Taking Responsibility for Your Health

HEALTH Online

Do you take responsibility for your decisions? Take the Chapter 2 Health Inventory at health.glencoe.com to see how you rate.

Foldables Study Organizer

Make this Foldable to help you organize what you learn in Lesson 1 about building health skills. Begin with a plain sheet of 11” x 17” paper.

Step 1
Fold a sheet of paper in half along the long axis, then fold in half again. This makes four rows.

Step 2
Open and fold the short side on the left to make a 3” column.

Step 3
Label the chart with the health skills shown.

As You Read
Define and take notes on the health skills listed in the chart.
Building Health Skills

Skills for Balanced Health

Your health involves every aspect of your life—your body, your thoughts and emotions, and your relationships with others. There are many skills and practices that will help you achieve, maintain, and protect good health. If you develop these health skills and practices now, they will have a positive effect throughout your life. Figure 2.1 provides an overview of the basic health skills.

Figure 2.1

The Health Skills

These skills are related to your physical, mental/emotional, and social health. Give one or two examples of areas in which the development of these skills will benefit you as you grow older.

Learn About...

- why health skills are important.
- skills to improve your health knowledge and behavior.
- skills to maintain your personal health and safety.
- skills that help you interact with others.

Vocabulary

- stress
- stress management
- interpersonal communication
- refusal skills
- conflict
- conflict resolution

Accessing Information

- Communication Skills
- Refusal Skills
- Conflict Resolution

Advocacy

- Practicing Healthful Behaviors
- Stress Management

Self-Management

- Decision Making/Goal Setting
- Analyzing Influences
Accessing Information

From billboards to cereal boxes, you are exposed to information everywhere you look. You can develop good fact-finding skills so that you can gather the information you need to make healthful decisions. Your home, school, and community provide many valuable resources for finding reliable information.

Not all sources of information are equally valid. That’s why it’s important to verify your sources. For printed materials, check the credentials of the author and anyone the author quotes. Are they experts on the topic? Then check the author’s sources and findings. Is the information based on reliable scientific studies?

Self-Management

Developing self-management skills means that you act in specific ways to stay physically healthy and that you take responsibility for your mental and emotional wellness. Practicing healthful behaviors and managing stress are two key components in developing the skills of self-management.

The skill of accessing information involves finding facts from reliable sources.
Practicing Healthful Behaviors

When you practice healthful behaviors, you use skills that will not only protect you from immediate illness or injury but also increase your level of physical wellness over the long term. Drinking plenty of water, for example, helps your body function efficiently. Participating in regular physical activity strengthens your muscles and increases your energy. Getting regular medical and dental checkups maintains your health.

Stress Management

Your body reacts to everything that happens to you. Some of the events in your life may create stress, your body’s response to changes around you. Stress can be positive or negative. Positive stress can help you work toward and reach goals. For example, you may spend more time studying so that you can avoid becoming too nervous before a big test. Negative stress can cause you discomfort and even keep you from doing things you need or want to do. For example, if you are worried that others will make fun of your lack of artistic ability, you may not enter your artwork in a school competition. Stress is a factor in everyone’s life. It affects personal and family health. Stress management is identifying sources of stress and learning how to handle them in ways that promote good mental and emotional health.

Analyzing Influences

Being able to analyze influences means that you recognize the ways in which internal and external factors affect your health choices. Internal factors include your knowledge and feelings, interests, likes and dislikes, desires, and fears. External influences include relationships with people such as your family, friends, teachers, counselors, and role models. Media sources, such as books you read and advertisements you see and hear, also play a role in your health choices. Learn to tell the difference between influences that promote your health and those that harm your health.

Participating in regular physical activity promotes good health and can help you manage stress. What physical activities do you take part in on a regular basis?
Interpersonal Communication

Developing your speaking and listening skills will help you express your ideas and feelings in healthful ways. It will also allow you to understand the messages that others send to you. Part of interpersonal communication, the sharing of thoughts and feelings between two or more people, is saying no to risk behaviors. These skills also enable you to handle difficult situations safely and fairly.

Communication Skills

Communication skills involve much more than being able to speak clearly. You can also get your message across by your facial expressions, tone of voice, choice of words, and body posture. You even communicate by the way you listen. Effective communication skills can help prevent misunderstandings. They will also allow you to give support to others when they need it.

