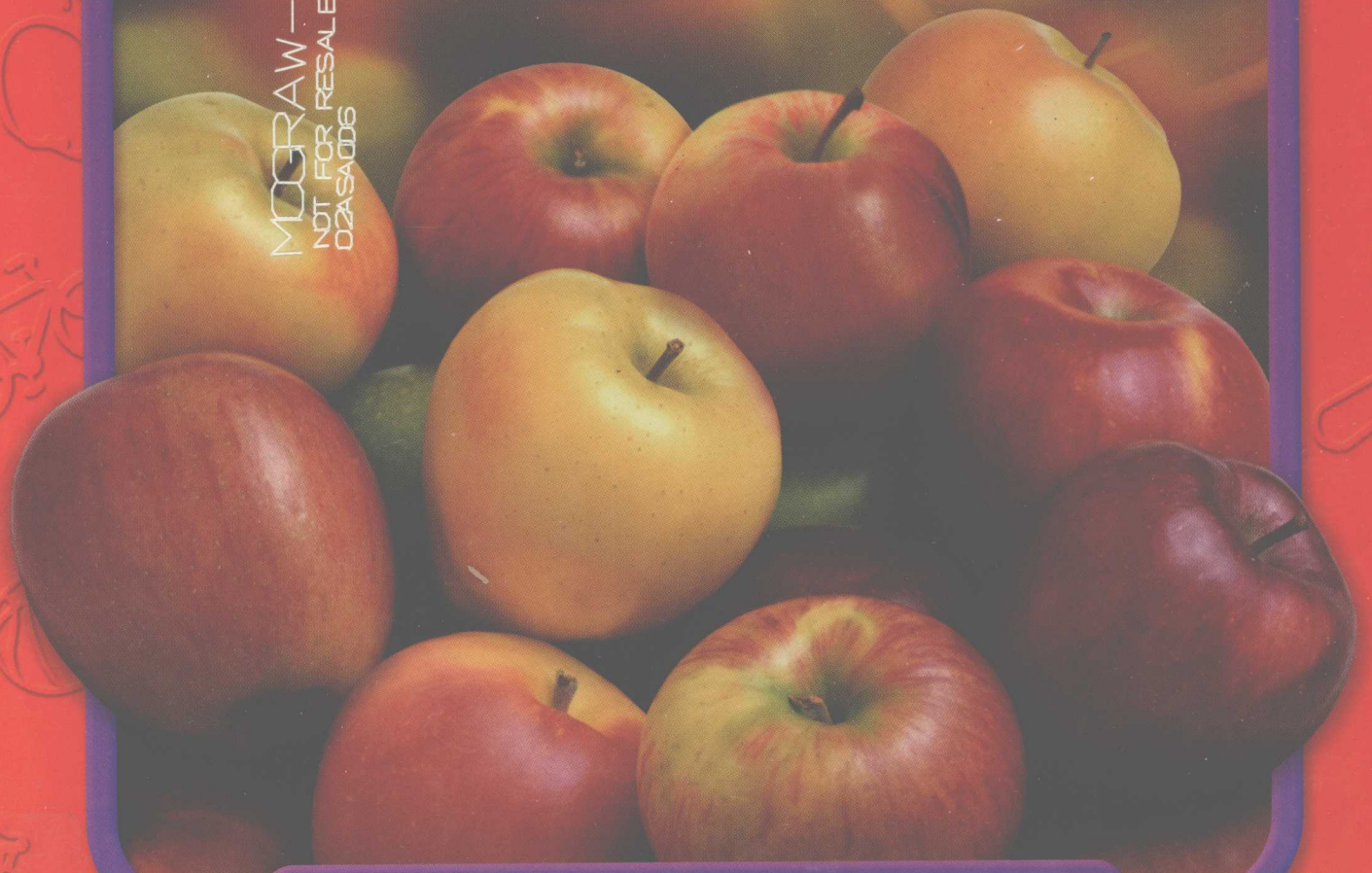


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Totally Awesome[®] Health

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Unit 10 outlines emergency care procedures that reflect the standard of knowledge and accepted practices in the United States at the time this book was published. It is the teacher's responsibility to stay informed of changes in emergency care procedures in order to teach current accepted practices. The teacher can also recommend that students gain complete, comprehensive training from courses offered by the American Red Cross.



