

WORKBOOK

PACEMAKER®

Health



GLOBE FEARON
Pearson Learning Group

P A C E M A K E R[®]

Health

WORKBOOK

GLOBE FEARON
Pearson Learning Group

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A Note to the Student

The activities in this workbook are designed to go with your *Pacemaker® Health* textbook. Each lesson is related to a page or group of pages in your textbook.

In this Workbook, you will be asked to demonstrate what you have learned in a chapter and perhaps even apply it to new situations. Some of the ways you can demonstrate your new knowledge are by matching vocabulary to correct definitions, determining whether statements are true or false, correcting statements to make them true, completing fill-in sentences, and answering questions about a diagram or chart.

Your critical-thinking skills will also be challenged. Critical thinking—or, to put it another way, thinking critically—means putting information to use. For example, suppose you are in a supermarket. You want to buy a can of soup, but you are uncertain about which brand to choose. As you read the label, you might review the list of ingredients. Perhaps you check the vitamin and sodium content. You may also look at the price. Then, you evaluate the information and make a choice. You have just used your critical-thinking skills. You have processed information and used it in a new, meaningful way.

By using this Workbook along with your *Pacemaker® Health* textbook, you can learn a great deal about health.



Relating Body and Mind

Student Edition pages SHL2–SHL3

Exercise 1

Critical Thinking

How does mental health affect physical health? How does physical health affect emotional health? Read the brief stories below and answer the questions.

Molly likes most of her classes at school. But, she does not like social studies. Every day she gets a headache just before social studies class.

1. What is Molly's physical health problem? _____
2. How would you describe her emotional health problem? _____

3. How do you think these two problems are related? _____

Raul was going to be the ace pitcher on his high school baseball team this year. He felt very proud and excited. Then, one week before the season started, he was in a car accident and hurt his back. He could still attend his classes with the injury, but he could not play baseball. He got so depressed he dropped out of school.

4. What is Raul's physical health problem? _____
5. How would you describe his emotional health problem? _____

6. How do you think these two problems are related? _____

7. Joshua is very scared of heights. Describe two physical things that might happen to him if he were standing on the top floor of a tall building.



Brainstorming Health Words

Student Edition pages SHL2–SHL3

Exercise 2

Critical Thinking

Use information from your textbook to answer the questions below.

1. Work with one or more partners. Think of as many words as you can to describe each of the following categories. See which group in your class can come up with the longest list of words.

A Physically Healthy Body

An Emotionally Healthy Mind

2. Exchange lists with another group. Are your lists similar or different? Are there any words on their list that you do not think fit under the headings? Discuss these questions with your partner or group. Then, write a few sentences telling how your lists are different or the same. Explain why you think the other group's list is better or not as good as yours.

3. Would the word *tall* fit under the category A Physically Healthy Body?

Why or why not? _____

4. Would the word *aggressive* fit under the category An Emotionally Healthy Mind?

Why or why not? _____

1 Outlining the Purposes of Bones

Exercise 3

Student Edition pages 4–11

Review

A. Below is an outline. The title and three headings are listed. Complete the outline with at least three details or examples for each heading.

The Purposes of Bones

I. Bones support the body.

A. _____

B. _____

C. _____

II. Bones protect many organs.

A. _____

B. _____

C. _____

III. Bones make blood cells.

A. _____

B. _____

C. _____

B. Answer the questions below in complete sentences.

1. What health problems might people have if we did not have skull bones?

2. Why do older people, especially older women, break bones more easily than younger people? _____

3. What is a baby's skeleton like? _____

1 Labeling Bones

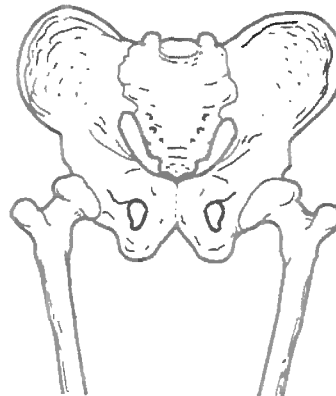
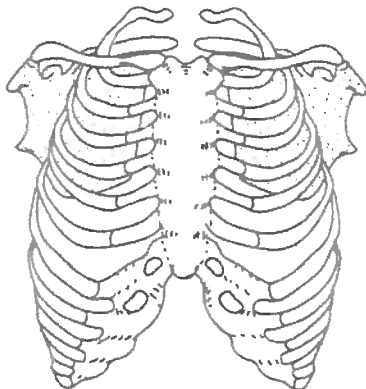
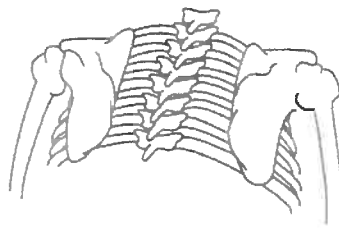
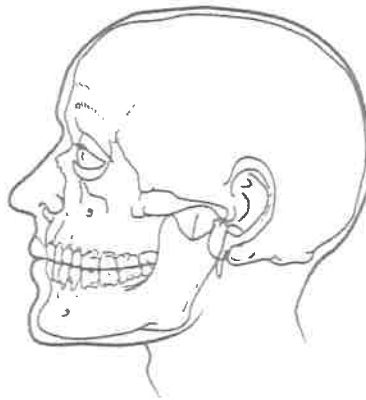
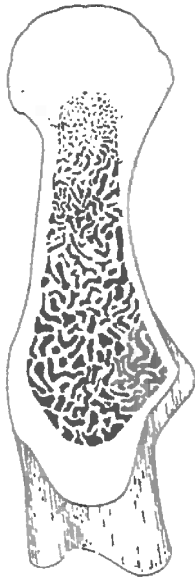
Student Edition pages 4–11

Exercise 4

Review

Use the terms from the box to label the drawings below.

- | | | | |
|-----------------------|-------------|---------------|----------------|
| marrow | skull | jawbone | breast bone |
| arm bone | hip bone | ribs | shoulder blade |
| ball-and-socket joint | hinge joint | spinal column | pivotal joint |
| thigh bone | | | |



1 Determining Cause and Effect

Exercise 5

Student Edition pages 4–11

Critical Thinking

Read the sentences stating facts about bones. Then, write a sentence that describes what causes each fact to be true.

1. People are born with 206 bones, but later in life they may have fewer.

Cause: _____

2. Some people get shorter as they become older.

Cause: _____

3. Some young people go through an awkward stage of development.

Cause: _____

4. Older people sometimes get a disease called osteoporosis.

Cause: _____

5. Lots of calcium in your diet can lower the risk of osteoporosis.

Cause: _____

6. Older people sometimes get stiff and swollen joints.

Cause: _____

WRITE ABOUT HEALTH

How can you help keep your bones healthy throughout your life? Write your answer on a separate sheet of paper. Use at least three complete sentences.

1

Writing for Television

Exercise 6

Student Edition pages 2–17

Critical Thinking

Suppose you are a radio sports commentator for your favorite sport. You are reporting on an event in that sport. Whatever you say is aired on the radio. Write a part of your sports story after each word below. Everything you write should be about the sport you are reporting on. You can make up the names of the athletes. Use complete sentences.

muscles _____

anabolic steroids _____

biceps and triceps _____

carbohydrates _____

protein _____

1 Describing Back Strain

Student Edition pages 16–17

Exercise 7

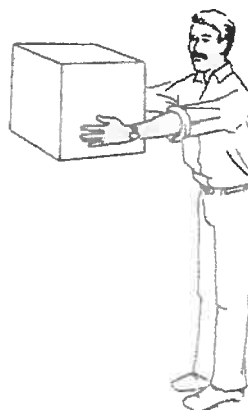
Critical Thinking

The people in the pictures below are straining their backs. For each picture, describe what the person is doing wrong. Use complete sentences.

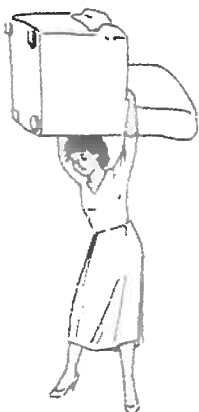
1.



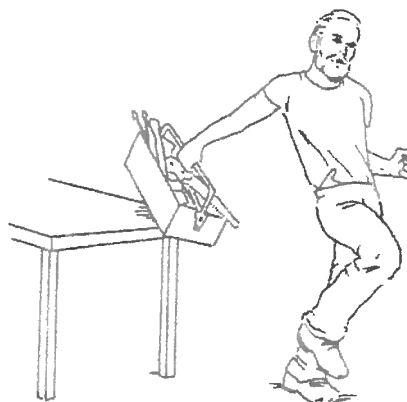
2.



3.



4.



2 Nerve Cells at Work

Student Edition pages 25–26

Exercise 8

Review

A. Listed below are the steps of how nerves send messages. But, they are listed in the wrong order. Number them correctly. Number 1 is marked for you.

- ___ The person takes the hand away from the hot pan.
- ___ The spinal cord directs motor neurons to move the hand.
- 1 A person touches a hot pan.
- ___ Sensory receptors feel pain.
- ___ Sensory neurons send a “pain message” to the spinal cord.
- ___ Motor neurons send a “move hand message” to the hand.

B. Below are the steps of how messages travel from one neuron to the next. But, they are in the wrong order. Number them correctly. Number 1 is marked for you.

- 1 A message moves into a neuron along the dendrite fiber.
- ___ The message is carried across the synapse by special chemicals.
- ___ The message is moved out of the cell along the axon.
- ___ The message moves into the next cell along the dendrite.
- ___ The neuron gets the message.

C. In the space below, draw three neurons to illustrate the steps you numbered in Part B. Use labels and arrows to show how a message travels from neuron to neuron.

2 Writing About Muscle Actions

Exercise 9

Student Edition pages 26–27

Skill Practice

- A.** Read the short story below. Draw a line under each *voluntary action*. Draw two lines under each *reflex action*. Draw a box around each *automatic action*.

Getting Ready for the Bike Race

Olivia walked over to the box of bike tools. It had been sitting out in the sun for a long time. She had to make a small adjustment on the bike. She started to pick up the pliers. But they were so hot, she dropped them. They landed in some shade. The race was in 10 minutes. Olivia was breathing lightly. She was relaxed, knowing she would do well in the race. Her lunch of Chinese broccoli with chicken and rice was digesting in her stomach. She looked up at the sun and blinked her eyes to keep out the brightness. Yes, it would be a good race. Now the pliers had cooled. She picked them up and fixed her bike.

- B.** Now write a short story of your own. Include at least one *voluntary action*, one *reflex action*, and one *automatic action*. Use complete sentences.

- C.** Mark your story in the same way you marked the story in Part A. Draw a line under each *voluntary action*. Draw two lines under each *reflex action*. Draw a box around each *automatic action*.

2 Making Healthy Nervous System Choices

Exercise 10

Student Edition pages 27-28

Critical Thinking

Read each situation below. Circle the letter next to the healthiest choice for your nervous system. Then, explain your answer. Use complete sentences.

1. You go to a river to swim. There is a high rock that looks great for diving. You should a) dive off the rock; b) get in the river and check the water depth before diving; c) throw a rock in the water to see how deep it is.

Why? _____

2. You are going to ride your bike to the store, but you cannot find your helmet. You should a) ride very slowly on a sidewalk; b) not go until you find the helmet; c) not worry about wearing a helmet because the store is very close.

Why? _____

3. You are feeling very nervous about taking a driver's test. You can feel a lot of tension in your body. You should a) keep studying so you can be sure to do well; b) not take the test; c) take a break for a nap or some exercise so you can relax.

Why? _____

4. You have driven a group of friends to a party. Later you will be driving them home again. Someone offers you some alcohol. You should a) turn it down; b) drink just one or two; c) give the car keys to a friend who drives better when he is drunk.

Why? _____

WRITE ABOUT HEALTH

Explain how a mother's actions can affect the nervous system of her baby. Use references from a library or the Internet. Write your answer on a separate sheet of paper. Use complete sentences.

2 Problems With Vision

Student Edition page 30

Exercise 11

Critical Thinking

A. Read the passage. Then, answer the questions below.

Vision Problems

Many people have less than perfect vision. For some people, a vision problem is caused by the size and shape of the eye. Sometimes the eye is too long. The lens focuses the light rays in front of the retina, instead of directly on the retina. This type of vision problem is called *myopia*, or nearsightedness. People who are nearsighted need help seeing objects far away.

Other people have an eye that is too short. The lens focuses light past the retina. This is called *hyperopia*, or farsightedness. People with farsightedness have trouble seeing things close up. Glasses or contact lenses can be used to correct both of these vision problems. Sometimes surgery can also be used to correct these problems.