Refusal Skills

Saying no can be a challenge. To stand up for your own decisions and beliefs, you need strong refusal skills, which are ways to say no effectively. When you say no to risk behaviors, you are showing respect for yourself. If a friend urges you to do something that you feel is not in your best interest, your beliefs will help you to refuse. A true friend will respect your decision. If you still feel pressured, you will need to examine your relationship with that person.

Being able to talk openly and honestly with friends becomes especially important during the teen years.

How can your tone of voice help or hurt your ability to get a message across?
CHAPTER 2: TAKING RESPONSIBILITY FOR YOUR HEALTH

Disagreements can be settled by using conflict resolution skills. How can you help your family and friends resolve conflicts?

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

Reviewing Terms and Facts
1. Identify Name the basic health skills.
2. Contrast What is stress? Explain the difference between positive stress and negative stress.
3. Vocabulary Define the term conflict. Give an example of a conflict that you have faced recently.

Thinking Critically
4. Judge How can you tell the difference between a helpful influence and one that might lead you to try a risk behavior?

Conflict Resolution
Effective communication skills will be useful when you face conflict, a disagreement between people with opposing viewpoints. Conflicts are not good or bad. They indicate differences in opinion. Conflict is normal and can help bring about change. Many conflicts can be avoided, but you need to be prepared to face both small and large conflicts. Conflict resolution means finding a solution to a disagreement or preventing it from becoming a larger conflict. If you and a friend disagree about how to spend money that you have earned together, conflict resolution skills can help you find an acceptable compromise. Begin by taking a time-out—at least 30 minutes. Allow each person to tell his or her side uninterrupted. Let each person ask questions. Keep brainstorming to find a good solution. Be committed to finding positive and constructive solutions to the conflict.

Lesson Review
Disagreements can be settled by using conflict resolution skills. How can you help your family and friends resolve conflicts?

5. Analyze Suppose that two of your friends have stopped talking to each other because they had a fight about whom to invite to a party. Explain how communication skills and conflict resolution might help them reach a peaceful solution.

Applying Health Skills
6. Refusal Skills Think of a situation in which you were pressured to behave in a way that you felt was wrong. In a paragraph, explain the situation. Did you give in to the pressure? If you were able to stand up to it, explain how you used refusal skills to say no. If you gave in, explain how you could have handled the situation differently by using refusal skills.
**Making Responsible Decisions**

**Responsibility for Your Health**

As you grow up, you take on greater responsibility. This added responsibility involves making some important decisions. **Decision making** is the process of making a choice or solving a problem.

You make decisions about every area of your life—your health, family, friends, activities, and more. The choices you make show others what you think is important. Learning how to make positive decisions that show respect for your health and the health of others is part of becoming a responsible person.

When you make a decision, consider the critical issues and possible outcomes of that decision. Ask yourself:

- How will this decision affect my well-being?
- How will it affect the health of others?
- Is it harmful?
- Is it unlawful?
- How will my family feel about this decision?
- How might this decision affect my life goals?

**Quick Write**

Are you the type of person who makes decisions quickly, without giving them much thought, or do you weigh the pros and cons before taking action? Briefly describe the way you typically make decisions.

**Learn About...**

- the types of decisions that affect your health and the health of others.
- how values play a role in the decisions that you make.
- the steps of the decision-making process.

**Vocabulary**

- decision making
- values
- criteria

Saying no to harmful behavior is a responsible decision. What other health-related decisions do you make every day?
Values and the Decisions You Make

Responsible decisions should be based on values. Values are the beliefs that guide the way a person lives, such as beliefs about what is right and wrong and what is most important. In order for people to have healthy relationships, they must uphold core ethical values. Action that is ethical is considered right. People around the world place importance on values such as trust, respect, and citizenship.

Other values are completely individual. For example, you may believe that it is important to conserve natural resources. Values develop from many sources, as shown in Figure 2.2.

FIGURE 2.2 Where Do Values Come From?

Basing your decisions on values will help ensure that these decisions are healthful. How do values influence your decisions?
Evaluating Your Choices

Values provide you with criteria (kry-TIR-ee-uh), or standards on which to base your decisions. Criteria help you evaluate a situation. They can also help you evaluate the outcomes of your decisions.