Students with print disabilities may be eligible to obtain an accessible, audio version of the pupil edition of this textbook. Please call Recording for the Blind & Dyslexic at 1-800-221-4792 for complete information.

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Practicing Health Standards

As you read this introduction, you will learn about the seven health standards. A **health standard** is something you must know and be able to do to be healthy. These are the health standards.

- 1 Comprehend Health Facts**
- 2 Access Valid Health Information, Products, and Services**
- 3 Make Health Behavior Contracts**
- 4 Analyze Influences on Health**
- 5 Communicate in Healthful Ways**
- 6 Make Responsible Decisions**
- 7 Be a Health Advocate**



HEALTH STANDARD 1

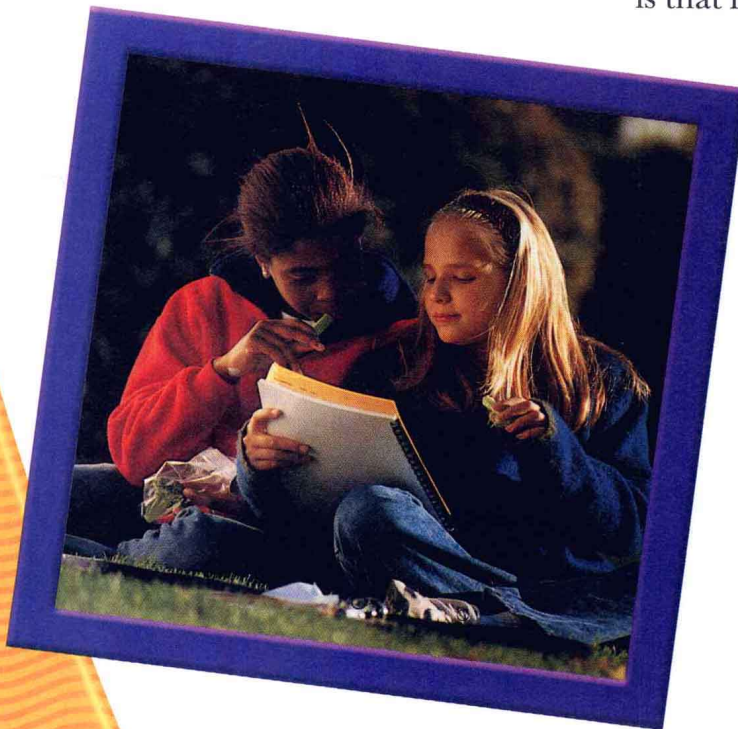
Comprehend Health Facts

Students will comprehend concepts related to health promotion and disease prevention.

1. Study and learn health facts. A **health fact** is a true statement about health. Health facts help you know what you need to do to be healthy. This textbook is organized into ten units to help you find health facts easily. For example, one unit is called Nutrition. It has health facts about nutrition and diet. These health facts help you know how to plan a healthful diet. Suppose you want to reduce your risk of heart disease. You will learn health facts about the relationship between diet and heart disease. You will learn that broiled chicken is more healthful than fried chicken.