1. What are the names of two types of vision problems?

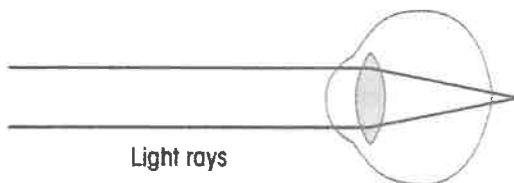
2. What causes myopia? _____

3. What causes hyperopia? _____

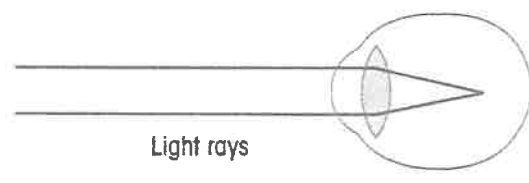
4. Which type of vision problem would a person who has trouble seeing words while reading have? _____

5. How can myopia and hyperopia be treated?

B. Look at the following diagrams. Decide which drawing is showing myopia and which is showing hyperopia. Write the correct answer on the line.



6. _____



7. _____

2 Understanding Another Point of View

Exercise 12

Student Edition pages 30–31

Critical Thinking

A. Suppose that you are blind. Think about how your life would be different from the lives of people who can see. Think about how being blind would feel and write answers to the questions below.

1. How could you organize your clothes so that you could figure out what to put on for school every morning?

2. How would you feel walking down a busy street with your cane or guide dog?

3. How could your other senses help you know what was going on around you?

B. Suppose now that you are deaf. Think about what your life might be like and write answers to the questions below.

4. What are some ways a “hearing dog” might help you at home?

5. Do you think you would like knowing and using sign language? What would be some fun things about it? What would be some difficult things about it?

2 The Role of the Pancreas*Student Edition pages 33–34***Exercise 13***Critical Thinking*

Read the passage. Then, answer the questions below.

The Pancreas

The pancreas plays a role in digestion. But, it also is part of the endocrine system because it releases hormones. The pancreas secretes two different hormones that work to control blood sugar. The hormone insulin lowers blood sugar levels after we eat. People whose bodies do not make enough insulin suffer from the disease diabetes.

There are two forms of the disease. Type I diabetes develops in childhood or adolescence because the pancreas stops producing insulin. People with Type I diabetes require daily doses of insulin. Type II diabetes usually develops later in life. Insulin is produced in people with Type II diabetes. However, it is not enough to control blood sugar levels or is improperly used by the body. These people can help control their blood sugar levels with proper diet and exercise. Some people may also have to get injections of insulin.

The other hormone secreted by the pancreas is glucagon. Glucagon raises blood sugar levels between meals. It does this by helping to change starch into sugar. The raising of blood sugar levels is important. Even though blood sugars should not remain too high after meals, they can also be dangerous if they get too low. Normal brain function can be interrupted, and people can feel irritable or weak or have trouble concentrating. Constantly low blood sugar is called hypoglycemia, which is actually caused by the body producing too much insulin.

1. What is the main function of the pancreas? _____
2. What are the two hormones the pancreas secretes to control blood sugar?

3. What is the disease that is caused by the body having trouble keeping blood sugar low? _____

4. What is the disease that is caused by the body producing too much insulin?

5. Contrast Type I and Type II diabetes.

3 The Circulatory System

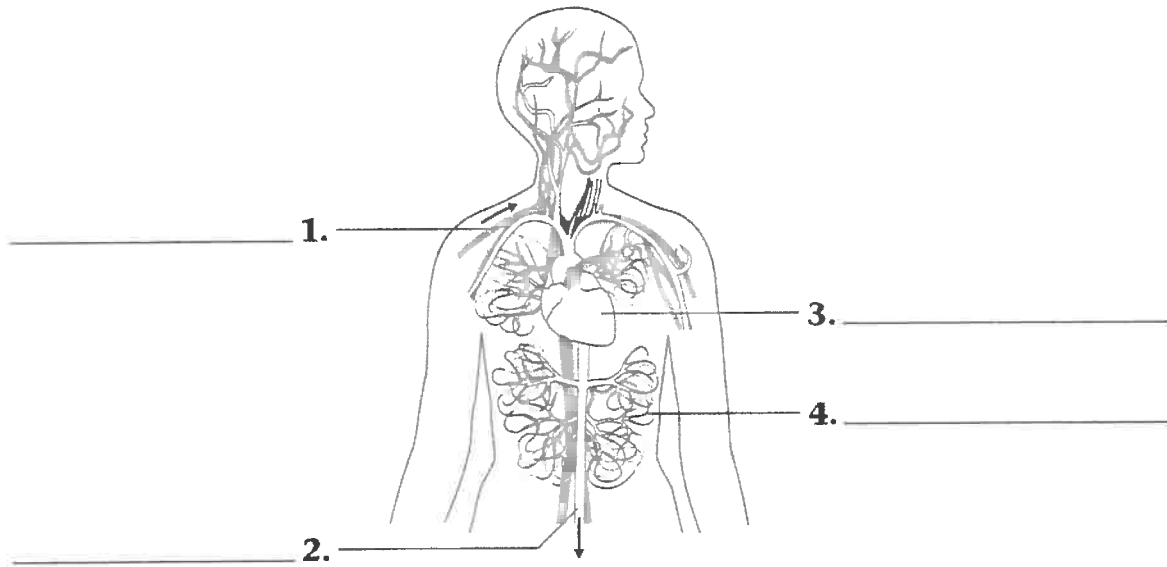
Exercise 14

Student Edition pages 40–42

Review

A. Label each part of the circulatory system shown on the drawing below. Use terms from the box.

heart	veins	arteries	capillaries
-------	-------	----------	-------------



B. Use the drawing to answer the questions below.

5. Which organ pumps blood through the body?

6. Which type of blood vessel carries blood to the heart?

7. Which type of blood vessel carries blood away from the heart?

8. What do capillaries do?

CRITICAL THINKING

On a separate sheet of paper, list and describe the four parts of blood.

3 Understanding Blood

Exercise 15

Student Edition pages 42–43

A. Match each part of blood on the left to the words on the right that describe it.

- | | |
|--------------------------|---|
| ___ 1. platelets | a. carries oxygen from lungs to body cells |
| ___ 2. red blood cells | b. attack germs |
| ___ 3. white blood cells | c. most blood cells are this color |
| ___ 4. plasma | d. a clear liquid |
| ___ 5. hemoglobin | e. help to clot blood |

B. There are four types of blood: AB, A, B, and O. Every person has one of these blood types. This chart shows which kinds of blood can be mixed safely. Any other combinations lead to a clumping reaction in the blood. Use this chart to answer the questions below.

Blood Type of Donor	Blood Type of Patient
Type AB	Type AB
Type A	Types AB or A
Type B	Types AB or B
Type O	Types AB, A, B, O

6. Which blood type can be given to any patient? _____
7. What would happen if Type A blood were given to a Type B patient?

8. What would happen if Type AB blood were given to a Type O patient?

9. What would happen if Type B blood were given to a Type AB patient?

CRITICAL THINKING

Which blood type do you think is the most valuable to blood banks?
Write your answer on a separate sheet of paper. Use complete sentences.

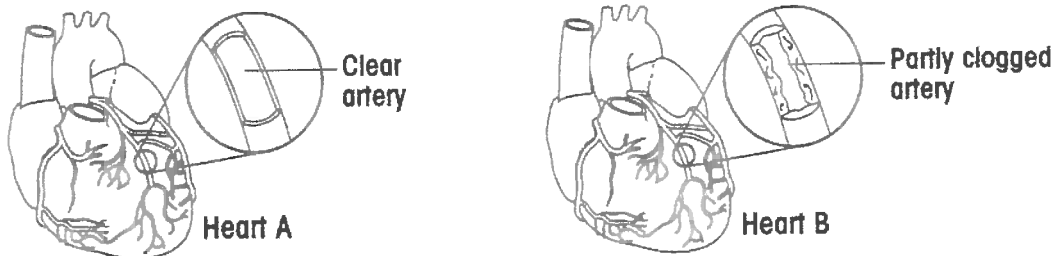
3 Circulation: Heart Disease

Student Edition pages 44–46

Exercise 16

Critical Thinking

A. Use the drawings of the heart and artery to answer the questions below.



1. In which heart would the artery have higher blood pressure? Why?

2. Change the drawing of Heart A to show what might cause this person to have a heart attack. How would this change give the person a heart attack?

B. Draw a circle around each healthy practice below. Put an X through each unhealthy practice. Tell why each practice is healthy or unhealthy. Write your answers on the lines below.

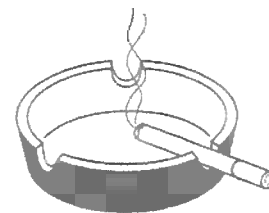
3.



4.



5.



CRITICAL THINKING

List five “heart-healthy” foods. Tell why each one is “heart-healthy.” Write your answer on a separate sheet of paper. Use complete sentences.

3 Disorders of the Lymphatic System

Exercise 17

Student Edition page 47

Critical Thinking

Read the passage. Then, answer the questions below.

Disorders of the Lymphatic System

The lymphatic system returns fluid from the body back into the bloodstream. It also fights infection. However, sometimes problems can occur that interfere with the functioning of the lymphatic system. Tonsillitis and Hodgkin's disease are two disorders of the lymphatic system.

Tonsils are structures located in the back of your throat. Their job is to protect your trachea and bronchi from infection. These infections are called upper respiratory infections. Sometimes, when the tonsils are fighting the bacteria and viruses that cause upper respiratory infections, they become infected themselves. This infection is called tonsillitis. If you have tonsillitis, you may have to take antibiotics or have your tonsils removed.

Hodgkin's disease is a more serious disorder of the lymphatic system. It is a type of cancer that affects the lymph nodes and spleen. The cancer cells may spread through the lymphatic system quickly. Hodgkin's disease may be deadly. But, if it is caught early, it can be treated with radiation. Radiation therapy, or radiotherapy, is the use of energy waves to destroy cancer cells.

1. What are two functions of the lymphatic system? _____
2. What are two disorders of the lymphatic system? _____
3. What are tonsils? _____
4. What is tonsillitis? How is it treated? _____
5. What is an upper respiratory infection? _____
6. What is Hodgkin's disease? How is it treated? _____

CRITICAL THINKING

Why is it important to catch Hodgkin's disease early? Write your answer on a separate sheet of paper. Use complete sentences.

3 The Immune System

Student Edition pages 48–49

Exercise 18

Review

A. Write *true* or *false* next to each sentence. If the sentence is false, rewrite it to make it true.

1. Bacteria and viruses are pathogens. _____

2. Red blood cells can find and attack pathogens. _____

3. Viruses attach to pathogens so that other cells in the immune system can identify and attack the pathogens. _____

4. People are often born with certain immunities. _____

5. A vaccine can only be made from live pathogens. _____

B. Choose the best ending for each sentence. Circle the letter.

6. Antibodies are special molecules that help to fight

(a) white blood cells. (b) disease. (c) vaccines. (d) immunity.

7. Special white blood cells that produce antibodies are

(a) vaccines. (b) antigens. (c) T cells. (d) B cells.

8. One way to develop an immunity is to get a

(a) vaccine. (b) vitamin. (c) white blood cell. (d) T cell.

WRITE ABOUT HEALTH

Many insects carry pathogens. Some ticks carry a bacterium that causes Lyme disease. Some mosquitoes carry the virus that causes West Nile virus. How can a person catch a disease from a tick or mosquito? Write your answer on a separate sheet of paper. Use complete sentences.

3

The Respiratory System

Exercise 19

Student Edition pages 50–51

Review

A. Match each organ below with its function. Write the correct letter on the line.

- | | |
|-------------------|---|
| _____ 1. lungs | a. carries air to the lungs; also called the windpipe |
| _____ 2. trachea | b. spongy organ that contains air sacs |
| _____ 3. bronchi | c. tiny pockets of air in the lungs where gases are exchanged |
| _____ 4. air sacs | d. two tubes that carry air from the trachea into the lungs |

B. Write *true* or *false* next to each sentence below. If the sentence is false, rewrite the sentence to make it true by replacing the underlined term.

5. Digestion gets oxygen to the cells. _____

6. When you breathe in, you take in air through your mouth or nose. _____

7. Carbon dioxide in the air passes through the air sacs into your blood. _____

8. When you breathe, a muscle called the biceps moves up and down. _____

C. Answer the question on a separate sheet of paper. Use complete sentences.

9. How are respiration and circulation similar? How are they different? Make a comparison chart of the two processes.

3 Making Word Choices

Exercise 20

Student Edition pages 50–52

Review

A. Use the words in the box to fill in each of the blanks in the paragraph below.

capillaries	mouth	Oxygen	mucus
windpipe	air sacs	bronchial tubes	epiglottis

(1) _____ comes into the respiratory system through the
 (2) _____ or nose. Tiny hairs and a sticky fluid called
 (3) _____ in your nose help to clean the air. Then, the air
 goes past a flap of skin called the (4) _____. It travels
 down the (5) _____ that is also lined with tiny hairs
 and mucus. From there the air goes into (6) _____,
 which reach far into your lungs. At the ends of these are tiny
 (7) _____, which are surrounded by tiny blood vessels
 (8) called _____.

