

Chapter 1

Living a Healthy Life

Lesson 1

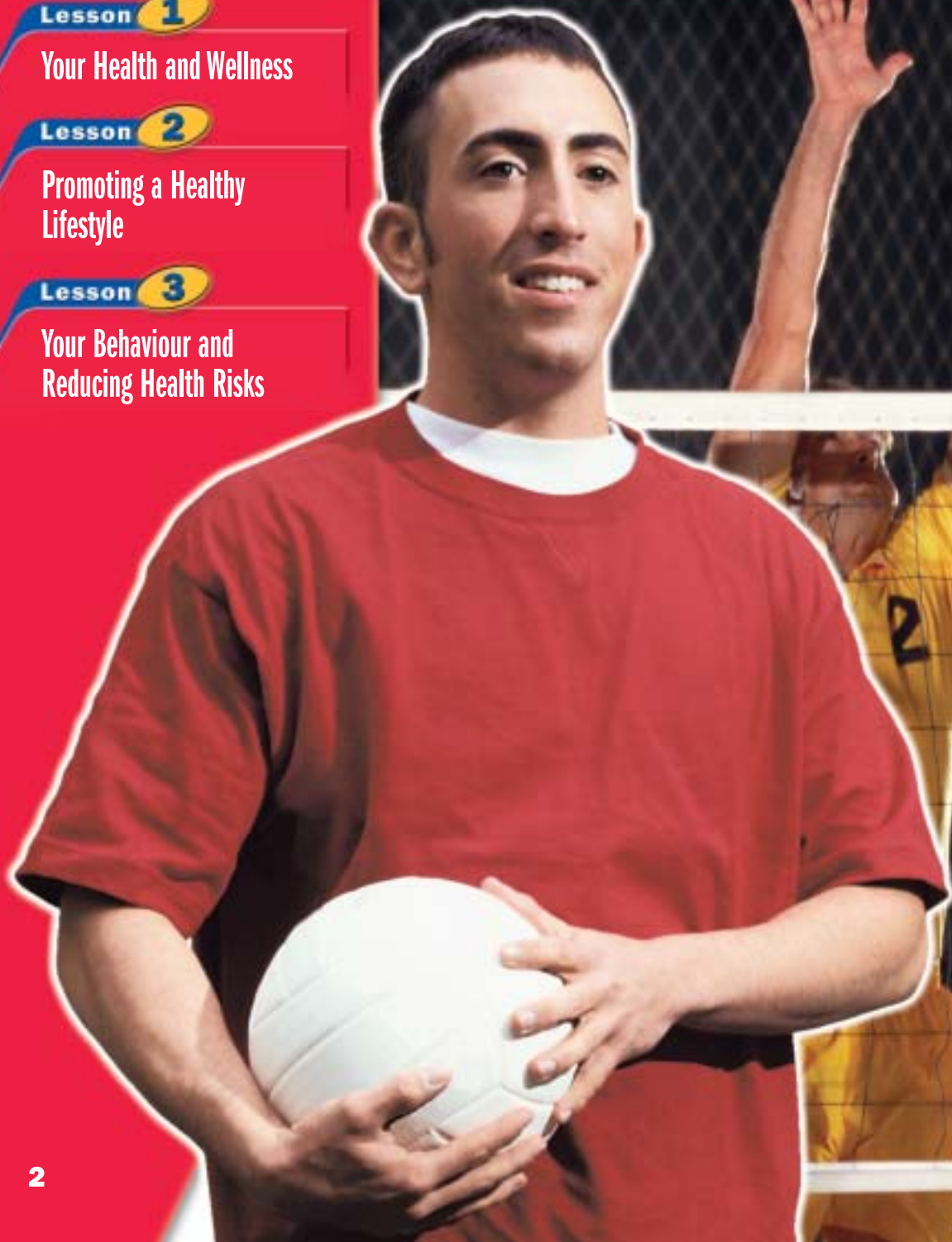
Your Health and Wellness

Lesson 2

Promoting a Healthy Lifestyle

Lesson 3

Your Behaviour and Reducing Health Risks





Myth or Fact?



How Much Do You Know About Health and Healthy Behaviours?

Health information—and misinformation—is everywhere. Which of these statements do you think is a fact? A myth? Record your opinion for each.