2. Ask questions if you do not comprehend health facts. As you study health facts, you might have questions. For example, you might ask, “Why is broiled chicken more healthful than fried chicken?” The answer is that fats from frying chicken can

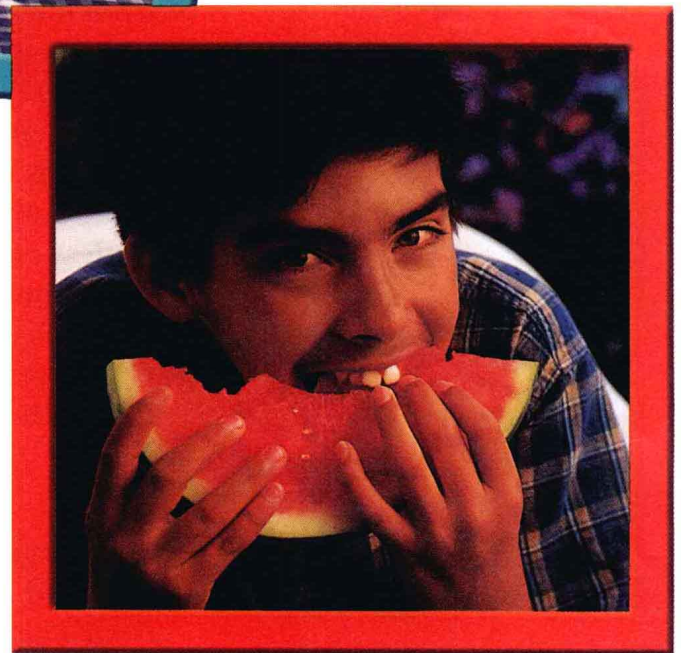
build up on artery walls. This reduces blood flow. This answer gives you a better understanding of health facts.





3. Answer questions to show you comprehend health facts. Your teacher or someone else might ask a question to learn what you understand. For example, you might be asked, “Is broiled fish or fried fish more healthful for the heart?” Your answer should be broiled fish. You comprehend health facts. You understand that eating fried foods increases the fats you eat. These fats can build up on your artery walls.

4. Use health facts to practice life skills. A life skill is a healthful action that is learned and practiced for a lifetime. This textbook contains a list of life skills. Each lesson in the book begins with one or more life skills. This is one of the life skills: *I will plan a healthful diet that reduces the risk of disease.* Suppose you want to practice this life skill. You rely on health facts. You know that eating fried foods increases the risk of heart disease. You also know that broiled foods do not have as much fat. You order a broiled chicken sandwich rather than a fried chicken sandwich at a fast food restaurant.



HEALTH STANDARD 2

Access Valid Health Information, Products, and Services

Students will demonstrate the ability to access valid health information and health-promoting products and services.

- 1. Identify health information, products, and services you need.** Suppose you are going to be in the sun and want to protect against skin cancer. You need health information. You need to know about harmful rays from the sun. You need health products. A **health product** is something that is produced and used for health. If you are going to be in the sun, you need sunscreen lotion. You need health services. A **health service** is the help provided by a health care provider or health care facility. A **health care provider** is a trained professional who provides people with health care. Some health care providers are dentists, doctors, pharmacists, and police officers. A **health care facility** is a place where people receive health care. A hospital and a mental health clinic are health care facilities.
- 2. Locate health information, products, and services.** Suppose you need health information. Use **Some Sources of Health-Related Information**. Suppose you need health products. You can get health products from a health care provider. You might purchase health products at a store. Most likely, your parents or guardian get you health products. Suppose you need health services. You might find health services in the telephone directory. Most likely, your parents or guardian help you get health services.



Some Sources of Health-Related Information

- Health care professionals, such as your physician or dentist
- Centers for Disease Control and Prevention (CDC)
- National Health Information Center
- Professional organizations, such as the American Red Cross, American Heart Association, American Cancer Society, American Medical Association, American Association for Health Education
- Books, such as this textbook
- Medical journals
- Computer products and services such as CD-ROMs and the World Wide Web
- Your health teacher
- Videos and television programs

You might have to get help for an emergency. An emergency is a serious situation that occurs without warning and calls for quick action. Learn the emergency telephone numbers in your area. There might be a 9-1-1 emergency number to get help from the fire department, police, and emergency medical services. If not, dial the operator (the number 0).