B. Use the words in the box to fill in each of the blanks in the paragraph below.

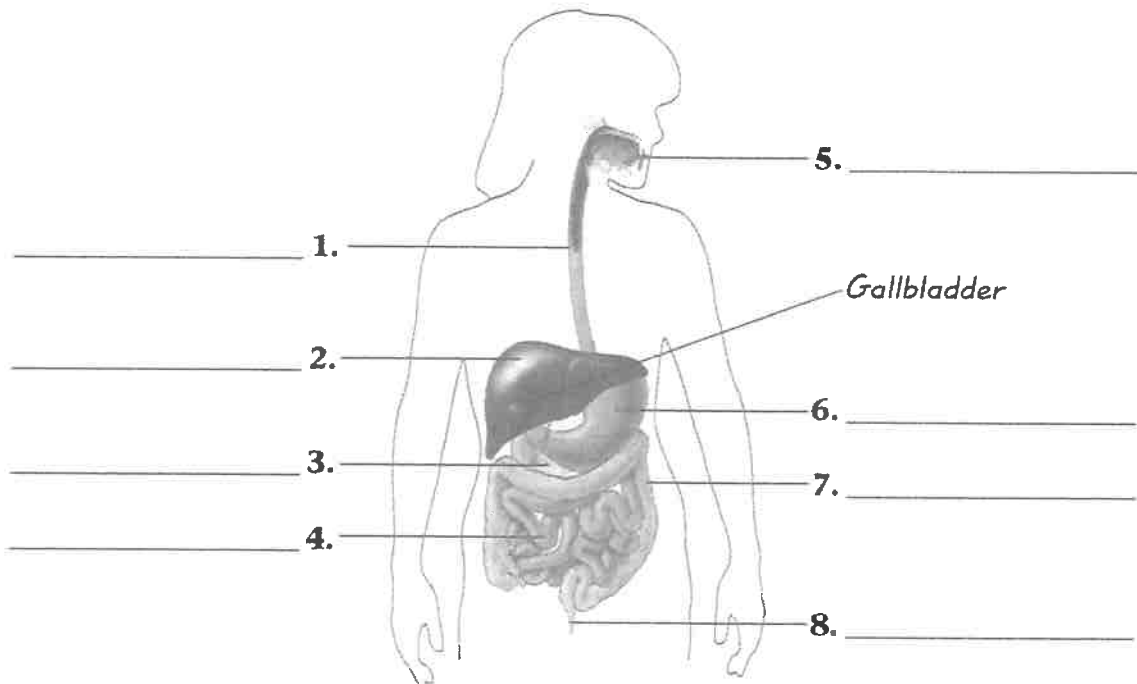
pneumonia	emphysema	carcinogens	asthma
-----------	-----------	-------------	--------

There are several different kinds of respiratory disorders. When the
 lungs fill up with fluid, the person has (9) _____. During an
 (10) _____ attack, muscles reduce the size of air pathways to the
 lungs. Cigarette smoking causes the most serious respiratory diseases.
 (11) _____ occurs when the air sacs are damaged and cannot
 be cured. (12) _____ in cigarette smoke also contribute to
 lung cancer.

4 Sequencing the Digestive Process **Exercise 21**
Student Edition pages 58–61 *Review*

A. Use the terms from the box to label the diagram below.
 (The gallbladder has been labeled for you.)

mouth	rectum	pancreas	stomach
liver	large intestine	small intestine	esophagus



B. Arrange the words in Part A on the lines below so they follow the process of digestion. Next to each word, write what role it plays in digestion.

Organ	Role
9. _____	: _____
10. _____	: _____
11. _____	: _____
12. _____	: _____
13. _____	: _____
14. _____	: _____
15. _____	: _____
16. _____	: _____

4 Human Digestion and Bacteria

Student Edition pages 60-61

Exercise 22

Critical Thinking

Read the passage. Then, answer the questions below.

Bacteria and Digestion

It is estimated that between 10 and 100 trillion cells of bacteria live in our large intestine at any one time. One example of these bacteria is lactobacilli. These bacteria are found in yogurt. They help protect our intestines from dangerous bacteria.

Escherichia coli, or *E. coli*, are also common bacteria. They are named for a German physician, Theodor Escherich. These bacteria are present naturally in our digestive systems. They help to protect the large intestine from infections. *E. coli* also produce small amounts of vitamin K.

Just as you benefit from the bacteria, the bacteria also benefit from you. Your digestive tract gives the bacteria a warm, moist place to live. The digestive tract is usually a safe place for the bacteria to live. The exception to this is when you take an antibiotic for an illness. Antibiotics are medicines that kill harmful bacteria. But, they also kill helpful bacteria. Sometimes people have to take additional amounts of helpful bacteria while they are taking an antibiotic.

1. What are some examples of bacteria that are helpful to the body?

2. What type of bacteria is found in yogurt? _____
3. What are some of the things that *E. coli* do that help us?

4. How do bacteria benefit from humans?

5. When is the digestive tract not a safe place for bacteria to live?

6. Doctors sometimes recommend that you eat yogurt while taking a strong antibiotic. Why do you think this is suggested?

4 Understanding Ulcers*Student Edition pages 60–62***Exercise 23***Critical Thinking*

Read the passage. Then, answer the questions below.

Worried About Ulcers?

Ulcers are holes in the stomach lining. A person with a stomach ulcer may feel stomach pain regularly from this open sore. Do you ever worry about getting an ulcer? Well, stop worrying! Worry and stress may cause these dangerous holes in the lining of the stomach.

When a person is under stress, the muscle that closes off the small intestine from the stomach loosens. Bile salts from the intestine flow into the stomach. These bile salts are strong. They are meant to break down fat in the intestine. But, when they reach the stomach, they break down the lining of the stomach wall. Then, strong stomach acids begin to eat away the lining, forming the ulcer.

To cure an ulcer, the person must get rid of stress. Then, ulcers can sometimes heal. In severe cases, ulcers get so big that they cause heavy bleeding. Then, surgery is needed. Most people with ulcers learn to eat bland foods. Spicy foods, high-acid foods, and alcohol tend to irritate ulcers.

1. What is an ulcer? _____

2. Which is the real cause of an ulcer: bile salts, stomach acid, or stress? _____

Explain. _____

3. Name three kinds of jobs that might cause a person to get an ulcer.

4. If you had an ulcer, what foods might you avoid?

WRITE ABOUT HEALTH

Suppose you had a job where you earned one million dollars per year. The doctors say that stress from your job is causing you terrible ulcers. You're in pain all the time. But if you give up your job now, you could lose everything. What would you do? Write your answer on a separate sheet of paper. Use complete sentences.

4

Explaining the Excretory System

Exercise 24

Student Edition pages 64–68

Review

Write *true* next to each sentence that is true and *false* next to each sentence that is false. If the sentence is false, rewrite it to make it true.

1. Liquid waste also leaves the body through the skin. _____

2. Liquid waste that leaves the body through the skin is called urine. _____

3. Your skin contains thousands of tubes called sweat glands. _____

4. Food can be stored in the stomach for up to 6 minutes. _____

5. Sweat leaves the body through pores. _____

6. Flu is usually caused by an ulcer. _____

7. Besides getting rid of wastes, evaporating sweat helps to warm up the body. _____

8. Fiber helps to move food quickly through the intestines. _____

9. Drinking plenty of water harms the excretory system. _____

WRITE ABOUT HEALTH

How is the skin part of the excretory system? Write your answer on a separate sheet of paper. Use complete sentences.

5

Organizing Information

Exercise 25

Student Edition pages 72–81

Review

A. Read the terms in the box. Put each word or phrase into one of the groups below.

fertilization	testosterone	monthly	progesterone
semen	ovaries	estrogen	sperm
testes	embryo	fetus	
uterus lining	blood cells	Fallopian tubes	

Male reproductive words

Female reproductive words

Words describing a developing baby

Words describing the menstrual cycle

5 Relating Words to Reproduction

Student Edition pages 75–81

Exercise 26

Critical Thinking

Explain what role each of the following terms has in reproduction.
Use complete sentences.

1. testes _____

2. sperm _____

3. ovaries _____

4. fertilization _____

5. Fallopian tubes _____

6. uterus _____

7. ovulation _____

8. embryo _____

9. fetus _____

10. menstruation _____

5

Prenatal Care

Student Edition pages 79–80

Exercise 27

Critical Thinking

Read the passage. Then, answer the questions below.

Drinking for Two

Would you give a newborn baby a bottle of beer to drink? Of course not. In a way, pregnant women who drink alcohol are doing just that. Alcohol passes from the mother into the unborn baby's blood.

Researchers now know that alcohol is very harmful to unborn babies. Low amounts can increase the risk of miscarriage. A miscarriage is the early termination of a pregnancy. This usually happens when the embryo detaches from the uterus. (A low amount is as little as one drink per day.) Babies of heavy drinkers may suffer from *fetal alcohol syndrome*. (A heavy drinker might have five or more drinks per day.) Babies with fetal alcohol syndrome grow slower than other babies before and after birth. Their bones often do not form properly. They are usually born early, weigh less than other babies, and have poor muscle tone. They may also be mentally retarded and have heart defects.

1. Why is drinking small amounts of alcohol dangerous for pregnant women? _____

2. What causes fetal alcohol syndrome? _____

3. How might a baby with fetal alcohol syndrome be affected? _____

4. Do you think pregnant women should give up alcohol completely when they are pregnant? Do you think it is all right for a pregnant woman to have a drink once in a while? Explain your answer.

WRITE ABOUT HEALTH

What other things do you think could have bad effects on an unborn baby? Name at least two things and give your reasons. Write your answer on a separate sheet of paper. Use complete sentences.

5 Stages of Human Development

Student Edition page 81

Exercise 28

Critical Thinking

Study the table about the stages of human development. Then, answer the questions below.

The Stages of Human Development	
Stage	Characteristics
Infancy (birth to 2 years)	rapid increase in size, muscles and nerves develop, interaction with environment begins, begin to walk and speak
Childhood (2–12 years)	children develop important skills, such as reading and writing; begin to express themselves better; develop better physical abilities, such as coordination
Adolescence (12–18 years)	stage begins with puberty, some experience rapid growth spurts, adolescents become more independent
Adulthood (18–55 years)	physical growth of the body is complete, muscle development and coordination usually peak at this time, menopause occurs during the end of this stage
Later Years (55 and up)	decline in muscle strength and flexibility, bones may become weaker, eyesight may decrease

1. During which ages are humans considered infants? _____

2. How do humans change during childhood?

3. During which stage does menopause usually occur? _____

4. What are some ways that children change as they enter adolescence?

5. Do all adolescents experience puberty at the same time? Explain your answer.

6. What are some of the signs of aging? How do you think a person can minimize the effects of aging?

6

Disease Prevention Throughout History

Exercise 29

Student Edition pages 90–92

Critical Thinking

A. Explain the contributions in the area of health by each of the scientists below.

1. Joseph Lister _____

2. Alexander Fleming _____

3. Louis Pasteur _____

4. Jonas Salk _____

B. Complete the timeline below using information from Part A.

Write the name of the scientist and one sentence about his accomplishment in the correct space in the timeline. Then, add additional information to the timeline about how disease prevention and treatment has changed over time.



6

Decoding Words

Student Edition pages 90–94

Exercise 30

Critical Thinking

A. Use terms from the box to complete the table about fighting germs.

mucus	cilia	antibiotics	antiseptic
vaccine	antibodies	white blood cells	

Fighting Germs	
Medical discoveries	The body's natural methods
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____
	7. _____

B. Write the meanings of the words below.

8. antibodies _____

9. antiseptic _____

10. antibiotic _____

C. Many English words have Latin and Greek word parts. Look at the meanings of these word roots. Then, explain how the modern meanings of the words below are related to their root meanings.

<i>anti</i> means "against"	<i>septic</i> means "decay"
<i>body</i> means "living thing"	<i>bio</i> means "life"

11. antibodies _____

12. antiseptic _____

13. antibiotic _____

6 Communicating About Health Exercise 31

Student Edition pages 89-96 *Skill Practice*

A. Choose a disease from the list below or a different communicable disease to research. Use your textbook, the Internet, and library resources to gather information about the disease.

AIDS	hepatitis	mononucleosis	tuberculosis
meningitis	influenza	measles	SARS

B. On the lines below, write a script for a short television public health announcement that tells about the disease you chose. Use a separate sheet of paper if you need more space.

C. Use the information you have gathered to create a health pamphlet about the disease you chose. Include information about the symptoms of the disease, how the disease is spread, and how it can be prevented. Use the space below for a rough draft of the information you want to include. Then, use a separate sheet of paper to create your actual brochure.

Side A	Side B	Side C
--------	--------	--------

7

Learning About Leprosy

Exercise 32

Student Edition pages 101–102

Critical Thinking

Read the passage. Then, answer the questions below.

