ACTIVITY Using these links, list three ways that you can put good character into action.



Developing Your Character

Character and core ethical values are learned when you're young and developed throughout your life. To take a more active role in your character development:

- ▶ Stand up for your beliefs.
- ▶ Learn from people who demonstrate good character traits. Ask family members for tips on strengthening values.
- ▶ Join volunteer groups in your school or community. Form friendships with people who exhibit core ethical values.



Describe What are the six traits of good character?

Real-Life Application

Character in Action

A person with good character knows effective techniques for supporting community, state, and federal agencies that advocate healthier communities. The teen showcased here began a pen-pal program that links young people with life-threatening illnesses with other teens around the country.



Character Traits: Compassion, caring, and courage.

Mission: Create a support network among teens with life-threatening diseases.

Action: Contact hospitals and other organizations to establish a network.

ACTIVITY

Choose an organization with volunteer opportunities. Research information on the organization's mission and programs. Write a paragraph summarizing your findings.

Resilient TEENS

Shari Schindler is quietly but firmly against the use of drugs and alcohol. "I've seen what drugs can do," she says in a subdued voice.

Shari's voice brightens when the subject changes to teaching. "I've always known I want to be a teacher," she says. "That's why I joined Careers in Education." The organization has helped Shari overcome her natural shyness and gain confidence as a leader and teacher.

Shari Schindler is a member of the Chippewa Indian tribe and will be the first of her family to attend college. She's always been proud of her heritage. "My father and my uncle taught me to appreciate my culture and accept others," she says. "It's okay to be different, and I don't have to do drugs to fit in."



"It's okay to be different, and I don't have to do drugs to fit in."

Reading Check

Explain How did getting involved in Careers in Education and FCCLA change Shari's life?

Positive Role Models

Having positive role models is important in developing and strengthening good character traits. A **role model** is *someone whose success or behavior serves as an example for others*. Many people look to their families for role models. Parents, grandparents, and other family members are often the people who best support your goals and promote your health and the health of your family. They can inspire and encourage basic values such as working hard, staying focused, planning ahead, being honest, and engaging in safe and healthful behaviors. Other role models may include teachers, coaches, religious leaders, and volunteers.


Think about the character traits that your role models demonstrate. Do you show the same traits in your daily actions? People whose behavior reflects good character are more likely to experience increased feelings of self-worth, satisfaction, and a sense of purpose.



Demonstrating Character

By demonstrating good character, you practice behaviors that have a positive effect both on yourself and others at home, at school, and in your community.

- ▶ **Make a difference at home.** You demonstrate trustworthiness and reliability at home when you carry out your responsibilities. By showing respect and caring in daily actions, you will also strengthen your family relationships.
- ▶ **Make a difference at school.** At this stage in life, you are probably beginning to evaluate the rules that others have set for you. By observing school rules, you show respect for teachers and fellow students.
- ▶ **Make a difference in your community.** Good citizenship means obeying laws, respecting the needs of others, and being tolerant of differences. Take advantage of the opportunity you have to model good character and be a positive influence on those around you.

 **Helping out with household tasks is a way to demonstrate good character at home. How do you contribute to your home, school, and community?**



LESSON

3

REVIEW

Reviewing Facts and Vocabulary

1. What is *character*? How is good character related to values?
2. Name the six primary traits of good character.
3. List three ways of demonstrating good character in your home, your school, and your community.

Thinking Critically

4. **Synthesizing.** Why do you think that caring, responsibility, and respect are values that exist across cultures?
5. **Applying.** In what ways can you use communication skills to demonstrate consideration and respect for self, family, and others?

Applying Health Skills

Advocacy. Prepare a message about an important health cause or organization. The message should be appropriate for a specific audience, such as children, teens, parents, or individuals with a disability.

After You Read

Identify Cause and Effect. List three ways that demonstrating good character impacts your health. Write one or two sentences describing the positive impact of each.



Making A DIFFERENCE

Can teens really have a positive effect on the world? You bet! Here's just one example.

Jennifer Howitt, 16, may use a wheelchair, but she isn't sitting out on life. Paralyzed after breaking her back in a hiking accident at age nine, she has since developed into one of the country's top young disabled athletes. She competed at the World Athletic Championships in track and field and went to the Sydney Paralympics as the youngest member of the 12-person United States women's wheelchair basketball team. Says Jennifer of her experience in Sydney, "It was pretty inspirational. If the entire world can come together to celebrate people overcoming challenges and participating in sports, then it is really possible for us, as a planet, to work out all our problems."



How does staying active help Jennifer? "I got a lot of confidence out of playing basketball," says Jennifer, who started the sport at age 11 when her father took her to a practice. "I didn't want to go," she recalls. "I was sort of in denial about my disability. But once I started playing, I couldn't get enough."

Now Jennifer coaches other young paraplegic athletes at Berkeley's Bay Area Outreach & Recreation Program. When an 11-year-old girl there told Jennifer that she was a role model, "it almost made me cry," says Jennifer.

After high school, Jennifer plans to head to Georgetown University in Washington, D.C., where she'll major in international politics. In the meantime, she's establishing a few international relations of her own: She recently lived for a few months with a family in Costa Rica, and she also coached at a recreation center in Northern Ireland.

How will Jennifer change the world? She hopes "to show young girls with disabilities that they can achieve whatever they want. A disability doesn't get in the way of anything." ■

TIME
to **THINK...**

About Positive Role Models

Like Jennifer, many people considered to be positive role models have overcome major life obstacles. Brainstorm with the class names of heroes. Using the Internet or your school's media center, research the life of one person on the list. What problems or challenges did he or she overcome? Report your findings to the class.