How to Make an Emergency Telephone Call

- Remain calm and give your name.
- Tell the exact place of the emergency.
- Tell what happened, the number of people involved, and what has already been done.
- Give the number of the telephone you are using.
- Listen to what you are told to do. Write down directions if necessary.
- Do not hang up until you are told to do so.
- Stay with the person or persons needing help until emergency care arrives.

- 3. Evaluate health information, products, and services.** Sometimes you need help deciding if the health information you got is reliable. Use **A Guide to Evaluating Health-Related Information**. Sometimes you need help evaluating health products and health services. Use **Questions to Help Evaluate Health Products and Services**.



A Guide to Evaluating Health-Related Information

- What is the source of the information?
- What are the qualifications of the researcher, author, speaker, organization, or group providing the information?
- Is the information based on current research and scientific knowledge or is it the opinion of certain individuals or groups?
- Have reputable health care professionals evaluated the information and accepted it?
- Is the purpose of sharing the information to inform you or to convince you that you need to buy a specific product or service?
- Is the information provided in a way that educates you without trying to appeal to your emotions?
- Are you able to get additional information if you request it?
- Does the information make realistic claims?

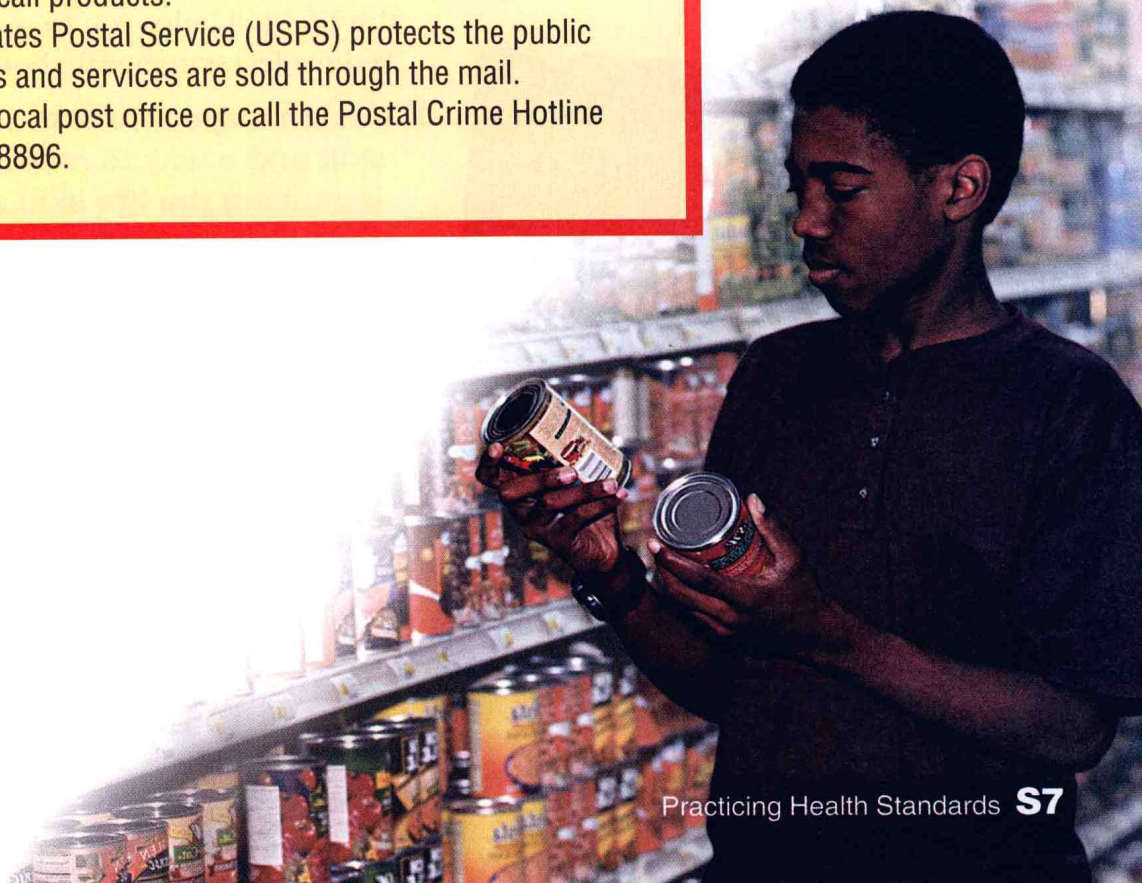
Questions to Help Evaluate Health Products and Services