Consider this situation. You place a high value on your health and safety. You also try to do what is right. A friend of yours has seen some athletes using smokeless tobacco and wants to try it with you. Your friend says that it won’t be as dangerous as smoking cigarettes because you won’t be inhaling the chemicals that are found in cigarettes. On the basis of your values and what you know about tobacco, you could evaluate the situation by applying the H.E.L.P. criteria:

- **H (Healthful)** Is your friend’s claim correct? What are the actual health risks of using smokeless tobacco?
- **E (Ethical)** An action that is ethical is considered right, according to values. Is it right to use tobacco?
- **L (Legal)** Is it lawful for someone your age to use this product?
- **P (Parent Approval)** Would your parents approve of your choice?

In this case, using the above criteria to evaluate the situation would help you decide not to use smokeless tobacco. Your analysis will show that using this type of tobacco has many risks. You can explain your reasons and try to convince your friend to follow your lead.
The Decision-Making Process

The decision-making process can be broken down into six steps. These steps are illustrated in Figure 2.3. Although you will usually use this skill to make important decisions, you can practice it with any decision.

**Figure 2.3**

**The Steps of the Decision-Making Process**

The decision-making process can help you to think through your choices. Relate practices and steps necessary for making health decisions.

1. **State the Situation**
   What is the decision I have to make? How much time do I have to make a decision?

2. **List the Options**
   What are my choices? Can a reliable source, such as my parent or guardian, help me think of other choices?

3. **Weigh the Possible Outcomes**
   What are the consequences of each option? How will my choice affect me, both now and in the future? Will my choice affect anyone else, and if so, how?

4. **Consider Values**
   For some decisions I will need to ask myself, “How does each of my options fit in with my values? How will my values influence my decision?”

5. **Make a Decision and Act**
   What choice shall I make? What do I need to do to follow through on my decision?

6. **Evaluate the Decision**
   What were the consequences of my decision? Did the results turn out as I planned? Would I make the same choice if I had to do it again? What did I learn?
Lesson 2: Making Responsible Decisions

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

Reviewing Terms and Facts
1. Vocabulary  Define the term decision making.
2. Recall  Name three sources from which values develop.
3. List  What are the four H.E.L.P. criteria?
4. Summarize  Identify the six steps of the decision-making process.

Thinking Critically
5. Explain  Why should you think about values before making a major decision?
6. Analyze  Which of the six steps in the decision-making process do you think is the most important? Explain your answer.

Applying Health Skills
7. Refusal Skills  When you make a decision that goes against what everyone else wants to do, you may need to use refusal skills. Imagine the following situation: A friend wants you to go swimming, but you don’t want to go because there are no life-guards on duty. With a classmate, role-play a scenario in which you use refusal skills to stand by your decision.

THE LINKS BETWEEN DECISIONS

Ms. Chen assigned a short essay on Friday. It is due on Tuesday. Sophia has to decide when she will write the essay. If she works on it on Saturday, she won’t be able to go hiking. She was planning to practice for a gymnastics competition on Sunday. If she waits until Monday, she may have to stay up late to complete the essay.

WHAT YOU WILL NEED
- construction paper
- scissors and markers or pens
- tape, a stapler, or a glue stick

WHAT YOU WILL DO
1. Cut strips of construction paper. Write one of Sophia’s possible decisions on a strip of paper.
2. Roll the strip into a loop. Staple, tape, or glue the loop together so that the writing appears on the outside of the loop.
3. On another strip write a decision that Sophia will have to make as a result of her first decision. Link it to the first loop.
4. Keep adding loops to show one chain of decisions that Sophia might make. Read your completed chain to the class.

IN CONCLUSION
1. In your opinion, which decisions created the most healthy decision chain? Why?
2. How did making a chain of decisions help you evaluate Sophia’s situation?
Benefits of Setting Goals

You may wonder why it is important to have goals. Goals can give direction to your behavior and a pattern to your decisions. They allow you to develop a focus on the future. A goal is also one way to measure your success. You can look at goals as milestones on a journey. They help you evaluate how far you’ve traveled and how far you have left to go.

Some goals may be easy to achieve, while others are much more challenging. Suppose, for example, that your goal is to improve your grade in science class. Getting a high score on one quiz may not be a problem for you. Getting an A in science for the whole year, however, may be more difficult. In either case, achieving a goal that you have set for yourself is a rewarding experience.