Health Skills Application



1. Communication Skills. List examples of body language that you or others use when communicating. Pick two examples, and explain how they reinforce verbal messages. (LESSON 1)



2. Decision Making. Imagine that you are trying to improve your grades to make the basketball team. Which activity would you attend if they occurred at the same time—an extra basketball practice or a study session? Demonstrate how you would use the decision-making steps to make your choice, based on health information. (LESSON 2)



3. Analyzing Influences. Do all individuals who are famous for their achievements make positive role models? Why or why not? (LESSON 3)

CAREER Corner

Family Counselor

Do you have a keen understanding of how values direct behavior within a family? Are you able to deal with people from varied backgrounds? If so, a career as a family counselor might be for you. These professionals work with entire families or with individual family members to solve problems and improve relationships.

To enter this profession, you'll need a four-year college degree and a master's degree in counseling. Find out more about this and other health careers by clicking on Career Corner at health.glencoe.com.



BEYOND the Classroom

Parent Involvement

Advocacy. Learn more about a nonprofit organization in your community. With your parents, find out how your family could become involved. By volunteering your time, you can help the organization achieve its mission, get firsthand knowledge of how it operates, and help individuals with special needs in your community.



School and Community

Conduct an Interview. In certain professions—teaching and law, for example—effective communication is especially critical. Interview an individual from one of these professions, and learn about the guidelines he or she uses to ensure good communication.

After You Read

Use your completed Foldable to review main ideas and recall what you know. On the back of your Foldable, write a brief narrative about an experience you have had involving one of the health skills.



► **EXPLORING HEALTH TERMS** Answer the following questions on a sheet of paper.

Lesson 1 Replace the underlined words with the correct term.

conflict resolution **advocacy**
refusal skills **stress management**
interpersonal communication
health skills

1. “I” messages are a form of refusal skills.
2. Advocacy is a process to help you resolve conflict through cooperation and problem solving.
3. People use conflict resolution to manage the body’s reactions to everyday demands.
4. Stress management is a responsible role in which you influence others’ health behaviors.

Lesson 2 Match each definition with the correct term.

action plan **goal**
decision-making skills **values**
long-term goal **short-term goal**

5. Something you aim for that takes planning and work.
6. A goal that you plan to reach over an extended period of time.
7. A multistep strategy for identifying and achieving your goals.
8. The ideas, beliefs, and attitudes about what is important that help guide the way you live.

Lesson 3 Fill in the blanks with the correct term.

character **role model**

A person with high standards usually exhibits good (9). This person often makes a positive (10).

► **RECALLING THE FACTS** Use complete sentences to answer the following questions.

1. List the strategies for effective communication.
2. What are refusal skills?
3. What steps should you follow to resolve a conflict?
4. Why are self-management skills important? Give an example of two of these skills.
5. What are decision-making skills?
6. Define the term *value*.
7. Explain how the word *HELP* can assist you in weighing the possible consequences of a decision and making the right choice.
8. What are the six steps of a goal-setting action plan?
9. Describe what it means to demonstrate the character trait of trustworthiness.
10. How does character impact your health?
11. How can you take an active role in your character development?
12. What are some benefits of being a positive role model?



▶ WRITING CRITICALLY

- 1. Narrative.** Write a one-page story in which a teen effectively uses refusal strategies to avoid an unhealthful or unsafe activity. In your story, describe the situation and include dialogue between the teen and the person proposing the activity.
- 2. Descriptive.** Identify a positive role model in your life who exhibits the traits of good character. Write a one-page descriptive biography of your role model explaining how he or she exhibits at least three traits of good character. Your biography should focus on the positive character traits of your role model and the specific ways in which he or she demonstrates these character traits.

Standardized Test Practice



Read the speech below and then answer the questions.

Smoking: The Lasting Impact

Today you will probably make a number of decisions. These decisions may or may not have a lasting effect on your life. One decision that *will* have a lasting effect is the decision not to start smoking. As you know, smoking is dangerous to your health. Smokers have a greater chance than nonsmokers of dying of lung and heart disease. Cigarette smoke is also dangerous to others—passive smoke kills or affects the health of nonsmokers too, including the smoker’s friends and family. Do you have a young child in your family? That child could be seriously harmed by passive smoke.

The most important factor in your decision, however, is that smoking is addictive. Tobacco poisons the user at the same time the nicotine in tobacco smoke makes the user want—and need—more poison. Smoking is a habit and an unhealthy one. Many smokers admit that they would like to quit, but they cannot. Starting is easy; quitting is hard. Start smoking now and you may be signing on for a habit that is dangerous to you, your friends and your family.

- Which sentence from the speech best summarizes the writer’s view of smoking?
 - A** Many smokers admit that they would like to quit but cannot.
 - B** Smoking is a dangerous and unhealthy habit.
 - C** Starting is easy, quitting is hard.
 - D** Smokers have a greater chance than nonsmokers of getting and dying of lung cancer and heart disease.
- How does the writer support the statement that nicotine is addictive?
 - F** by explaining that nicotine makes users want more
 - G** by stating how easy it is to quit smoking
 - H** by telling how easy it is to start smoking
 - I** by describing dangers to family members
- Create a radio ad to encourage teens not to start smoking. Choose the best arguments you can to build your case.