Hansen’s Disease

In the early 1800s, people came to Hawaii from many places. There was an outbreak of a disease called *leprosy*. The Hawaiian people were terrified of leprosy. They knew that lepers lose feeling in their skin. They become covered with sores. Their hands and feet waste away. The Hawaiians decided to send all infected people to a “leper colony” on a small island. Later, a priest named Father Damien came to take care of the lepers. He was one of the first to care for lepers with kindness and understanding instead of with fear.

Leprosy is now known as Hansen’s disease. It is a contagious disease that has been around for thousands of years. It occurs mostly in tropical areas of Asia, Africa, and South America. In the past, lepers were feared and mistreated. They were sent to leper hospitals or leper colonies. Today, people know much more about the disease and its treatment.

Even though the disease is contagious, it is very hard to catch. Doctors can treat the disease using bacteria-destroying drugs. Also, scientists are working on a vaccine. Soon, leprosy may become a disease of the past.

1. What is the other name for leprosy? _____
2. What does Hansen’s disease do to a person? _____

3. Should people in the United States fear Hansen’s disease? Explain. _____

4. Why were lepers treated so cruelly? _____

5. How is Hansen’s disease treated now? _____
6. What might make leprosy a “disease of the past”? _____
7. Suppose that a relative or close friend of yours gets Hansen’s disease. Would you act differently toward that person? In what ways, and why? Write your answer on a separate sheet of paper. Use complete sentences.

7 Reading About Cancer

Student Edition pages 106–107

Exercise 33

Critical Thinking

A. Read the passage. Then, answer the questions below.**Cancer in Children and Teenagers**

Cancer affects people of all ages, including children and teenagers. One in every 300 children is diagnosed with cancer before the age of 20. In fact, most average size high school in the United States have two students with cancer enrolled. You may even know someone who has had cancer.

The most common forms of cancer in young people are leukemia and brain tumors. *Leukemia* is cancer of the bone marrow. It causes the body to make too many blood cells. Leukemia leads to fatigue, weight loss, infections, bruising, and nosebleeds. Exposure to toxic chemicals has been linked to leukemia. Cancer can affect different parts of the brain, including the brain stem, cerebellum, and cerebrum. *Brain tumors* are caused by the abnormal growth of nerve cells. Brain tumors are the second most common type of cancer that occurs in children.

Many types of childhood cancers are curable. In fact, leukemia has a 95 percent survival rate. The rate of survival of young people with cancers has improved because of advances in treatments. After treatment, many of these patients' cancer goes into *remission*. This means the symptoms of the cancer have disappeared. Young people with cancer often go on to lead normal, healthy lives.

1. What are the two most common forms of cancer in young people? _____
2. In what part of the body does leukemia begin? _____
3. How does leukemia affect the body? _____
4. What is the approximate survival rate for children with leukemia? _____
5. What does the term *remission* mean? _____
6. Why should people avoid exposure to toxic chemicals? _____
7. How has the advancement of treatment improved the lives
of people with cancer? _____

B. On a separate sheet of paper, write a letter asking for donations for cancer research. Include reasons why this type of research is important to public health. You can write your letter to a government official or to a charity group.

7 Critiquing Cancer Risk
Student Edition pages 106–107

Exercise 34
Critical Thinking

A. There are some causes of cancer that people cannot control, such as environmental pollution. But, people can follow certain precautions to lower their risk of getting cancer. Critique the situations below. For each one, identify one good choice the person makes for preventing cancer. Then, identify one poor choice the person makes for preventing cancer.

1. When Bob got to the beach, he put on his hat and lots of sunscreen. Then he ate a big bag of potato chips while he read.

Good choice: _____

Poor choice: _____

2. Laura only drank fruit juice at the party. She drank a lot of it to soothe her throat, which was sore from smoking.

Good choice: _____

Poor choice: _____

3. Carl wore a filter over his face while working with the cleaning agent. He was so glad to finish the job that he spent the rest of the day lying in the sun.

Good choice: _____

Poor choice: _____

4. Arlene had a big salad for dinner. She washed it down with several glasses of wine.

Good choice: _____

Poor choice: _____

B. Why do you think people smoke, despite the known health risks?

7

Understanding High Blood Pressure

Exercise 35

Student Edition page 108

Review

Cross out the part of each sentence that makes it incorrect.
Then, rewrite the sentence to make it true.

1. High blood pressure is when the blood flows too freely through

the circulatory system. _____

2. Healthy blood vessels are narrow. _____

3. One leading cause of high blood pressure is low-fat diets.

4. Hemophilia is an acquired disease. _____

5. Regular exercise can put a strain on your blood vessels.

6. Cholesterol builds up on the outside of blood vessels.

WRITE ABOUT HEALTH

On a separate sheet of paper, describe the difference between a stroke and a heart attack. Use complete sentences.

7

Reading a Cholesterol Chart

Exercise 36

Student Edition page 108

Skill Practice

Use the chart below to answer the questions below.

Cholesterol Content of Foods		
Food	Amount	Cholesterol (mg)
Bread	1 slice	0
Margarine	1 Tbsp	0
Vegetable oil	1 Tbsp	0
Butter	1 tsp	12
Milk, skim	1 cup	4
Milk, low-fat	1 cup	10
Milk, whole	1 cup	33
Sour cream	1 Tbsp	6
Yogurt, low-fat	1 cup	14
Yogurt, whole	1 cup	29
Ice cream	1 cup	59
Cheese, cheddar	1 ounce	30
Fish	3 ounces	42
Bologna	1 ounce	52
Chicken, no skin	3 ounces	66
Pork	3 ounces	75
Beef	3 ounces	78
Egg yolk	1 ounce	272
Chicken liver	3 ounces	531

1. What could you put on your bread instead of butter to reduce the cholesterol in your diet? _____
2. Which would have more cholesterol: a sandwich with 2 ounces of cheese or a sandwich with 1 ounce of bologna? _____
3. Which kind of foods have no cholesterol at all: animal products or plant products? _____
4. Which main course would have the least cholesterol: 3 ounces of fish, 3 ounces of pork, 3 ounces of beef, or a 3-egg omelet? _____
5. Do low-fat milk and yogurt have more or less cholesterol than whole milk and whole yogurt? _____

7

Matching Diseases With Causes Exercise 37

Student Edition pages 101–110

Review

A. For each disease below, write one or more causes. Choose from the list in the box. Then write *yes* or *no* to say whether the disease is communicable.

viruses	carcinogens	high blood pressure
bacteria	HIV	abnormal brain activity

Disease	Causes	Communicable?
1. AIDS	_____	_____
2. cancer	_____	_____
3. common cold	_____	_____
4. cardiovascular disease	_____	_____
5. tuberculosis	_____	_____
6. epilepsy	_____	_____

B. Complete this chart using the communicable diseases from the list above. In the box on the right, describe how the disease is passed from one person to the next.

Communicable Disease	How It Is Spread
7. _____	_____
8. _____	_____
9. _____	_____

8 Planning Fire Escapes

Student Edition pages 116–117

Exercise 38

Critical Thinking

A. In the space below, draw the floor plan of your apartment or house. If there is more than one floor, draw the floor on which your bedroom is located.

B. Label the locations of smoke detectors with a circle *O*. Then, label the locations of fire extinguishers with an *X*.

C. Label all the windows and doors. If there was a fire, which exit would be the closest to your bed? Draw arrows showing your route to that exit.

D. Do you have any younger brothers or sisters, grandparents, or pets living with you? Figure out a plan for helping them get out of the house in case of a fire. Describe your plan below.

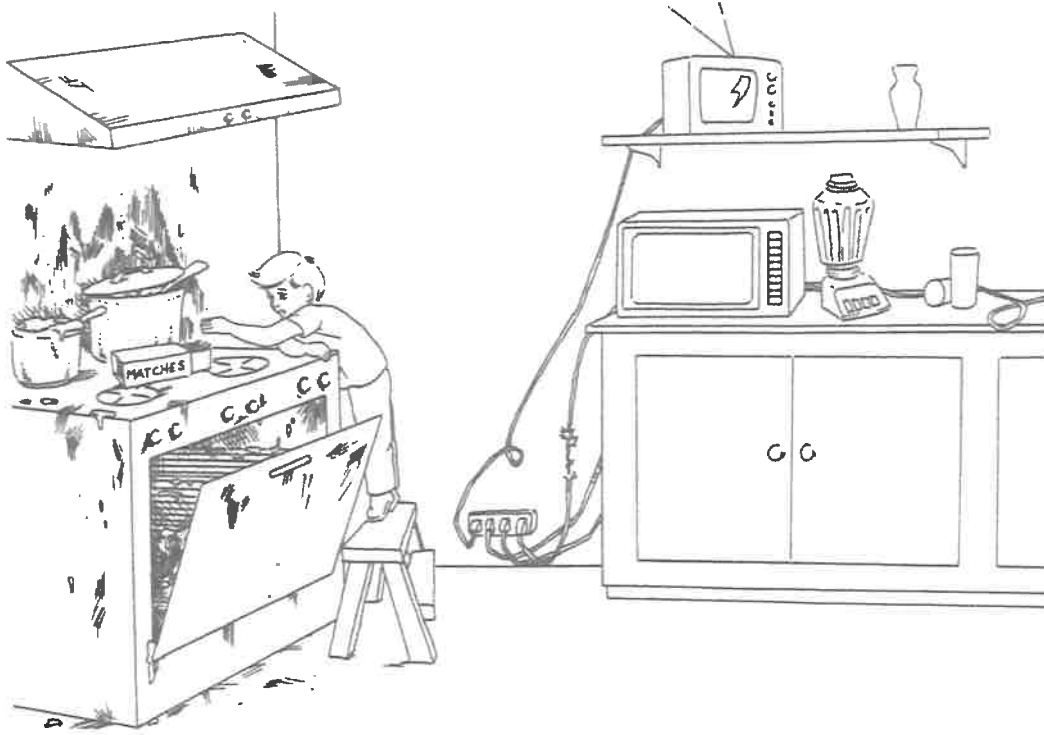
8 Identifying Fire Hazards

Student Edition pages 116–117

Exercise 39

Critical Thinking

A. Find four fire hazards in this picture. Circle them and write what the problem is next to the hazard.



B. Write the answers to the questions below.

1. Why is it a bad idea to put water on a grease fire?

2. Why should you stay close to the floor if you are trapped in a burning house?

3. Why should you feel the doors in a burning house before opening them?

4. Why should you close doors behind you as you move through a burning house?

8 Technology and Car Safety

Student Edition pages 123-124

Exercise 40

Critical Thinking

Read the passage. Then, answer the questions below.

Technology and Car Safety

Companies that make cars are putting more safety features in their cars to make America's roads safer than ever to travel on. New safety technology has saved thousands of lives.

One such technology is the use of air bags. Air bags are bags that come out of a car's dashboard and steering wheel and inflate in an accident. The bags act as a cushion to protect a person from serious injury. Air bags saved more than 6,500 lives from 1987 to 2000, according to the National Highway Traffic Safety Administration (NHTSA). Most cars today have air bags.

Car makers have changed the materials they use to build cars. They have also changed the way the panels of the car are made. The new materials help to absorb the shock of an impact during an accident. This new "crumple zone technology" is available in many new cars.

Most cars are now made with the LATCH system of child car seat attachment. LATCH stands for Lower Anchors and Tethers for CHildren. A car that has LATCH has anchors that attach a child car seat directly to the base of the car. This system makes it easier to install a car seat correctly.

Even though seat belts have been in cars for a long time, they are still the most important safety device in a car. The NHTSA encourages everyone to wear seat belts every time they drive. This is the best way to reduce your risk of serious injury in an accident.

1. What are three ways that technology has improved car safety?

2. What is an air bag? How does it improve safety?

3. Explain what "crumple zone technology" means.

4. What is LATCH? How does it improve safety?

5. What is the best way to reduce your risk of injury in a car accident?

8 Reading About Earthquakes

Exercise 41

Student Edition pages 114–127

Critical Thinking

Read the passage. Then, answer the questions below.

Safety During Earthquakes

Most deaths and injuries from earthquakes are the result of buildings or other structures falling down. Serious earthquakes also often break gas lines, causing fire. Scientists do not yet know how to predict earthquakes, but they believe they will be able to in the future. There are safety measures people can take in the meantime.

If you are indoors when an earthquake begins, move quickly to a stable place in the building. This place may be in a door jamb. It may be under heavy furniture, such as a table or desk. Being in a stable place will prevent falling objects from hitting you. Stay clear of windows, fireplaces, and bookshelves. Do not rush outside. You may be injured by falling glass or building parts. Also, do not try to use stairs or elevators while the building is shaking.

If you are outdoors, get into the open and stay away from buildings and power lines. If you are driving, stop but stay in the car. Do not stop on or under a bridge, overpass, or tunnel.