- Do I really need the product or service?
- Do I understand what the product or service does and how to use it?
- Is the product or service safe?
- Is the product or service worth the price?
- Is the product or service of high quality?
- What can I do about the product or service if I am not satisfied?
- What do consumer agencies have to say about the product or service?

- 4. Take action when health information is misleading. Take action when you are not satisfied with health products and services.** You might hear, read, or see inaccurate health information. Suppose you are not satisfied with health products or health services. You might write a letter of complaint or contact a federal agency.

Federal Agencies to Help You with a Complaint

- The Food and Drug Administration (FDA) checks and enforces the safety of food, drugs, medical devices, and cosmetics. The FDA has the authority to recall products. A product recall is an order to take a product off the market because of safety concerns. The FDA Consumer Affairs Information Line is 1-800-532-4440.
- The Federal Trade Commission (FTC) checks advertising practices. The FTC can stop certain advertisements or force an advertiser to change the wording in advertisements.
- The Consumer Product Safety Commission (CPSC) establishes and enforces product safety standards. The CPSC has the authority to recall products.
- The United States Postal Service (USPS) protects the public when products and services are sold through the mail. Contact your local post office or call the Postal Crime Hotline at 1-800-654-8896.



HEALTH STANDARD 3

Make Health Behavior Contracts

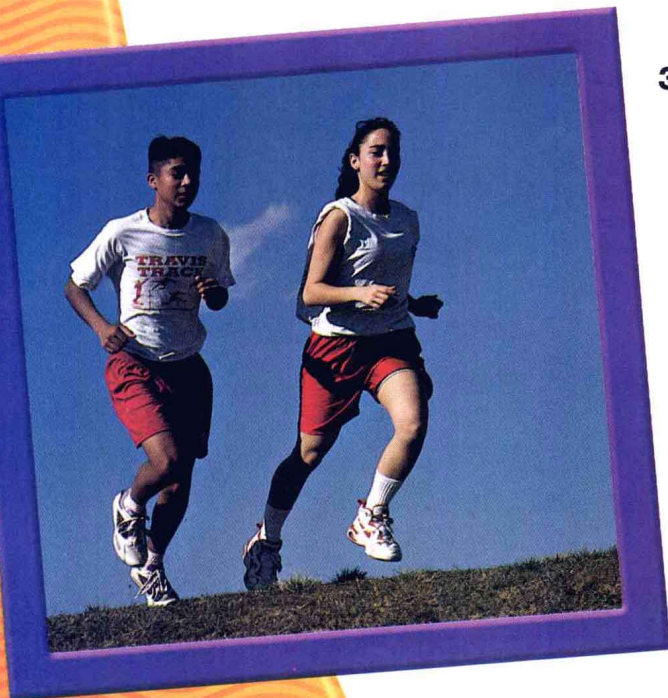
Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Use a health behavior contract to practice healthful behavior and reduce health risks. A **healthful behavior** is an action that

- promotes health;
- prevents illness, injury, and premature death;
- and improves the quality of the environment.

A **health behavior contract** is a written plan to develop the habit of practicing a life skill. When you practice life skills, you reduce health risks.

- 1. Tell the life skill you want to practice.** Decide on a life skill. For example, you might want to manage stress. **Stress** is the body's reaction to the demands of daily living. Too much stress is a health risk. You practice healthful behavior when you make a health behavior contract for this life skill: *I will follow a plan to manage stress.*
- 2. Write a few statements describing how the life skill will affect your health.** Explain how practicing this life skill helps you to reduce health risks. Write a few statements about these health risks.
- 3. Design a specific plan to practice the life skill and a way to record your progress in making the life skill a habit.** Tell what you will do to practice the life skill. Choose actions and write them on your plan. Then make a calendar or other way to record what you do. Set a time frame.
- 4. Describe the results you got when you tried the plan.** After the end of the time frame, review how well you did. Did you follow the plan you made? Did anything get in the way? What did you enjoy about the plan? How might you improve the plan?