It is important to recognize one’s own strengths and limitations when setting goals. Although some of your goals may seem difficult to achieve, your best efforts will always be worthwhile. Striving to reach your goals will have a positive effect on your self-confidence. The knowledge that you have reached some goals in the past will give you the confidence you need to reach new goals. Meeting the goals you have set for yourself is an appropriate way to gain attention and recognition. Your success can also inspire others to work toward their own goals.
Long-Term and Short-Term Goals

Time is an important element in the process of setting goals. Some goals will take much longer to achieve than others. A long-term goal is a goal that you plan to reach over an extended length of time. Examples of long-term goals include learning to play an instrument, becoming class president, making the soccer team, and working in a specific profession. These goals could take months or years to achieve. Each step you take toward your long-term goal brings you closer to it.

You will be able to accomplish some goals quickly. A short-term goal is a goal that you can reach in a short length of time. Examples of short-term goals include cleaning your room and finishing your homework. Setting and meeting a series of short-term goals can help you achieve a long-term goal. Figure 2.4 shows how one teen works to reach a challenging long-term goal.

To persevere means to continue even when the going gets tough. Think about a health-related goal that you have achieved recently. Did you ever feel like you wanted to give up on your goal? Write a paragraph describing how you got past that moment and kept on trying.

This teen’s long-term goal is to run a 5K race. The race will take place in six months. What other short-term goals might she set to reach her long-term goal?
CHAPTER 2: TAKING RESPONSIBILITY FOR YOUR HEALTH

GOAL SETTING

Managing Your Habits

A habit is a pattern of behavior that you repeat often enough so that you come to do it almost without thinking. Habits can be difficult to change because you are often unaware of them. The first step in managing your habits is to think about the positive and negative behaviors that are part of your everyday life.

Some habits have lifelong benefits. For example, getting enough sleep each night will improve your energy and alertness. Others may be harmful or unsafe. For example, leaving your clothes or books on the floor can lead to an injury if you or someone else trips and falls.

Habits become stronger with repetition. To acquire a positive habit, repeat the action regularly. Soon you will practice the healthful behavior almost automatically. To eliminate a harmful habit, set specific goals toward stopping it and stick to them.

Reading Check

Understand cause and effect. For each goal-setting step, state a specific activity, or cause, which will produce a desired result, or effect.

On Your Own

Identify and analyze a harmful or unsafe habit that you have. How long have you had this habit? Why do you act this way? When? After you complete your evaluation, create a goal-setting plan to change the habit.

Reaching Your Goal

After you decide on a goal, you’ll need to create and follow a goal-setting plan to help you stay on track. A goal-setting plan is a series of steps you’ll take to reach your goal.

Figure 2.5 shows the plan one teen outlined to reach his goal of going to baseball camp. Notice how his goal-setting plan helps him organize his efforts and manage his time so that he can achieve the results he wants. You can follow these steps to build an effective goal-setting plan:

Step 1: Set a specific goal and write it down.
Step 2: List the steps you will take to reach your goal.
Step 3: Get help from others who can help and support you.
Step 4: Evaluate your progress by setting checkpoints.
Step 5: Reward yourself after you have achieved your goal.
Lesson 3: Setting Personal Health Goals

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

Reviewing Terms and Facts
1. **Vocabulary** Define the term *short-term goal*. Then use it in an original sentence.
2. **Describe** Give two examples of short-term goals and two of long-term goals.
3. **Restate** Describe the five steps of an effective goal-setting plan.

Thinking Critically
4. **Analyze** How can short-term goals help you achieve a long-term goal?
5. **Apply** Develop three strategies for setting long-term personal and vocational goals.

Applying Health Skills
6. **Advocacy** Create a comic strip, or write a short story that will encourage young readers to develop a specific healthful habit. Choose a habit that you want to encourage young people to practice. Then create characters and a plot that show how this habit can improve health. Also, give readers hints about ways to develop this habit. For example, if you want to emphasize the health benefits of eating vegetables, you might create a tale about a character who learns to enjoy vegetables. Keep your audience in mind as you write.
CHAPTER 2: TAKING RESPONSIBILITY FOR YOUR HEALTH

Your Character in Action

What Is Character?
What kind of person are you? Are you honest and trustworthy? Do you treat everyone with respect? *The way in which you think, feel, and act is your character.* A person is said to have good character when she or he has the qualities of trustworthiness, respect, responsibility, fairness, caring, and citizenship. These qualities are illustrated in *Figure 2.6.*

A person of good character has the following traits:

- **Trustworthiness.** A trustworthy person is reliable and honest—someone you can count on. For example, a trustworthy teen can be depended on to be honest with his or her parents and teachers.