- ▶ 1. Teens need more sleep than adults do.
- ▶ 2. Being an effective communicator can improve your overall health.
- ▶ 3. The health decisions you make as a teen have little impact on your health as an adult.
- ▶ 4. Two 10-minute walks provide nearly the same health benefits as a continuous 20-minute walk.
- ▶ 5. Water is a nutrient.
- ▶ 6. Setting goals can only help you achieve long-term accomplishments, such as establishing a career.
- ▶ 7. Acne flare-ups are a result of eating chocolate and greasy foods.
- ▶ 8. Tanning beds are safe because they do not cause burns.
- ▶ 9. All stress is negative and should be avoided.
- ▶ 10. The relationships you have with family, friends, and peers do not affect your physical health.

Using Visuals. Each day you make decisions that affect your health. What you choose to eat, your level of physical activity, how you manage stress, and the types of relationships you have all influence your overall feeling of well-being. Make a list of five decisions you've made this week that have had a positive effect on your health.



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To learn more about your health status, go to the Web site above for *Health: First Canadian Edition* to see where to go next.

Your Health and Wellness

KEY TERMS

health
wellness
prevention
health education
Health Canada
health literacy


EXPECTATIONS

- Learn about Health Canada's goals and objectives.
- Develop criteria for evaluating health information.
- Discuss the importance of health literacy for achieving and maintaining good health.



On a sheet of paper, complete the following statement:

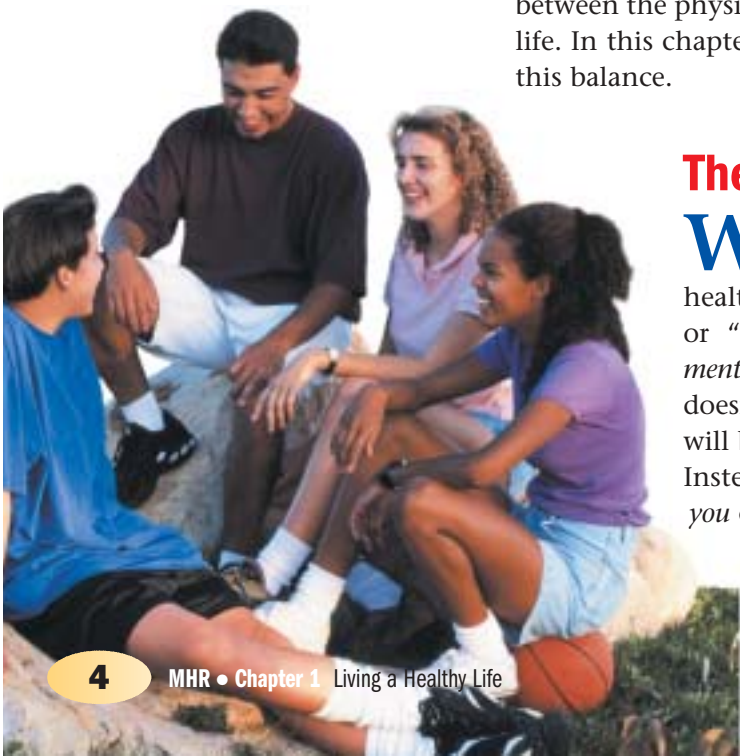
When you have good health, you . . .

 Spending time with friends is an important part of health. *Give an example of how relationships can have a positive impact on health.*

Suppose someone asks whether you are healthy. How would you answer? Would you consider only your physical health? For example, would you think of how often you are sick? Throughout this course, you will see that health is much more than just the absence of disease. A state of well-being comes from a balance between the physical, mental/emotional, and social aspects of your life. In this chapter you will look at ways to achieve and maintain this balance.

The Importance of Good Health

What is your usual response to the question, "How are you?" A true description of your health would require much more than a simple "fine" or "okay." **Health** is the combination of physical, mental/emotional, and social well-being. Being healthy doesn't mean that you will never be sick or that you will be guaranteed a position on the basketball team. Instead, being healthy means striving to be the best you can be at any given time.



The Health Continuum

Health is dynamic, or subject to constant change. For example, you might be the top performer for your basketball team on Tuesday and sick in bed with the flu on Wednesday. Think of your health at any moment as a point along a *continuum*. This continuum spans the complete spectrum of health from chronic disease and premature death to a high level of health. Along the continuum are many points where your health could be located at any given time. This point changes from day to day and year to year.