1. What causes most deaths and injuries during earthquakes? _____

2. Why do you think a door jamb is a good place to stand during an earthquake?

3. Why should you stay away from power lines? _____

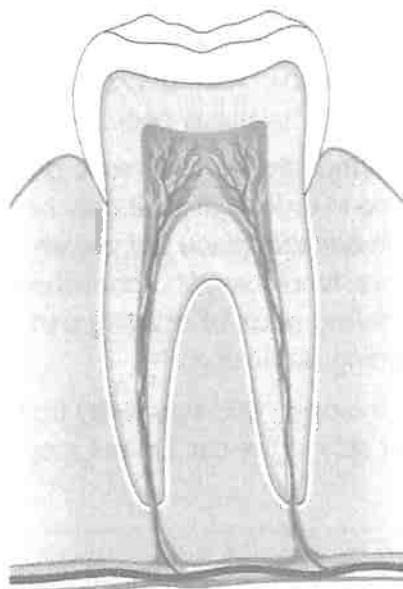
4. If you are indoors when an earthquake begins, where should you move to?

5. Why should you not stop on a bridge during an earthquake?

6. Once scientists figure out how to predict earthquakes, how will this knowledge make earthquakes less dangerous?

9 **Illustrating/Identifying Tooth Problems** **Exercise 42**
Student Edition pages 132–133 *Practice*

Use this illustration of a tooth to complete this exercise.



1. Label the *enamel*, *dentin*, and *pulp* on the illustration.
2. The whole tooth is divided into two parts: *root* and *crown*. Label the part you think is the crown. Label the part you think is the root.
3. Do you think there are nerves in the roots of your teeth? _____
How do you know? _____
4. In the drawing above, label three likely places for food to get stuck and cause plaque.
5. On a separate sheet of paper, make three drawings that illustrate the following situations.
 - a. Cavity in the enamel
 - b. Cavity causing toothache
 - c. Cavity causing tooth to be pulled

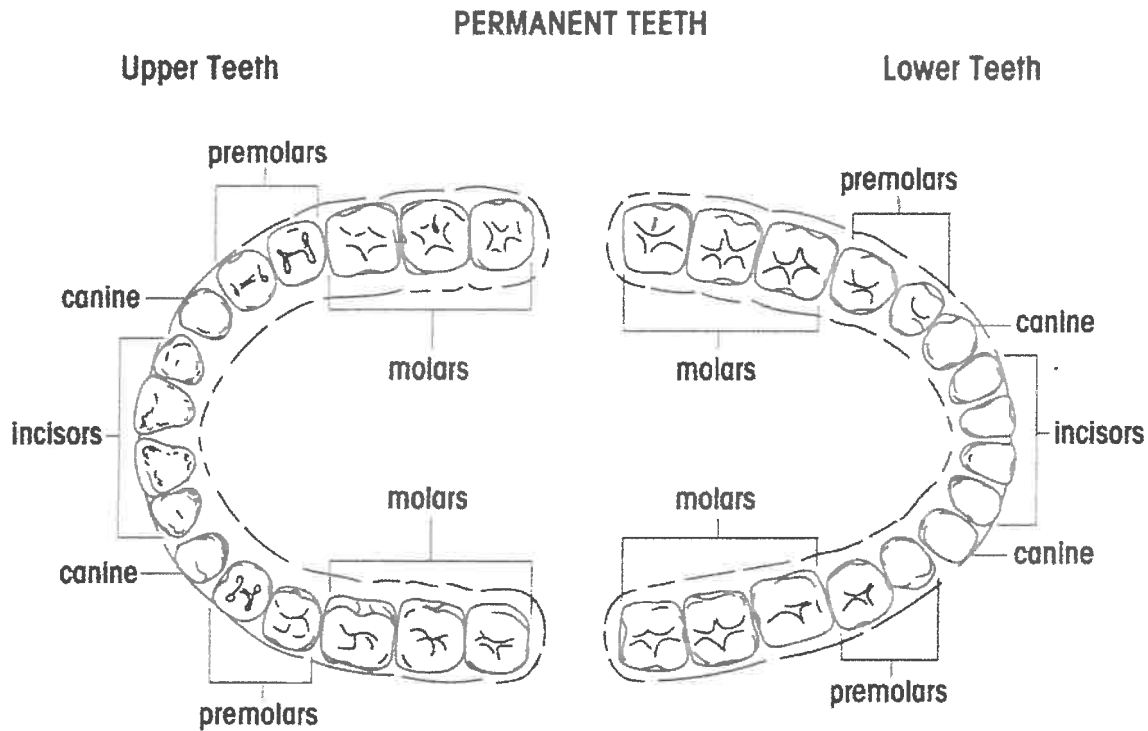
9 Identifying Functions of Teeth

Exercise 43

Student Edition pages 132-133

Skill Practice

Use the illustration and your knowledge of teeth to answer the questions below.



1. What are the four different kinds of teeth in your mouth?

2. How are your molars differently shaped than your incisors?

3. What do you use your incisors for? _____
4. What do you use your molars for? _____
5. How are your canines different from your incisors? _____
6. What are your canines especially good for? _____
7. Which teeth do you need to brush the tops of? _____



Designing an Experiment on Skin Care

Exercise 44

Student Edition pages 134–135

Practice

A. Write six ways to keep your skin as acne-free as possible.

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

B. How do you know that these six things will really work to keep your skin as acne-free as possible? How could you design an experiment to test them? Work with a classmate or in a small group. Discuss how you could design an experiment to test this hypothesis:

Gently washing your face once a day is better than scrubbing it once a day.

Answer the questions below.

7. How many people would you need to do your experiment?

8. How long would your experiment take? _____

9. What supplies would you need to carry out the experiment?

10. Describe how your experiment would be carried out. Be as specific as you can.

9 **Evaluating Health Behaviors**

Exercise 45

Student Edition pages 129-136

Practice

Read the situations below. Tell whether each person is practicing healthy behaviors or not. If not, tell what they should do differently.

1. Marla waited until the last minute to study for her biology test. Now she has to stay up all night cramming for the test. _____

2. Dominic feels embarrassed at the school dance. He slouches in the corner so that no one will notice him. _____

3. Mikayala eats a balanced diet. She tries to eat foods from every food group each day. _____

4. Patrick likes to create projects using wood. He uses saws and drills, but he does not like to wear safety goggles. _____

5. Nina goes outside on a cold snowy day without a hat or jacket. She does not want to mess up her outfit or hairstyle. _____

6. Laquan enjoys playing basketball and football. He practices several times a week. _____

7. Colleen brushes her teeth once a day. She never flosses her teeth. _____

8. Carlos hates the pimples on his face. He picks at them to get them off. _____

10 Charting the Basic Nutrients

Exercise 46

Student Edition pages 142–144

Review

A. Complete the chart below on five nutrients. Name each one, describe how it helps your body, and give some examples of foods that provide the nutrient.

Nutrients		
Nutrient	What It Does for Your Body	Food Sources

B. Answer the questions below.

1. Why are carbohydrates better quick-energy foods than fats?

2. Which of the nutrients do most Americans get too much of? _____

Why is too much of this nutrient a problem? _____

3. Which is the best daily source of calcium: ice cream or milk?
Explain your answer.

10 Using a Food Chart

Student Edition pages 142-152

Exercise 47

Skill Practice

A. Use the chart below to answer the questions.

Potatoes Prepared in Different Ways					
Preparation	Amount	Calories	Carbohydrates (grams)	Protein (grams)	Fat (percent)
Baked	1	95	21	2.6	1%
Baked with 1 Tablespoon butter	1	195	21	2.7	52%
Mashed with milk and margarine	$\frac{1}{2}$ cup	123	15.9	2.1	44%
French fries	20	284	36	1	42%
Potato chips	$3\frac{1}{2}$ ounces	568	50	5.3	63%

- How many grams of protein are in a plain baked potato? _____
- How many carbohydrates are in a half-cup of mashed potatoes? _____
- How many baked potatoes with 1 tablespoon of butter on each could you eat to get about the same number of calories as $3\frac{1}{2}$ ounces of potato chips? _____
- Which kind of potato preparation has the most fat? _____
What percentage of the serving amount is fat? _____
- Which kind of potato preparation has the most Calories? _____
- Which kind of potato preparation has the second highest percent of fat? _____
- What kind of potato preparation has the second highest number of Calories? _____

CRITICAL THINKING

- What relationship is there between fat and Calories? _____

- How can you make the potato with the second highest percentage of fat much less fatty? _____

10 Calculating Fat Content

Student Edition page 147

Exercise 48

Skill Practice

Nutritionists say that no more than about 30 percent of your daily calories should come from fat. How do you know how much fat is contained in a food? There is a formula you can use for packaged foods.

STEP 1: How many grams of fat are there per serving?

STEP 2: Multiply that number by 9.

STEP 3: Divide that number by the total number of calories in a serving.
This number is the percentage of fat per serving.

STEP 4: Multiply that number by 100.

A. Below are some labels from packaged foods. Use the formula to figure out the percentage of fat Calories in one serving.

1. Canned clam chowder:

Nutrition Information Per Serving	
Servings per container	2
Calories per serving	190
Protein	6 grams
Carbohydrates	18 grams
Fat per serving	11 grams

Percentage of fat Calories in one serving: _____

2. Boxed brownie mix:

Nutrition Information Per Serving	
Servings per box	20
Calories per serving	250
Protein	5 grams
Carbohydrates	10 grams
Fat per serving	14 grams

Percentage of fat Calories in one serving: _____

3. Canned hot tamales:

Nutrition Information Per Serving	
Servings per container	3
Calories per serving	420
Protein	3 grams
Carbohydrates	25 grams
Fat per serving	18 grams

Percentage of fat Calories in one serving: _____

4. Canned tomatoes:

Nutrition Information Per Serving	
Servings per can	4
Calories per serving	35
Protein	1 gram
Carbohydrates	7 grams
Fat per serving	1 gram

Percentage of fat Calories in one serving: _____

(Continued on next page) →

10 **Calculating Fat Content** (continued) **Exercise 48**
Student Edition page 147 *Skill Practice*

B. Use the information on page 48 to answer the questions below.

5. Which of the foods from the previous page are within the fat recommendations of nutritionists?

6. Do you think you should ever eat foods that have more than 30 percent fat Calories?

7. How do you think you could make up for eating foods with high fat content?

C. Find two packaged foods at home or at a store. Write down the following information for each one.

8. Name of food: _____

9. Name of food: _____

Nutrition Information Per Serving	
Servings per container _____
Calories per serving _____
Protein _____
Carbohydrates _____
Fat per serving _____

Percentage of fat Calories per serving: _____

Nutrition Information Per Serving	
Servings per container _____
Calories per serving _____
Protein _____
Carbohydrates _____
Fat per serving _____

Percentage of fat Calories per serving: _____

D. If you prepared these foods using fresh ingredients, could you lower the fat content? Explain why or why not.

10 Calculating Calories
Student Edition page 152

Exercise 49
Skill Practice

A. Use Appendix C in your textbook to calculate the answers to the following problems.

1. Steve studied seven hours for his test. Then he watched television for three hours before going to bed. About how many Calories did Steve burn?

2. It took Janice an hour to walk the two miles to school. Then, she sat in class for two hours. She sat at lunch for an hour. Then, she had Physical Education in which she did floor exercises for 1 hour. She sat in class two more hours. Then, she walked home. After sitting and doing her homework for an hour, she took a two-hour bike ride at 11 mph. About how many Calories did Janice burn all day?

3. Philip helped his mother by vacuuming and cleaning some rugs. This took an hour. Then, he met some friends and went jogging for two hours. He watched television for two hours. Then, he met his girlfriend and they walked all the way downtown, a four-mile walk that took them two hours. About how many Calories did Philip burn?

B. Use Appendix A and Appendix C in your textbook to answer the questions below.

4. Pam ate a fish sandwich and a cup of rice with one pat of margarine.

How many Calories did she eat? _____

5. About how long would Pam have to jog to burn off her lunch? _____

6. About how long would Pam have to sit to burn off her lunch? _____

7. Marcus ate four slices of bacon, two eggs fried in two pats of butter, and three biscuits with two more pats of butter. How many Calories did

he eat? _____

8. About how long would Marcus have to walk, at 3 mph, to burn off

his breakfast? _____

9. About how long would Marcus have to sit to burn off his breakfast? _____

11 Studying the Brain **Exercise 50**
Student Edition pages 159–161 *Practice*

A. Look at the descriptions of the brain problems below. Then, predict what behaviors will be affected. Choose the behavior from the list in the box. You may write more than one behavior for any description.

- | | |
|---------------------------------|-----------------------|
| coordination of body movements | learning, remembering |
| breathing, heartbeat, digestion | speaking, writing |
| messages from the five senses | |

1. Zhang Li's cerebrum was damaged at birth. Which of his behaviors might be affected? _____

2. Joan was in a bicycle accident. She was not wearing a helmet. She damaged part of her cerebellum. Which of her behaviors might be affected? _____

3. Peter had a stroke and part of his medulla was damaged. Which of his behaviors might be affected? _____

4. Sonia had a brain tumor in her cerebellum. Which of her behaviors might be affected? _____

B. Draw a picture of the human brain. Label its three parts: cerebrum, cerebellum, and medulla. Next to each label, write what body functions and behaviors that part controls. Use the back of this page.