- **Respect.** When you show regard for your health and the health of other people, you are demonstrating the trait of respect. Respectful listening and speaking are important communication skills. A respectful person also realizes that others have a right to see situations and ideas differently.

- **Responsibility.** Being accountable for your actions is a large part of responsibility. Responsible people are willing to step forward...
and say, “It’s up to me to do this task. I’ll take the credit if I handle it wisely or accept the consequences if I don’t.” If you have a test coming up, it’s your responsibility to study for it. How well you do is up to you.

• Fairness. Fairness means treating everyone equally and honestly. Someone who is fair is open-minded and does not favor one person over another.

• Caring. Caring means showing understanding and compassion toward others. A caring person treats people with kindness and generosity, listening to them and trying to help when possible. For instance, a caring person offers support and encouragement to a classmate who is upset.

• Citizenship. Citizenship consists of all the responsibilities and privileges of being a citizen. Good citizenship means obeying rules and laws. It also means doing what you can to help your school, community, and country, and encouraging others to get involved as well. Part of good citizenship is protecting the environment. Citizenship is also related to the skill of advocacy. Advocacy is taking action in support of a cause. When you find an issue you really care about, such as preventing violence in your school, contribute your talents to help build a safer community.

The teen years are a good time to develop many positive character traits. People with good character are able to be a positive influence on their families, friends, and communities.
Developing Your Character

Unlike curly hair or brown eyes, the qualities of good character aren’t present at birth. Character must be learned when you’re young and developed throughout your life. You learn about character from parents, teachers, religious leaders, and others.

Life experiences with other people can teach you about the qualities of good character. For example, children learn about fairness by playing games and sports. Think of the first time you heard someone say, “Hey, no fair! That’s cheating!” You learned that fair play and honesty are valued traits.

You also learn about the qualities of good character by watching people around you. Some of these people may become models for you to imitate. A role model is a person who inspires you to act or think in a certain way. Parents or guardians are important role models for their children.

Know Yourself

To develop good character, become aware of your words and actions. Are you an honest person? Are you kind? Do you stand up for what you believe in? Do you help people who are in trouble? Do you listen to and try to understand other people’s points of view?

You can learn about your character by thinking about such questions. If you discover some behavior or attitude in yourself that you’d like to change or improve, start today. Take action to become the kind of person you want to be.
LESSON 4: YOUR CHARACTER IN ACTION

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

**Reviewing Terms and Facts**

1. **Recall** What is character? What six traits contribute to a person’s character?
2. **Compare and Contrast** What is the difference between respect and responsibility?
3. **Vocabulary** Define the term advocacy. Describe one way that advocacy can improve your physical health.
4. **Explain** Give an example of how life experiences can teach you about good character.

**Thinking Critically**

5. **Analyze** How might working to develop good character be an acceptable way for someone to gain attention and recognition?
6. **Infer** Explain how good character can have a positive effect on community health.

**Applying Health Skills**

7. **Communication Skills** Invent a situation in which a parent makes a new rule, such as an earlier curfew or a limit on television viewing, that a teen thinks is unfair. Write a dialogue between the teen and the parent in which the teen’s response reflects the qualities of good character.

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**PRACTICING HEALTHFUL BEHAVIORS**

**Maintaining Parents’ Trust**

Your relationship with your parents or guardians is particularly important, so you need to follow their guidelines regarding behavior that is healthy and safe for you. Here are some ways to maintain your parents’ or guardians’ trust.

- Do what you say you are going to do.
- Accept responsibility for your mistakes.
- Talk openly and honestly with your parents or guardians. Tell the truth about what you’re thinking and feeling.
- Listen carefully to your parents’ or guardians’ advice. Ask questions to make sure that you really understand what they are telling you.
- Think before you speak. Don’t let emotions control you. Explain your opinions and ideas respectfully and clearly. Look for solutions.

**ON YOUR OWN**

Write a short story in which a teen gains his or her parents’ or guardians’ trust. Show how the main character chooses a course of action that supports this trust.

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**HEALTH SKILLS ACTIVITY**

**Lesson 4 Review**

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

**Reviewing Terms and Facts**

1. **Recall** What is character? What six traits contribute to a person’s character?
2. **Compare and Contrast** What is the difference between respect and responsibility?
3. **Vocabulary** Define the term advocacy. Describe one way that advocacy can improve your physical health.
4. **Explain** Give an example of how life experiences can teach you about good character.