Changes along the continuum may occur suddenly, such as when you get injured playing a sport. At this time of your life, it's even common for your emotions to shift suddenly from moment to moment. Knowing that these emotional shifts are normal can help you maintain a healthful balance as you move along the continuum.

Changes may also be so gradual that you're not even aware that you're moving from one side of the continuum to the other. Take a look at **Figure 1.1**. Where do you fit on the health continuum right now? Where would you like to be in a month? A year?

A person with a balanced life is said to have a high degree of **wellness**, an overall state of well-being, or total health. It comes from a way of living each day that includes making decisions and practising behaviours that are based on sound health knowledge and healthful attitudes. Achieving wellness requires an ongoing, lifelong commitment to physical, mental/emotional, and social health.




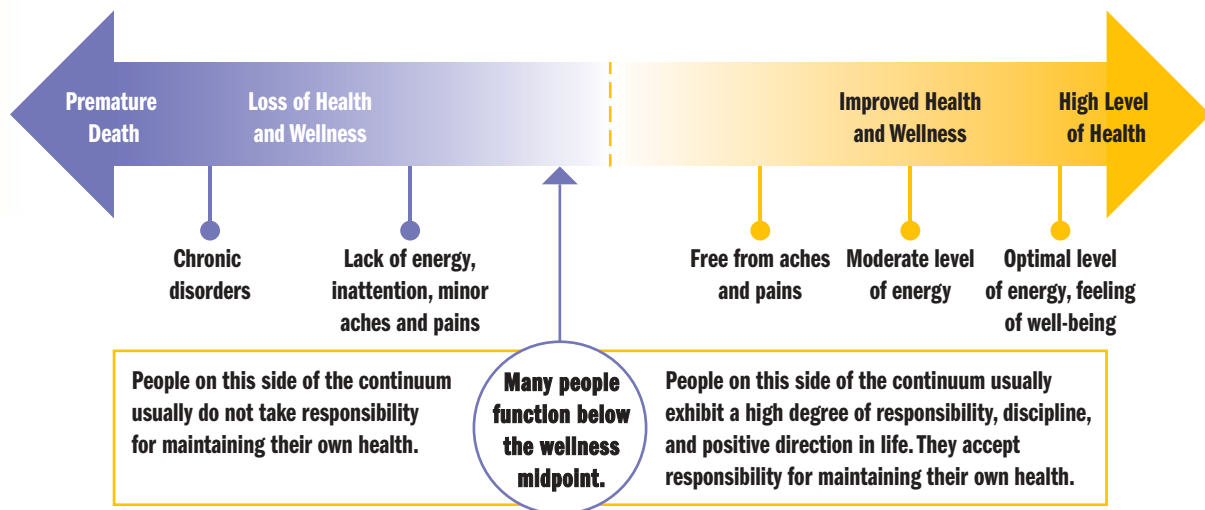
 When you feel your best, you will perform at your best. *How might maintaining a high level of wellness help you reach your goals?*

FIGURE 1.1

THE HEALTH CONTINUUM

The continuum shows that your health can be measured on a sliding scale, with many degrees of health and wellness. Name three behaviours that would help you move toward the right side of the continuum.



Promoting Your Health

The decisions you make each day have an impact on your health. What you choose to wear, eat, and do can have personal health consequences that you may or may not have considered. For example, not wearing the proper safety gear when participating in a physical activity increases the chances of serious injury in the event of an accident. Eating high-calorie snacks can result in unhealthy weight gain. Making responsible decisions about health and developing health-promoting habits is crucial to achieving and maintaining wellness.