Health Behavior Contract

Name: _____ Date: _____

Copy the health behavior contract on a separate sheet of paper.

DO NOT WRITE IN THIS BOOK.

Life Skill: I will follow a plan to manage stress.

Effect on My Health: If I manage stress, I will be less likely to have a headache and stomachache. I will keep my body strong. Then I will be better able to resist colds and flu. I will be less likely to have an accident.

My Plan: I will deal with stressors. I will talk to my parents or guardian about the cause of stress. I will protect my health. I will take a brisk walk each day. I will keep a journal for a week. I will staple my journal to this health behavior contract. I will record the stressors I experience and tell if I spoke to my parents or guardian about them. I will keep a record of the days on which I took a brisk walk.

How My Plan Worked: (Complete after one week). I talked with my parents about stressors on two days. I took a brisk walk on three days. I feel better when I talk with my parents and take a brisk walk. I will take these actions more often.

HEALTH STANDARD 4

Analyze Influences on Health

Students will analyze the influence of culture, media, technology, and other factors on health.

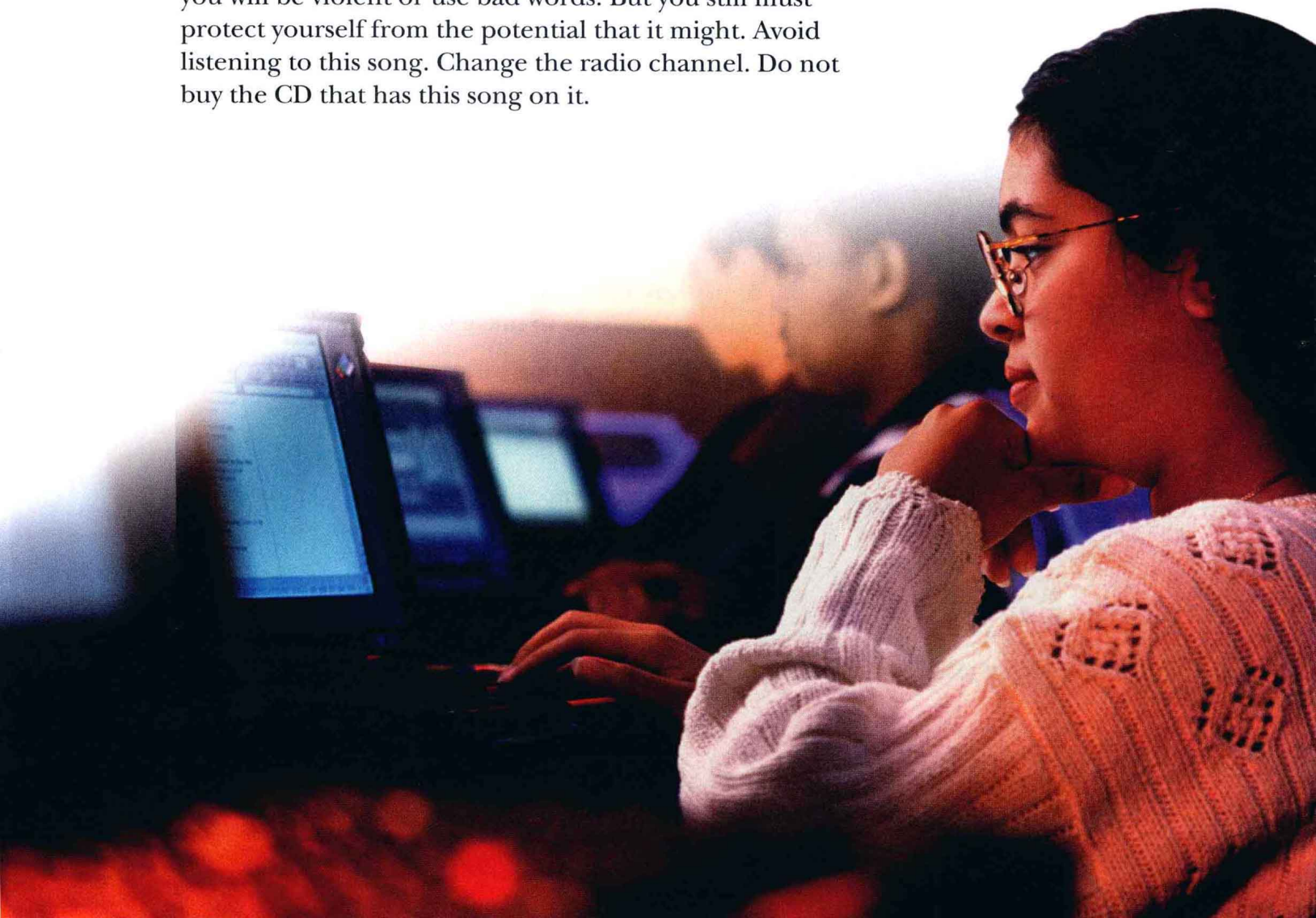
Students will analyze the influence of culture, media, technology, and other factors on health.