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**Lesson 4: Your Character in Action**
Armed with character and creativity, these goal-driven teens are out to make a positive difference.

**Triathlete**

*Rudy Garcia-Tolson, 14, Bloomington, CA*

**AMAZING RACE:** “I’ve been doing triathlons since I was 10 years old, even though when I was five, both my legs were amputated below the knee. With prosthetic legs, I can run a six-minute mile, and I’m a few seconds shy of the American record among disabled athletes in the swimming individual medley.”

**THE BEGINNING:** “I was born with pterygium (teh-RIJ-ee-um) syndrome, a disease that bound my legs together and left me unable to walk. I wanted to be active, and the doctors said I’d spend the rest of my life in a wheelchair unless I had my legs amputated, so I had them cut off.”

**GETTING THE WORD OUT:** “As a Challenged Athletes Foundation spokesperson, I talk about being a disabled athlete at schools nationwide.”

**HOW HE’LL MAKE A DIFFERENCE:** “When I first started running, there were no races for double amputees because people didn’t think that we could do it. I’m proving them wrong. I want to show other disabled kids that it’s worth coming out and competing.”

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**Literacy Advocate**

*Lauren Echstenkamper, 16, Sarasota, FL*

**READ ALERT:** “Less fortunate children in my area didn’t have books to read at home, so in September 2000, I started the Bookworm Project. I asked kids at my school to donate children’s books, and we collected more than 2,000 in just two weeks and gave them to Alta Vista, a local elementary school. Now the Zonta Club of Sarasota, a women’s service organization, is helping me expand the program in Florida and beyond.”
second parents and friends [to me]. After they died, I wanted to help others gain from intergenerational relationships the way I had.”

**THE REWARDS:** “Seniors love sharing the experiences of today’s youth. At a meeting [I once had], this 101-year-old man stood up and read a poem he’d written about how much Teen Connect meant to him. Most teens in the program say they’ve found new and dear friends.”

**HOW HE’LL MAKE A DIFFERENCE:** “We all need to get back to basics and be good to each other by starting with a phone call, a conversation, or an act of kindness. I hope to bring that idea to people everywhere.”

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**GREAT EXPECTATIONS:** “When I first brought the books to Alta Vista, the kids were waiting outside. They immediately plopped down on the sidewalk and started reading. I’ve since started Bookworms on Tape. I got teachers and friends to read books aloud, and I’d tape them.”

**THE FINAL CHAPTER:** “I threw a party for the Alta Vista kids. One child wrote me a card: ‘Because of you, I can read.’ I knew then that my hard work had really paid off.”

**HOW SHE’LL MAKE A DIFFERENCE:** “I grew up in a house full of books. I want other kids to have the same opportunities I had. I hope that I can help children gain a love for reading, because it leads to success later in life.”

**Activist, Teen Connect**

**Alfred Ciffo III, 16, Hallandale, FL**

**CALL TO ACTION:** “I founded Teen Connect, an organization that fosters friendships between teens and senior citizens through regular phone calls. It started with a few kids in my hometown. Now we’ve got hundreds of teens and seniors throughout Florida involved; there are local chapters across the country.”

**THE LEGACY:** “While I was growing up, my grandmother and my great-aunt were like

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**About Character in Action**

As a class, discuss how each teen in the article demonstrates a positive character trait. Then, think of someone in your life who also shows good character. Write a definition of good character and describe how the person you’ve chosen fits that definition. Add a paragraph detailing what actions you might perform to show that you are a person of good character.
Model

S.T.O.P. is an easy way to remember how to use refusal skills. S.T.O.P. stands for Say no in a firm voice, Tell why not, Offer another idea, and Promptly leave. See how Megan uses S.T.O.P. to show that she is responsible.

BEN: How about another game? You’ve got to give me the chance to even the score.
MEGAN: No, I can’t. [Say no in a firm voice.] I wish I could, but I’ve got to get home to watch my little brother. [Tell why not.]
BEN: You can be a little late. Your dad is cool. He’ll understand.
MEGAN: I can’t this afternoon. Maybe we can play again tomorrow. [Offer another idea.]
BEN: I can’t believe you’re going to ditch me for your little brother.
MEGAN: (walking away) I’m sorry, but I’ve gotta go now. [Promptly leave.]
**Practice**

As Cody and Bailey leave a store, Bailey pulls a new CD out of his pocket. Read the dialogue below between the two friends. List each of Cody’s refusals on a sheet of paper, and identify which part of S.T.O.P. is being used. Which character trait does Cody demonstrate?