11

Understanding Alzheimer's Disease

Exercise 51

Student Edition page 162

Skill Practice

Read the passage. Then, answer the questions below.

Alzheimer's Disease

Alzheimer's disease is an illness that causes people to lose their memory and other thinking processes. At the beginning of the disease, people often forget things that happened that day but can remember events in the distant past. For example, a person might not be able to remember what he or she had for lunch half an hour ago. A person might forget where the bathroom is in his or her own house. People with Alzheimer's disease need a lot of care.

This disease is caused by the gradual destruction of brain cells. No one knows why this happens, and there is no cure. Researchers have found that people with Alzheimer's disease have similar brain problems as people with Down syndrome. Down syndrome is a form of mental retardation that people are born with. Alzheimer's disease is rare in people under the age of 40. Alzheimer's disease affects older people more often. Researchers are studying the genetic basis of Alzheimer's disease. They hope to eventually find a cure.

1. How common is it for young people to develop Alzheimer's disease?

2. What kind of memory loss do people in the early stages of Alzheimer's disease suffer?

3. Why do you think people with Alzheimer's disease need a lot of care?

4. What is Down syndrome?

5. What happens to the brain cells of a person with Alzheimer's disease?

6. How do doctors treat Alzheimer's disease today?

11 Identifying Positive Attitudes

Exercise 52

Student Edition pages 163–165

Practice

Read each of the stories. Then, answer the questions below.

Story #1

Most people envy Robin. She seems to be good at almost everything. She is pretty. She is good in school. She has lots of friends. But, Robin is not happy at all. Nothing ever seems to go right for her. One week she got a score of 91 on a test. Her best friend got a 95. Then, her mother surprised her with a new dress. Robin put it in the closet because "it was not the right color." Robin hates the way she looks. She wants a nose job when she is older.

Story #2

Marty loves football. He loves to watch games and he loves to play. Marty knows he will never be a great football player. He is too short. "It is heredity," Marty tells himself. Both his parents are short. That does not stop Marty from trying. He makes up in speed what he lacks in size. He practices running every day. Once he is in the clear with a ball, few players can catch him. He knows he will never be a pro. He will play in neighborhood games the rest of his life and be happy.

1. Which person has a positive attitude? Give some examples to support your answer. _____

2. Which person has a negative attitude? Give some examples to support your answer. _____

3. What could the negative person do to become more positive? Name at least three things that person could do. _____

WRITE ABOUT HEALTH

Many doctors and patients believe that a positive attitude is one key to getting well. Do you think attitude makes a big difference in a person's life? Give your reasons. Write your answer on a separate sheet of paper. Use complete sentences.

11 **Determining Personality**

Exercise 53

Student Edition pages 167-168

Practice

A. Fill out this questionnaire. The questions concern the different traits that make up a person's personality. Try to be as honest as you can. You may answer the questions for yourself or answer them for someone else that you know well.

1. What is the person's temperament?

2. What background does the person come from? (family, city, country)

3. What things interest this person most? _____

4. What is this person good at doing? _____

5. What goals does he or she have? _____

6. What makes this person unique, or different from other people?

B. You have answered many of the questions that help to describe a person's personality. Now, write a personality description of this person. Be as specific as you can. Your description should show this person to be a unique individual.

12 Writing a Letter of Inquiry

Exercise 54

Student Edition page 174

Practice

A. One good way to improve your self-image is to help other people. Every town and city has opportunities for volunteering. Write answers to the following questions to find out where you might like to volunteer.

1. List two of your biggest interests.

a. _____

b. _____

2. Have an adult help you find organizations that relate to these interests. You may find the organizations in a telephone book or at a library. Write down the organizations' names and addresses.

a. _____

b. _____

3. Suppose that there was a volunteer job in one of these organizations. Describe the perfect volunteer job for you.

4. Sometimes working in a volunteer job helps a person get a paying job he or she would like later on. How might the volunteer job you described in Question 3 relate to a paying job you would like?

B. Write a letter of inquiry to one of the organizations you named above. Ask if it ever uses volunteers. Describe the type of work you would like to do. Write your letter on a separate sheet of paper.

12 Identifying Defense Mechanisms

Exercise 55

Student Edition pages 176–179

Analysis

A. Read each situation below. Identify which defense mechanism is being used and write it on the line. Choose from the terms in the box.

displaced aggression	rationalization	compensation
daydreaming	projection	denial

1. Ralph's sister asked him if he thought their father drank too much. "Do not be ridiculous," Ralph told his sister. "Dad is fine." _____
2. Sheila's boyfriend broke up with her that afternoon in school. That evening her little sister said some boy had called, but she could not remember his name. Sheila screamed at her little sister, "You are so stupid! Get out of my room." _____
3. Matt was falling behind in biology. He did not understand what the teacher was saying. He spent the time in class thinking about being the lead guitar player in a rock band. _____
4. Patricia did not read the book for English class. There was going to be a test today. She figured it was okay, though, because she had done well on other tests. One bad grade would not hurt her. _____
5. Alex had trouble getting along with other kids. He did not know how to talk to people. He spent all his time studying really hard. He became an excellent student, even if he did not know how to be with people. _____
6. Darlene thought that everyone else felt as mad as she did all the time. _____

B. Write a story about someone using rationalization. Use complete sentences. You may continue your story on the back of this page.

12 Critiquing Behavior

Student Edition pages 176–179

Exercise 56

Evaluation

Sometimes defense mechanisms are helpful. Sometimes they are harmful. For each story below, decide whether the defense mechanism helped the person or hurt the person. If you think it helped, explain why. If you think it hurt, also explain why.

1. Sharon was furious at her brother. He had taken her car without asking and wrecked it. She *displaced her aggression* by going to the lake and throwing rocks as hard as she could into the water.

Harmful or helpful? _____ Why? _____

2. When Xavier's parents said they were going to get divorced, he went into *denial*. He figured he could not do a thing about it, so he was not going to worry about it.

Harmful or helpful? _____ Why? _____

3. It was the night of the city championship basketball game. Samantha spent an hour sitting on her bed *daydreaming*. She pictured herself getting the highest number of rebounds. She imagined herself scoring 20 points. She tried to feel that trophy in her hands.

Harmful or helpful? _____ Why? _____

4. No matter how hard she tried, Faith could not do the ropes course at camp. To *compensate* for it, she was determined to become the best rower.

Harmful or helpful? _____ Why? _____

5. It took Tom a month to ask Sandy to the prom. She told him she already had a date. Tom *rationalized* to his friend, "I must not have really wanted to go with Sandy if I waited so long to ask her."

Harmful or helpful? _____ Why? _____

12 Talking About Crises

Student Edition page 182

Exercise 57

Application

A. Communication is especially important during a crisis. Read about each crisis below. Draw a line under what you think is the best thing to say in that situation.

1. Your best friend tells you her parents are getting divorced. You say,
 - a. "That is not so bad. Lots of people get divorced."
 - b. "You must feel like jumping off a bridge."
 - c. "I am really sorry to hear that. How are you feeling?"

2. Your brother calls you to say his wife died in a car accident. You say,
 - a. "What can I do to help you get through this?"
 - b. "I am just glad *you're* okay."
 - c. "Was she driving too fast?"

3. A friend tells you she has multiple sclerosis. You say,
 - a. "Is that contagious?"
 - b. "I want you to know I will be here for you."
 - c. "Your parents should have made sure you did not get that."

B. What words can you use to describe feelings at times of crises? For each situation below, describe the emotions you would feel.

4. Your best friend decided to be best friends with someone else.

5. You found out you had a serious disease.

13

Researching Historical Figures

Exercise 58

Student Edition page 190

Skill Practice

A. Sigmund Freud and Carl Jung were two famous mental health doctors. Use an encyclopedia, library resources, or the Internet to find out more about them. Then, answer the questions below.

Sigmund Freud

1. When did Sigmund Freud live? _____
2. Where was he born? _____
3. Why is he famous? _____

4. Describe one of Freud's main ideas.

Carl Jung

1. When did Carl Jung live? _____
2. Where was he born? _____
3. Why is he famous? _____

4. Describe one of his main ideas.

B. Write a brief essay comparing these two mental health doctors. Write your essay on a separate sheet of paper. Use complete sentences.

13 Making a Chart

Student Edition pages 192–194

Exercise 59

Skill Practice

A. Complete the chart below. In the boxes on the left, write the six signs of depression. In the boxes on the right, write an example of how someone who shows that sign would behave. One is done for you.

Signs of Depression	Example of Behavior
<i>Eating less or eating more</i>	<i>A girl throws her lunch away and only drinks a soda. At night she just pushes her food around on her plate.</i>

B. What would you do if a friend told you he or she was thinking about suicide? Write at least two things you would do.

13 Eating Disorders

Exercise 60

Student Edition pages 195–196

Critical Thinking

Read the paragraph below. Then answer the questions that follow.

Eating Disorders in Men

Studies have shown that more women than men suffer from eating disorders. But, men and boys suffer from eating disorders as well. Men can feel pressure from friends or society to be strong or muscular. Athletes can feel pressure to be better at their sports. This may cause them to overeat to gain weight and muscle, or eat less to stay light and fast.

Eating too much, or not enough, is more harmful than helpful. It can cause damage to people's mental and physical health. Athletes that have eating disorders may actually become worse at their sport. They can become weak, light headed, and have cramps and broken bones.

A wrestler needs to be in a certain weight class in order to be allowed to play. He may be several pounds heavier than he needs to be. In order to lose weight, the wrestler may become anorexic or bulimic. He may lose the weight he needs, but he can also become sick and weak.

A basketball player may be having a hard time playing his position. He might decide that he needs to "bulk up" or gain weight and mass. He overeats to gain weight. He may become bigger, but the overeating may cause him to become easily tired, and have a high heart rate.

1. What are some reasons an athlete might develop an eating disorder?

2. How can an eating disorder may make someone worse at their sport?

3. How can the pressures that can cause eating disorders be different between men and women?

13 Determining Fact and Opinion**Exercise 61***Student Edition pages 187–196**Practice*

Sometimes, facts can get mixed up with opinions. Read the statements below. Write *F* next to each statement that is a fact, something you read in your textbook. Write *O* next to each statement that is just someone's opinion. Remember, even if you agree with an opinion statement, it is still an opinion and not a fact.

1. ___ Mental illness is a condition that disturbs people's thinking and emotions to the point that they cannot live comfortably with themselves or others.
2. ___ Mentally ill people should be kept locked in hospitals.
3. ___ When someone feels anxiety, he or she feels as if something terrible will happen.
4. ___ People who have phobias should just force themselves to get over them.
5. ___ Psychosis is more serious than neurosis.
6. ___ Paranoid people think that others are constantly trying to do them harm.
7. ___ Psychiatrists are busybodies who enjoy listening to other people's problems.
8. ___ Depression is a deep and lasting state of unhappiness.
9. ___ Schizophrenia is a common kind of psychosis and has many symptoms.
10. ___ People who are depressed are no fun to be around.
11. ___ People who talk about suicide are just making threats.
12. ___ People who do not eat because they think they are fat are just taking care of their bodies.
13. ___ People who are bulimic can control their disorder and stop anytime they want.
14. ___ People with eating disorders just want attention.

14 Relating Physical and Mental Health**Exercise 62***Student Edition page 201**Practice*

Read the passage. Then, answer the questions below.

Stress and Sickness

Scientists wanted to find out if there really was a link between stress and sickness. In two tests, researchers found a clear link between heart disease and stress. In one test, they asked people who had heart disease to do stressful things. These people had to do math problems very quickly in their heads. They also had to speak in public with little notice. In another test, they had to draw something while looking at it in a mirror. Their hearts showed signs of problems caused by stress. These people were almost three times more likely than other people to have heart attacks in the next five years.

In another test, scientists tested what happened to people who were often angry. They found that people who were rude and started arguments were much more likely to have heart problems later in life.

Circle the letter of the best ending to each sentence.

1. Scientists tested people with heart disease to find out
 - a. if they should eat better.
 - b. if feeling stress could harm someone's health.
 - c. if they should not do dangerous things.
2. The stressful things the people did included
 - a. having a dinner party.
 - b. watching violent television shows.
 - c. doing math in their heads very quickly.
3. Scientists found that people who were rude and started arguments were
 - a. more likely to have heart problems later on.
 - b. able to keep from being stressed.
 - c. less likely to have heart problems later on.
4. After reading these paragraphs, you could conclude that
 - a. people should not speak in public.
 - b. people with heart problems should not speak in public.
 - c. stress can make people with heart disease get sicker.