Lifestyle Factors

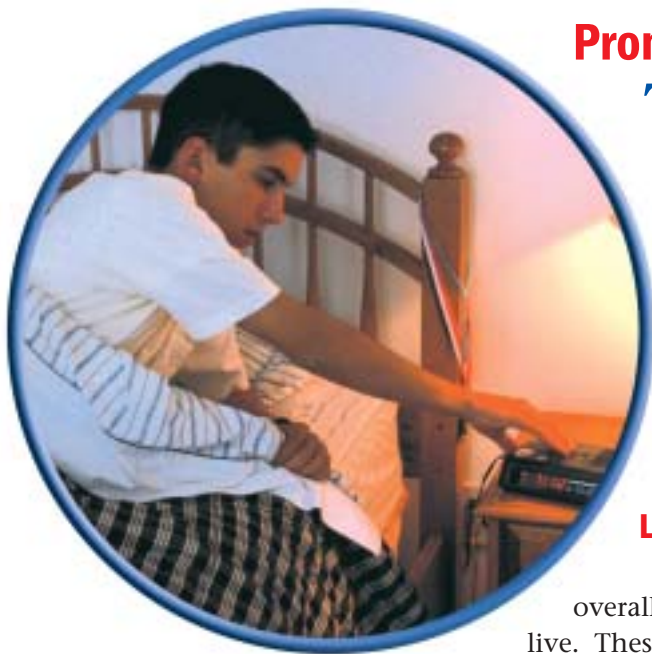
Experts have identified habits that affect people's overall health, happiness, and *longevity*—or how long they live. These habits, or *lifestyle factors*, are personal behaviours related to the way a person lives. They help determine his or her level of health. Certain lifestyle factors are linked to specific diseases—for example, smoking and lung cancer. Other lifestyle factors promote good health. These include:

- ▶ getting 8 to 10 hours of sleep each night.
- ▶ starting each day with a healthy breakfast.
- ▶ eating a variety of nutritious foods each day.
- ▶ being physically active for at least 20 minutes a day, three or more days a week.
- ▶ maintaining a healthy weight.
- ▶ avoiding tobacco, alcohol, and other drugs.
- ▶ abstaining from sexual activity before marriage.
- ▶ managing stress.
- ▶ maintaining positive relationships.
- ▶ practising safe behaviours to prevent injuries.

Fitting these health-promoting lifestyle factors into your life will help ensure a high level of wellness.

Wellness and Prevention

A key to your wellness is **prevention**—*practising health and safety habits to remain free of disease and injury*. Wearing seatbelts, applying sunscreen, and avoiding unsafe areas are just a few examples of preventive measures. What other actions could you take to prevent illness and injury?



Research has shown that teens need more sleep than adults do. Establishing a regular sleep schedule can help you get enough sleep each night. *What are two other actions you can take to ensure that you get an adequate amount of sleep?*

The Importance of Health Education

Health is critical to quality of life. Learning how to become and stay healthy should be a top priority. That's why **health education**—the providing of accurate health information to help people make healthy choices—is important. The goal of health education is to give people the tools they need to help them live long, energetic, and productive lives.

Canada's Health Goals

Health education affects more than just students.

Health Canada is the federal government ministry responsible for health education for all Canadians.


Health Canada has four main goals and objectives: to help Canadians make healthy choices in all areas of their lives; to prevent and control illnesses and diseases; to reduce inequalities in health status (particularly among children, youth, the elderly, First Nations people, and the Inuit); and to ensure that high-quality health services are available to all permanent residents of Canada.

Health Canada has recently initiated a new plan for action called the Integrated Pan-Canadian Healthy Living Strategy. The Healthy Living Strategy aims to improve the health of all Canadians. It is intended to reduce the burden placed on the health care system by chronic diseases and to maintain and improve the universal health care delivery system in Canada. The Healthy Living Strategy emphasizes more than just individual behaviour. It addresses people's living and working conditions as an integrated part of their lives and their health. It recognizes the connection between lifestyle choices and the social, economic, and environmental influences on health.

What is meant by "healthy living"? Healthy living is the practice of health-enhancing behaviours or, put simply, living in healthy ways. It includes an environment that supports public health. The Healthy Living Strategy is a broad national plan of health education and action for the future. In the meantime, individuals, families, and communities each have a role to play in their own health and well-being.

- ▶ **Individuals** can take an active role in their own health. You can learn to make informed decisions, master skills that enable you to apply your decisions, access reliable health care information and services, and promote the health of others. The information in this book will help you put many of these strategies into action.
- ▶ **Families** can shape the attitudes and beliefs that result in healthful behaviours. Parents and caregivers play an important role in meeting Canada's health goals when they teach their children the values and skills necessary to maintain good health.



 **Health Canada** is the government department that promotes the health of all Canadians. **What are the goals of Health Canada?**



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links/health](http://www.mcgrawhill.ca/links/health)

To learn more about promoting health by using study tools, go to the Web site above for *Health: First Canadian Edition* to see where to go next.

Health Skills Activity



Goal Setting (SMART): Health for All

For class James must set a health goal and explain how reaching his goal will help him, his family, and his community. He has asked his sister to help him.

“Becky, how could a person’s health affect anyone else?”