BAILEY: What do you think of my new CD? It was free!
CODY: What do you mean free?
BAILEY: I mean you can just take what you want if you know what you’re doing. C’mon, I’ll show you.
CODY: No. I don’t want to steal CDs.
BAILEY: What’s the problem? These stores make tons of money.
CODY: That’s shoplifting. We could get in real trouble.
BAILEY: I’ve done it a million times and haven’t gotten caught.
CODY: Getting away with it doesn’t make it right. I’m leaving.

**Apply/Assess**

Using S.T.O.P., write a script for one of the following scenarios. With a partner, role-play your script for the class, and explain the character trait it demonstrates.

**You are at a sleepover with a group of friends. One of your friends offers to pierce everyone’s ears. You don’t like the idea, but others seem to want to do it.**

**You are at a Halloween party. One of your friends brings toilet paper to T.P. his neighbor’s house and yard. Your friend wants you to help “get even.” You don’t want to participate.**
8. The standards on which you base a decision are called influences.

Lesson 3
On a sheet of paper, write the numbers 9–12. After each number, write the letter of the answer that best completes each of the following.

9. Striving to reach your goals will have a positive effect on your
   a. empathy.
   b. fairness.
   c. self-confidence.
   d. loyalty.

10. Which is an example of a long-term goal?
    a. Eating a balanced breakfast
    b. Becoming a pediatrician
    c. Getting a good score on a quiz
    d. Writing a book report

11. Which of the following elements is not part of an effective goal-setting plan?
    a. A description of your goal
    b. A list of reasons you can’t reach a goal.
    c. The steps you will take to reach the goal
    d. A set of checkpoints to monitor progress

12. Which strategy will help you develop healthful habits?
    a. Focus only on your short-term goals.
    b. Focus only on your long-term goals.
    c. Repeat positive behaviors.
    d. Avoid setting goals.

Lesson 4
On a sheet of paper, write the numbers 13–16. Write True or False for each statement below. If the statement is false, change the underlined word or phrase to make it true.

13. When you recognize that others are free to have perspectives that differ from yours, you show influences.

14. The key to practicing responsibility is to be accountable for your actions.

15. Advocacy means showing compassion toward others.
16. A role model inspires you to act or think in a certain way.

**Thinking Critically**

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

17. **Apply** Write a short story about a student who makes a healthful choice.

18. **Assess** Evaluate a recent decision you made. How well did you follow the decision-making steps?

19. **Hypothese** Explain why it isn’t good to set too many or too few goals.

20. **Interpret** Suppose your school is launching a Good Character Award. How might winners be selected?

**Career Corner**

**Exercise and Aerobics Instructor** Do you like exercising and staying physically fit? Do you like music and dancing? If so, you could turn your interests into a career as an exercise and aerobics instructor. These professionals help people reach their fitness goals by teaching aerobics or other types of exercise. The American Council on Exercise certifies many exercise and aerobics instructors. Visit Career Corner at health.glencoe.com to find out more about this and other health careers.

**Standardized Test Practice**

Read the paragraphs below and then answer the questions.

Sunburn is the most preventable risk factor for skin cancer. This means you can keep yourself safe from skin cancer by taking advantage of the protection you get from using a sunscreen. You can take control over your own health.

Sunscreens are chemical compounds that either absorb ultraviolet (UV) rays or reflect them. The type that absorbs rays is more popular with consumers, probably because they are invisible when applied to the skin. Experts advise using a sunscreen with a SPF (sun protection factor) of 30 or greater.

Sunscreens may fail when people use just a single application when a second one is needed, or when users overestimate the effectiveness of the sunscreen and stay out in the sun for too long.

1. Which phrase helps readers understand the meaning of the word “preventable”?
   - A. keep yourself safe
   - B. using a sunscreen
   - C. control over your own health
   - D. take advantage of the protection

2. What is the main purpose of this passage?
   - A. to express emotions
   - B. to inform
   - C. to entertain
   - D. to persuade

3. Write a paragraph describing a decision or action that shows how you can take control over your own health and well-being.