- 1. Identify people and things that might influence you.** Be aware of people and things that influence you. For example, what people influence you? Your parents or guardian? Other family members? Friends? Heroes from television or sports? What things influence you? Do the media influence you? **Media** are the various forms of mass communication. Are you influenced by ads on TV? On radio? In magazines or newspapers? Does technology influence you? **Technology** is the use of high-tech equipment to communicate information. Are you influenced by computer games? Ads or articles on the World Wide Web? CD-ROMs? Videos? Does culture influence you? **Culture** is the arts, beliefs, and customs that make up a way of life for a group of people at a certain time. Do family customs influence you?
- 2. Evaluate the effects the influence might have on health.** Use the **Guidelines for Evaluating Influences on Health®**. Answer Yes or No to each question. Note: All six questions might not apply.

Guidelines for Analyzing Influences on Health®

1. Does this influence promote healthful behavior?
2. Does this influence promote safe behavior?
3. Does this influence promote legal behavior?
4. Does this influence promote behavior that shows respect for myself and others?
5. Does this influence promote behavior that follows the guidelines of responsible adults, such as my parents or guardian?
6. Does this influence promote behavior that shows good character?

-
- 3. Choose positive influences on health.** Review your answers to the six questions. Did you answer YES to the questions that applied? If so, the influence has a positive effect on health. For example, you might see a TV ad that encourages teens to be drug-free. You use the six questions to evaluate the effects of this TV ad on you. You answer YES to all six questions. It is a wise use of your time to view this ad.
- 4. Protect yourself from negative influences on health.** Did you answer NO to one or more of the six questions? If so, the influence might have a negative effect on health. For example, you might listen to a song on the radio. The lyrics might encourage violence and include bad words. Your NO answers to the questions indicate this is a negative influence. It does not mean that you will be violent or use bad words. But you still must protect yourself from the potential that it might. Avoid listening to this song. Change the radio channel. Do not buy the CD that has this song on it.



HEALTH STANDARD 5

Communicate in Healthful Ways

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Communication is the sharing of feelings, thoughts, and information with another person. How well do you communicate with others? Are you able to say NO to an action? Are you able to leave a situation? Are you able to settle disagreements without fighting? These are skills you can use.

Use Resistance Skills

What would you do if someone asked you to do something that was harmful? Unsafe? Illegal? Disrespectful? That did not follow the guidelines of responsible adults? That did not show good character? You can use resistance skills. **Resistance skills**, or **refusal skills**, are skills that are used to say NO to an action or to leave a situation.