14 Identifying Stressors

Exercise 63

Student Edition pages 202–203

Review

Identify the main stressor in each story below. Write it on the line. Then, write words that would describe the feelings that stressor might create. Choose from the words in the box or think of some of your own.

lonely	angry	hurt	afraid
worthless	excited	depressed	sad

- Zed's girlfriend broke up with him because she said he does not make enough money. She said she wants a boyfriend who is going to make something of himself.

Stressor: _____

Feelings: _____

- Paula has a big part in the play that opens tonight. It will be her first time on stage.

Stressor: _____

Feelings: _____

- Gary's grandmother died the night before his big English test.

Stressor: _____

Feelings: _____

- Jeanne hated her clothes. Every day she looked in the mirror and thought about how ugly she looked.

Stressor: _____

Feelings: _____

- It was the state softball championship game that day. The star pitcher was out with an injury so Katherine had to pitch.

Stressor: _____

Feelings: _____

14 Solving Problems**Exercise 64***Student Edition page 205**Practice*

A. One way to reduce stress is to think in terms of solutions to problems. For each problem below, circle the letter next to a possible good solution. Each problem may have more than one good solution.

1. Harriet is worried about making the track team.
 - a. practice running every day
 - b. talk to the coach about how she should prepare for tryouts
 - c. hope for the best
2. Someone smashes into Arin's car in the parking lot.
 - a. let out his feelings by screaming at the person
 - b. get the person's name and insurance company
 - c. make calls about where to get his car fixed
3. Susie lost her checkbook.
 - a. post flyers at school asking for its return
 - b. notify the bank so no one writes checks on her account
 - c. panic because she has \$300 in the account
4. Todd's friends are pressuring him to try crack.
 - a. get his friends to back off by trying it
 - b. gather information about crack by talking to people and reading
 - c. keep changing the subject when his friends bring it up
5. Theresa thinks her sister is having sex without protecting herself against pregnancy or STDs.
 - a. get help from a counselor about what to do
 - b. talk to her sister about her fears
 - c. realize that it's none of her business
6. Raymond knows his supervisor is not happy with his work.
 - a. wait for the supervisor to speak to him about it
 - b. ask the supervisor how he could improve his work
 - c. quit his job

B. On a separate sheet of paper, write a brief paragraph describing how you would try to solve the problem below.

You are really hurt and angry because someone has broken into your locker and stolen your wallet.

14 Grading Coping Mechanisms

Exercise 65

Student Edition page 205

Critical Thinking

A. Coping mechanisms are ways to deal with stress. Read each situation below. Decide how well the person has dealt with stress. Give each one a grade, from A to F. Then, explain why you gave that grade.

1. Martha was not really sure she wanted to get married. As the wedding day drew closer, she had more and more trouble sleeping. She started taking sleeping pills, and they helped her sleep.

Grade: _____ Explanation: _____

2. Arturo wanted a job working with kids. In the week before his interview, he spent five minutes every day picturing himself teaching kids to play baseball. He imagined himself helping the kids to learn things. He did not let himself think about not getting the job.

Grade: _____ Explanation: _____

3. Min's parents were getting divorced. She felt miserable about it. But, she did not talk to anyone because she felt ashamed. Every day after school she took long, fast bike rides. These rides made her feel better.

Grade: _____ Explanation: _____

B. Describe two different stressors in your life.

C. Describe two coping mechanisms that work for you to relieve stress.

15 Brainstorming Solutions to Drunk Driving **Exercise 66**

Student Edition page 218

Challenge

Driving under the influence of alcohol is one of the leading causes of fatal car accidents. Work in small groups to brainstorm how to prevent people from driving while under the influence of alcohol. Come up with solutions for the following situations.

1. You are at a party. You realize that the person who drove you to the party has been drinking. It is too far to walk home. What other ways could you get home? Think of as many different ways as you can.

2. Even if you have another ride home, you do not want your friend driving drunk. Sometimes drunk people think that they can drive just fine. How can you convince your friend to not drive home? Think of as many ways as you can.

3. Design a handout on how to keep drunk drivers off the road. Include:
(1) instructions for how to get home if you are stranded with a drunk driver;
(2) instructions for how to convince drunk people to not drive; and (3) some graphics or pictures. Create the handout on another sheet of paper.

15 Identifying Signs of Alcoholism

Exercise 67

Student Edition pages 219–221

Critical Thinking

Use the information in the chart to answer the questions below.

Signs of Alcoholism
Beginning signs <ul style="list-style-type: none">• needs alcohol to feel self-confident and at ease with others• often wants just one more drink when others have had enough• looks forward to drinking occasions and thinks about them a lot
Serious signs <ul style="list-style-type: none">• frequently drinks alone• tries to cover up how much he or she drinks by lying or hiding• tries to stop drinking for periods of time
Very serious problem <ul style="list-style-type: none">• has blackouts (cannot remember what happened while drinking)• drinks in the morning• stops taking care of his or her health• drinks at work or school

1. Jordan likes parties but only if he can have a beer or two. The beer makes him friendlier. Explain why Jordan has a drinking problem.

2. Jim loves to party. He gets drunk just about every Saturday and has a great time. He can never remember what happened, but he knows it was fun. He usually has a couple drinks on Sunday morning to clear up his hangover. Explain why Jim has a drinking problem.

3. Tanya keeps a small bottle of brandy at work. She only takes sips of it when she is doing easy work. It does not get in the way of her performance. Explain why Tanya has a drinking problem.

15 **Listing Reasons for Not Smoking** **Exercise 68**

Student Edition pages 222–225

Critical Thinking

A. Complete the list below. Make the list as long as you can.

Reasons for not smoking

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

B. What do you think are the reasons people choose to smoke?

C. Research shows that even when people know something is bad for them, it is not enough reason to make them stop doing it. Why do you think this is true? Which defense mechanism from Chapter 12 do you think these people are using?

WRITE ABOUT HEALTH

What do you think it feels like to quit smoking? Ask someone who has done it what it was like. Write a description of this process on a separate sheet of paper.

15

Decoding Mixed Messages

Exercise 69

Student Edition page 225

Practice

A. On page 225 of your textbook, you read about mixed messages. Identify the two different messages in each of the situations below.

1. Zoe's parents told her to never drive while under the influence of alcohol. They explained how dangerous that can be. But Friday night her parents had a party. After drinking lots of beer, the guests left at around midnight.

Message 1: _____

Message 2: _____

2. Jamal learned in school that cigarette smoking leads to lung cancer and heart disease, which kill thousands of people every year. Yet he sees billboards showing very healthy people smoking happily.

Message 1: _____

Message 2: _____

3. Lydia's older brother tells her that drinking is the most fun thing to do. He says he is the happiest he's ever been now that he has found a group of friends to drink and party with. But Lydia notices that his girlfriend broke up with him. His grades have dropped way down. Keith has been getting into constant fights with their parents.

Message 1: _____

Message 2: _____

B. What would be the best way for adults to convince young people to not smoke or drink?

C. Write a definition for the term *mixed message*.

15 Promoting Tobacco Free Youth

Exercise 70

Student Edition pages 222–225

Organize Information

A. How does using tobacco affect your health? Write at least five ways on the lines below.

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

B. Now write three things you could say to a teenager to encourage him or her to not smoke, or stop smoking if he or she has already started. Use your own words.

- 6. _____

- 7. _____

- 8. _____

C. Create a brochure or poster that convinces teenagers to stay tobacco free. Use at least five important health facts. Use the information from Parts A and B if you need to. Also include photographs or illustrations. Use a separate sheet of paper.

16 Completing an Outline

Exercise 71

Student Edition pages 230–235

Skill Practice

Below is an outline on the different kinds of drugs. Choose two important facts about each drug to complete the outline.

Kinds of Drugs

I. Barbiturates

A. _____

B. _____

II. Tranquilizers

A. _____

B. _____

III. Amphetamines

A. _____

B. _____

IV. Cocaine

A. _____

B. _____

V. Heroin

A. _____

B. _____

VI. Hallucinogens

A. _____

B. _____

VII. Marijuana

A. _____

B. _____

16 **Relating Drug Use and Emotional Health**

Exercise 72

Student Edition pages 228–239

Practice

Circle the sentence in each pair that you think would most likely be true for a drug user. Then, explain your choice.

- 1. a. I only care about what happens to me today.
- b. I care about my future.

- 2. a. My health is important to me.
- b. I want to feel good for the moment.

- 3. a. I will do anything to be accepted by my friends.
- b. My friends cannot get me to do anything I do not want to do.

- 4. a. I care about my family.
- b. I take care of myself and no one else.

- 5. a. I believe in myself and what I can do.
- b. The world is against me. I don't have a chance to succeed the way other people do.

WRITE ABOUT HEALTH

Experts say that people who use drugs usually have a poor self-image. Do you think this is true? If not, why do you think people use drugs? Write your answer on a separate sheet of paper.

16 Drugs in the Workplace

Student Edition page 237

Exercise 73

Analyze Information

Read the passage. Then, answer the questions below.

Workers and Drugs

Drug use in the workplace has become a big problem in the United States. Many workers are being asked to give urine samples to prove they have not taken drugs recently. Usually, these people have jobs that would be affected by drug use. They may be responsible for people's safety in some way. For example, they might be bus drivers or airline pilots. Or they may have dangerous jobs. For example, they might be police officers or firefighters. Some workers believe they are giving up their right to privacy because of this testing.

1. How do you think a urine test can tell that a person has taken drugs recently? _____

2. Why might a city or county want to give drug tests to firefighters? What is it about the job of firefighters that would seem more dangerous if they had taken drugs recently? _____

3. Do you think a urine sample could tell if a person took drugs six months ago? Explain your answer. _____

4. Do you think workers should be tested for drugs? Explain your answer. _____

5. Which kinds of workers should be tested? What do you think is the most important factor to think about in making this decision? _____

WRITE ABOUT HEALTH

Suppose you were a police officer. You risk your life on the streets every day. How would you feel if you had to be tested for drugs as part of your job? Would you feel differently if the police officer were someone else? Write your answer on a separate sheet of paper. Use complete sentences.

16 **Describing Consequences** **Exercise 74**
Student Edition page 237 *Challenge*

A. The use and sale of drugs does not just affect individuals. The entire community is affected by widespread drug use and selling. Describe how drug use and sales can have consequences for each of the following:

- 1. On the highway _____

- 2. In families _____

- 3. On the streets _____

- 4. In school _____

- 5. For unborn babies _____

B. Some young people argue that selling drugs is the best way to make good money. Do you think this justifies doing it? Why or why not?

C. On a separate sheet of paper, write five or more sentences to make an ending to this story.

Jack bought the crack from a guy on the street corner. Then, he headed home.

17

Families and Personal Needs

Exercise 75

Student Edition pages 245–246

Practice

A. Read the passage. Then, answer the questions below.

Personal Needs

Abraham Maslow was a psychologist who studied the needs of human beings. He found that most people have five basic needs. He also observed that these needs have different levels of importance. For example, the need for food and water is more important to a human’s survival than the need to be loved. But, all needs are important to the overall well-being of a person. The basic needs are listed below. The needs at the top are the most basic, and therefore, are the most important.

Physical	water, food, shelter, air to breathe
Safety	protection from harm or danger
Belonging	feeling attachment to a person or group of people; having healthy relationships; getting support from others
Self-esteem	your opinion, or perception of yourself; also known as your self-image
Self-actualization	when all other needs are met, achieving your goals; being able to give love and support to others

1. Who was Abraham Maslow? _____
2. Which need in Maslow’s list is the most basic? _____
3. Which need is met when a sense of attachment to family is felt?

B. Complete the chart below using the information from Part A. For each need, write one example of how that need could be met by living with a healthy family.

Meeting Basic Needs	
Need	How Met by a Healthy Family Life
Physical	
Safety	
Belonging	
Self-esteem	
Self-actualization	

17 Writing a Letter of Advice

Exercise 76

Student Edition pages 246–248

Practice

Families face many changes over the years. They might experience changes in the people who belong to the family or the people who live at home. Families might also have to deal with a member's illness, a change in income, or a move to another city or state. These changes affect the social, emotional, and even physical health of the family members. To think about family changes, follow the steps below.

- 1. Create a fictional family that includes a teenager. Describe the family members. Give their ages. Include all the information you think is important about the family. For example, decide where family members live and work.

- 2. Think of a way this family might change. Describe the change.

- 3. Write a letter to the teenager in the family. Suggest ways to deal with the change in the family.

Dear _____,

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17 **Death in the Family**
Student Edition pages 245–248

Exercise 77
Practice

Read the passage. Then, answer the questions below.

What Happens When a Person Dies?

If you know someone who has died, you were probably very sad. You experienced grief. Grief is a strong emotion related to sadness. People feel grief in different ways. At first, they may feel numb. Next, they usually feel great sadness. They might begin to cry uncontrollably. They may then become calm but remain very sad. This cycle of emotions may last for several weeks or even months.

The death of a loved one is a very sad time for most families. Family members and friends can help each other with how they feel. Here are some things you can do for friends or family members who are grieving:

- Communicate with the person. Do not tell the grieving person not to cry. Crying is a normal way of showing how you feel.
- Be sincere. Show the grieving person you care. Give the person a hug or another form of comfort, or send a card or meaningful note.
- Help the grieving person adjust to the change in his or her life. Offer to help with schoolwork or household chores.

1. What is grief? _____
2. What are some different ways people experience grief? _____

3. How long can grief last? Does everyone grieve for the same amount of time?

4. What are some things you can do to help someone who has lost a loved one?

5. Teenagers also need to grieve after a family member has died. What are some ways you could cope with the loss of a family member? Who are some people you could go to for support?

18 Offering a Recommendation

Student Edition page 260

Exercise 78

Critical Thinking

Each of the situations below describes someone who is feeling peer pressure. Suppose that you have been asked for advice. Write what you think the person should do in each situation and explain why.

1. Simone does not want to go to the party because she knows Ross will be there. He will pressure her to spend the whole time with him. Her friends are telling her that if she does not go to the party, she will miss the biggest event of the year. She will be out of it. What should Simone do and why?

2. It is against Davut's religion to eat pork. He is at a football team party where all there is to eat is pork ribs and potato salad. Davut has a reputation for having the biggest appetite on the team. He knows everyone will ask why he is not eating any ribs. What should Davut do and why?

3. Rosalie is second in the tennis tournament. The girl who is first, Casey, is really popular. Rosalie thinks she could beat Casey and be first in the tournament. But, a lot of kids might be mad at her if she takes Casey's place. What should Rosalie do and why?

4. At lunch everyone was talking about how strange the new girl is. Linda thinks she is actually nice. She knows if she speaks up, the other girls will think she is strange, too. What should Linda do and why?

18 Role-Playing as a Parent

Student Edition page 259

Exercise 79

Challenge

A. Suppose that you are a parent of someone your own age. What rules would you make to be sure your child is safe? These rules may have to do with such things as school work, home, car privileges, drugs, dangerous people, and health. Write at least three rules on the lines below.

B. Trade your list with a classmate. Suppose that your classmate is your parent. Do you think his or her list is fair? Why or why not? Explain your answer.

C. Ask your classmate if he or she thinks your list was fair. Why or why not? Explain your classmate's feelings about your list of rules.

D. Did your classmate convince you that any of your rules are unfair? Explain your answer.

18 Making Values Choices

Exercise 80

Student Edition pages 260–261

Skill Practice

Below is a list of some of the different kinds of things people value in their lives. Choose three that you value very highly. If you want, you can write one or more of your own instead of choosing all three from this list. Write or circle your choices.

- | | | | |
|----------------|--------------------|------------|-------------------|
| safety | career advancement | loyalty | independence |
| honesty | health | leadership | hard work |
| responsibility | happiness | excitement | time with family |
| being liked | intelligence | wealth | religious beliefs |

Other: _____

Every day, people must make choices. These choices are either in conflict with our values or consistent with our values. Read about each choice below. Write the course of action that would be in conflict with the values you wrote or circled above. Then, write the course of action that would be consistent with them.

- Someone asks you to be in a Monday night math study group. You know you could use the extra help with math. But, Monday nights are the only time your whole family is together because your mother usually works nights.

Conflicts with values: _____

Consistent with values: _____

- A friend offers you an opportunity to make a lot of money fast. All you have to do is take a suitcase to a certain address. You are not to ask any questions.

Conflicts with values: _____

Consistent with values: _____

- You find out that your best friend has stolen a car.

Conflicts with values: _____

Consistent with values: _____

19 Comparing Two Lives

Exercise 81

Student Edition pages 268–271

Practice

A. Think about all the things you want to do with your life. Write answers to these questions.

1. What kind of work do you want to do? _____

2. What are your plans for getting the training you need for this kind of work?

3. Even if you do not know exactly what kind of work you want to do, do you have plans for more education? If so, where and what would you like to study?

4. Do you plan to get married some day? If no, why not? If yes, describe the type of person you would like to marry. _____

B. Now suppose that you, if you are female, are pregnant. If you are male, suppose that your girlfriend is pregnant.

5. How would this affect your plans for school or for a job? _____

6. How would this affect your marriage plans? _____

7. How would this affect your plans for the money you make? _____

19 Recognizing Signs of STDs

Exercise 82

Student Edition pages 268–269

Organize Information

A. Below are some signs and symptoms of STDs. Suppose a different person has each set of symptoms. Use Appendix D on page 307 in your textbook. Try to figure out which STD the person might have. There may be more than one answer.

1. sores on the sex organs _____
2. sex organs drip, pain when urinating _____
3. warts on or near the sex organs _____
4. diarrhea, swollen glands, weakness _____

B. Use Appendix D and Chapter 7 of your textbook to answer each question below. There may be more than one answer.

5. What STD can cause blindness and insanity? _____
6. What STD could cause you to become sterile? _____
7. What STD can cause sores on the mouth or sex organs? _____
8. What STD has no known cure? _____
9. What STD causes pain or burning when urinating? _____
10. How are STDs spread? _____

WRITE ABOUT HEALTH

Suppose that a friend of yours tells you a secret. He thinks he has syphilis. You are sure he has had sexual contact with some girls you know and like. Your friend says he is not going to tell the girls. He does not want to be embarrassed. But, he is planning to go to a doctor for treatment. Should you tell the girls? Should you tell the doctor? Explain what you would do. Write your answer on a separate sheet of paper. Use complete sentences.

19

Giving Advice

Exercise 83

Student Edition pages 265–271

Challenge

A. Suppose you are having a conversation with a close female friend. Your friend makes the following statements. How could you respond to make sure she makes healthy, safe choices? Write your advice or response on the lines below. You may have more than one thing to say in answer to each statement.

1. "Carlos wants to have sex but he does not like to use condoms. I do not know what I should do."

2. "My sister is pregnant with her second child. I have noticed that she is drinking a lot with her husband. She says she can handle it. I do not know if I should keep bringing it up to her. What do you think?"

B. Now suppose you are having a conversation with a close male friend. Write your advice or response to his comments that will help him make safe, healthy choices.

3. "I am too young and healthy to die. There is no way I could get a disease. Only homosexuals get that sex disease. I'm fine."

4. "I found out I have an STD. But, I do not want to tell my girlfriend. She will hate me forever."

20

Writing a Story Three Ways

Exercise 84

Student Edition pages 278–279

Practice

Consider the following situation. Then, write three brief stories. In the first one, show how a passive person would handle the situation. In the second story, show how an aggressive person would handle the situation. In the last one, show how an assertive person would handle the situation. In each story, describe the person's words, actions, and body language.

Situation: _____ (You fill in the name) left his or her guitar in the band room at school. The next day it was gone.

Passive: _____

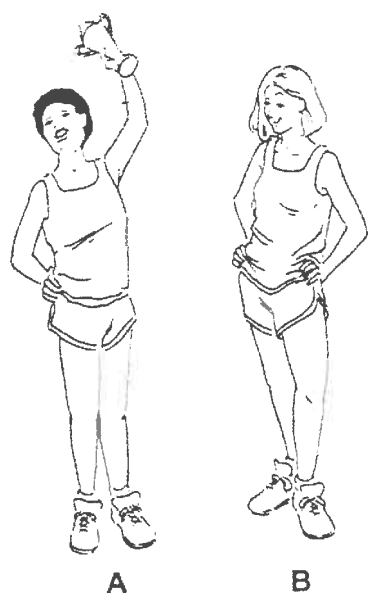
Aggressive: _____

Assertive: _____

20 Reading Body Language **Exercise 85**
Student Edition pages 280–281 *Skill Practice*

The people in the pictures are giving messages with their body language. On the lines below, describe the message each person is giving. You may use the words in the box to help you or you may think of some words on your own.

anger	exhaustion	excitement	eagerness	fear
sorrow	jealousy	pride	joy	courage
boredom	curiosity	loneliness	shame	depression



Person A: _____

Person B: _____



Person C: _____

Person D: _____

20 Making "I" Statements

Student Edition pages 282–283

Exercise 86

Skill Practice

Rewrite each of the statements below. Change them from "you" statements, or blaming statements, into "I" statements, or positive statements about how you feel. The first one has been done for you.

1. You never let me choose my own clothes.

I want to make my own decisions about what to wear.

2. You're always treating me as if I am really dumb.

3. You should stop talking about me behind my back.

4. Turn down that music! You are not the only one in the house, you know.

5. Mrs. Reynolds does not listen to my ideas in class.

6. You always let Sally take the car, but not me.

7. You spend a lot more time with Mark than you ever spend with me.

8. Why don't you call me?

9. This is the third time you have eaten all the potato chips!

10. You are always walking so fast. Quit trying to get away from me.

20 Settling Conflicts

Student Edition pages 284–285

Exercise 87

Applying Information

Read the passage. Then, answer the questions below.

A Friendly Conflict

Maria and Keith are friends. They have to do a report together on ants for their biology class. Their reports are due on Monday. Maria has already been to the school library and taken out the only books on ants. Keith could not find any other books for his report but found several Web sites and CD-ROM articles.

Keith says, “Maria, I would like to use those books, too. Maybe we could get together this weekend. Then we could both use them.”

Maria shakes her head. “That will not work. My family is going to my grandmother’s for the weekend, and I am taking the books with me. Sorry.”

1. Is this conflict settled? Why or why not?

2. How did Keith try to settle the conflict?

3. What else might Maria and Keith do to settle their conflict?

WRITE ABOUT HEALTH

Come up with another example of a conflict. Then, think of two possible solutions for the conflict. Write your answer on a separate sheet of paper. Use complete sentences.

20 Handling Peer Pressure

Exercise 88

Student Edition pages 284–286

Applying Information

Read the passage. Then, answer the questions below.

RJ, Judi, Maya, and Earl had just finished lunch in the school cafeteria. RJ opened his bookbag so the others could see a pack of cigarettes he had hidden in there. "I need a cigarette. Let's go smoke out behind the gym," he said.

Judi started stuffing her things in her bag. She did not look at RJ as she said, "Not today. Maybe tomorrow."

Maya looked calmly at RJ and shook her head. She said, "I do not smoke."

Earl shoved his chair back and stood up. "Are you kidding, RJ?" he shouted. "Do you want to get me thrown off the football team? You are crazy! I'm out of here."

1. Which friend is RJ likely to keep pressuring? Why?

2. What could this person have said or done differently so RJ would not keep up his pressure?

3. Which friend put too much energy in his or her refusal? What problems could this cause?

4. What should this person have said or done differently?

5. Which friend's refusal do you think was the best? What made it the best?

21 Rating Your School Community

Student Edition pages 291–294

Exercise 89

Organizing Information

A. Researchers often gather facts about crimes, the economy, and health. Then, the researchers use math to calculate all these facts and figures into one number between 0 and 100. This number can be used to describe a community's health.

How healthy is your school community? Try this rating method for your school. For each question below, give your school a grade from 0 to 100. The very worst grade is 0. A grade of 100 means your school community is perfect.

- 1. How clean are the bathrooms and hallways? _____
- 2. How healthy is the food in the lunchroom? _____
- 3. Is violence a problem? _____
- 4. Is there drinking or drugs in school? _____
- 5. Is it safe walking to and from school? _____
- 6. How clean and well-kept up are the grounds on the outside of the school? _____
- 7. Overall, are the students emotionally happy? _____
- 8. How much school spirit is there? _____

B. Add up all 8 numbers. Write the total: _____

C. Divide the total by 8. Write the answer here: _____

D. The answer from Part C is the index of your school's health. Compare your answer with your classmates' figures. Discuss differences and similarities in your results.

E. Think of some ways that your school community could be made healthier. Describe at least three ways.

21 Charting a Plan for Community Health **Exercise 90**

Student Edition pages 291–294

Organizing Information

Think about your own town or city. How healthy are its different parts? Complete the following chart. On the left, write the four steps for making a community healthy. On the right, list at least two places in your community that need work in each area.

Ways to make a community healthy	Places in your community where work is needed

WRITE ABOUT HEALTH

Choose one of the places you listed. Think about how you and your class could make a difference in that area. Come up with a specific plan that could make your community more healthy. Write your answer on a separate sheet of paper. Use complete sentences.

21 Communicating About Health

Student Edition pages 293–294

Exercise 91

Challenge

Suppose you are the manager of a large office building. You receive this letter from a group of the workers in the building.

Dear Office Manager:

There is a lot of indoor air pollution in this building. The copy machines and cleaning materials are putting chemicals into the air. You may have noticed that more and more people have been out sick with respiratory problems. Please let us know what you can do about this so we can do our jobs. Thank you for your attention to this problem.

Sincerely,

The Office Staff

A. Find out some ways you can reduce indoor air pollution. Make a list of all the things you could do. Use library resources or the Internet for information.

B. Use your list to write a memo to the staff. Tell them what you are going to do to improve the situation.