1. Say NO in a firm voice.
2. Give reasons for saying NO.
3. Be certain your behavior matches your words.
4. Avoid situations in which there will be pressure to make wrong decisions.
5. Avoid being with people who make wrong decisions.
6. Resist pressure to do something illegal.
7. Influence others to make responsible decisions rather than wrong decisions.



Use Conflict Resolution Skills

Have you ever had a conflict or disagreement with someone? Did communication break down? Did you settle the disagreement without fighting? Did you settle the disagreement in a responsible way? **Conflict resolution skills** are steps that can be taken to settle a disagreement in a responsible way.

1. Remain calm.

2. Discuss the ground rules with the other person.

- Do not blame.
- Do not use put-downs.
- Do not interrupt
- Do not use threats.

3. Describe the conflict.

- Tell what you think happened.
- Be honest about what you have said or done to cause the conflict.
- Use I-messages to express your feelings about the conflict.
- Allow the other person to describe what (s)he thinks happened.
- Listen without interrupting.
- Respond to the other person's feelings.

4. Brainstorm a list of possible solutions.

5. Use the six questions from *The Responsible Decision-Making Model™* to evaluate each possible solution.

- Will the solution lead to actions that are healthful?
- Will the solution lead to actions that are safe?
- Will the solution lead to actions that are legal?
- Will the solution lead to actions that show respect for you and others?
- Will the solution lead to actions that follow the guidelines of responsible adults, such as your parents or guardian?
- Will the solution lead to actions that show good character?

6. Agree on a solution.

- Keep your word and follow the solution on which you agreed.

7. Ask a trusted adult for help if you cannot agree on a solution.

HEALTH STANDARD 6

Make Responsible Decisions

Students will demonstrate the ability to use goal-setting and decision-making skills that enhance health.

The Responsible Decision-Making Model™ is a series of steps to follow to ensure that decisions lead to actions that promote health; protect safety; follow laws; show respect for self and others; follow guidelines set by responsible adults, such as a person's parents or guardian; and demonstrate good character.

- 1. Describe the situation that requires a decision.**
- 2. List possible decisions you might make.**
- 3. Share the list of possible decisions with a trusted adult.**
- 4. Evaluate the consequences of each decision.**

Ask yourself the following questions:

Will this decision result in actions that

- are healthful?
- are safe?
- are legal?
- show respect for myself and others?
- follow the guidelines of responsible adults, such as my parents or guardian?
- demonstrate good character?

Note: All six questions might not apply to each situation. Write or say "Does not apply" if a question does not apply to this situation. If you answer NO to any of the six questions, the decision is a wrong one.

- 5. Decide which decision is responsible and most appropriate.**
- 6. Act on your decision and evaluate the results.**

Students will demonstrate the ability to advocate for personal, family, and community health.

1. Choose an action for which you will advocate.

A health advocate is a person who promotes health for self and others. Consider actions that protect and promote health. For example, cigarette smoke contains a drug called nicotine. Nicotine raises blood pressure and increases heart rate. People who smoke might become addicted to nicotine. It is very difficult for them to quit smoking. It is best never to try smoking. You have chosen to advocate for NO smoking.

2. Tell others about your commitment to advocate.

A health advocate is willing to make a commitment. This involves being able to tell others where you stand. You are willing to say, “I am against cigarette smoking.” “I will be a health advocate and encourage others not to smoke.” “I will encourage others to avoid breathing cigarette smoke.”

3. Match your words with your actions. Show others that you believe what you say. For example, suppose you are with friends at a restaurant. You must wait 15 minutes to be seated in the nonsmoking section. There are seats available in the smoking section. You wait rather than sitting in the smoking section.

4. Encourage others to choose healthful actions. Think of ways you encourage others and promote your cause. You might make a poster encouraging others not to smoke. You might collect money for the American Cancer Society. You might write a letter or email a child you know. You might tell the child why you do not smoke. You might encourage the child to pledge not to smoke.