“I can think of lots of ways,” Becky says.

“Like what?” James asks.

“Cigarette smoking,” Becky replies. “If someone in the family smokes, others in the family are exposed. The community is affected, too. Tobacco use means more illness and more health care needs.”

“Yeah,” James agrees, “and more fires and litter.”

“Do you understand the assignment better now?” Becky asks.

James nods. He wonders what goal to set.

What Would You Do?

Put yourself in James’s shoes. Choose a goal that will enhance your health and the health of others. Apply the goal-setting steps to help you reach your goal.

1. Identify a **specific** goal and write it down.
2. Is your goal **measurable**?
3. Is your goal **attainable**?
4. Is your goal **realistic**?
5. Is your goal **achievable** in an appropriate **timeline**?

- **Communities** can offer behaviour-changing classes such as tobacco-cessation programs and provide health services. They can also take steps to ensure a safe environment.


The best chances for success occur when individuals, families, and communities work together. For example, a health care professional can provide information to his or her patients and encourage them to practice healthy behaviours. Individuals then have the personal responsibility to put that information into practice.

Becoming Health Literate

Health literacy refers to a person’s capacity to learn about and understand basic health information and services and use these resources to promote his or her health and wellness. This text will give you the information and tools you need to become health literate.

A health-literate individual needs to be

- ▶ **a critical thinker and problem solver**—a person who can evaluate health information before making a decision and who knows how to make responsible, healthy choices.
- ▶ **a responsible, productive citizen**—someone who acts in a way that promotes the health of the community and who chooses safe, healthful, and legal behaviours that are consistent with family guidelines and that show respect for the individual and others.
- ▶ **a self-directed learner**—a person who has developed evaluation criteria for health information. These criteria include whether the information is reliable, accurate, and current. Such information is available through various media, through technology such as the Internet, and from health care professionals.
- ▶ **an effective communicator**—someone who is able to express his or her health knowledge in a variety of ways.

 **Helping others make healthy choices is part of being a responsible, productive citizen. List three ways to help others make healthy decisions.**



Lesson 1 Review

Knowledge and Understanding

1. Write a paragraph using the terms *health*, *wellness*, and *health education*.
2. Relate Health Canada's goals and objectives to individual, family, and community health: What can an individual do to address these goals?
3. What habits or lifestyle factors do you practise that promote good health? What lifestyle factors do you need to improve?

Thinking and Inquiry

4. How can promoting healthy behaviours such as avoiding tobacco help prevent disease?
5. Explain how being health literate helps you achieve and maintain good health.

Health Skills Application

6. Review the health-promoting lifestyle factors discussed in this lesson. For one week, keep track of how many of them you participate in. Then identify three healthy behaviours that you took part in each day. Also identify one or two factors that you could improve.

Communication

7. To make a chart for tracking and displaying your performance of healthy lifestyle factors, use spreadsheet software.

Promoting a Healthy Lifestyle

KEY TERMS

heredity
environment
peers
culture
media


EXPECTATIONS

- Describe the importance of taking responsibility for establishing and implementing health maintenance for individuals of all ages.
- Explain how influences such as heredity, environment, culture, media, and technology have impacted the health status of individuals, families, communities, and the world.
- Analyse the health messages delivered through media and technology.



List three of your favourite activities or hobbies. Then briefly describe the positive effect each has on your health.



 **Participating in fun activities with family members enhances your health.**

How does staying up late affect you in the morning? How do you feel after engaging in physical activity? The actions you take regarding one aspect of your health have an effect on the other aspects as well.

Your Health Triangle

The three elements of health—physical, mental/emotional, and social—are interconnected, like the sides of a triangle. When one side receives too much or too little attention, the whole triangle can become lopsided and unbalanced. To be truly healthy, you need to keep all three sides of your health triangle in balance.

Physical Health

Your physical health has to do with how well your body functions. When you are in good physical health, you have enough energy to perform the activities of daily life and to cope with everyday challenges and stresses. You are also able to resist diseases and protect yourself from injury.

Being physically healthy involves getting adequate sleep and rest, eating nutritious meals, drinking enough water, and being

physically active on a regular basis. It also includes practising good hygiene and getting regular medical and dental checkups and treatments when you need them. Good physical health also involves paying attention to what you put into your body. It means avoiding harmful substances, such as tobacco, alcohol, and other drugs.


Mental/Emotional Health

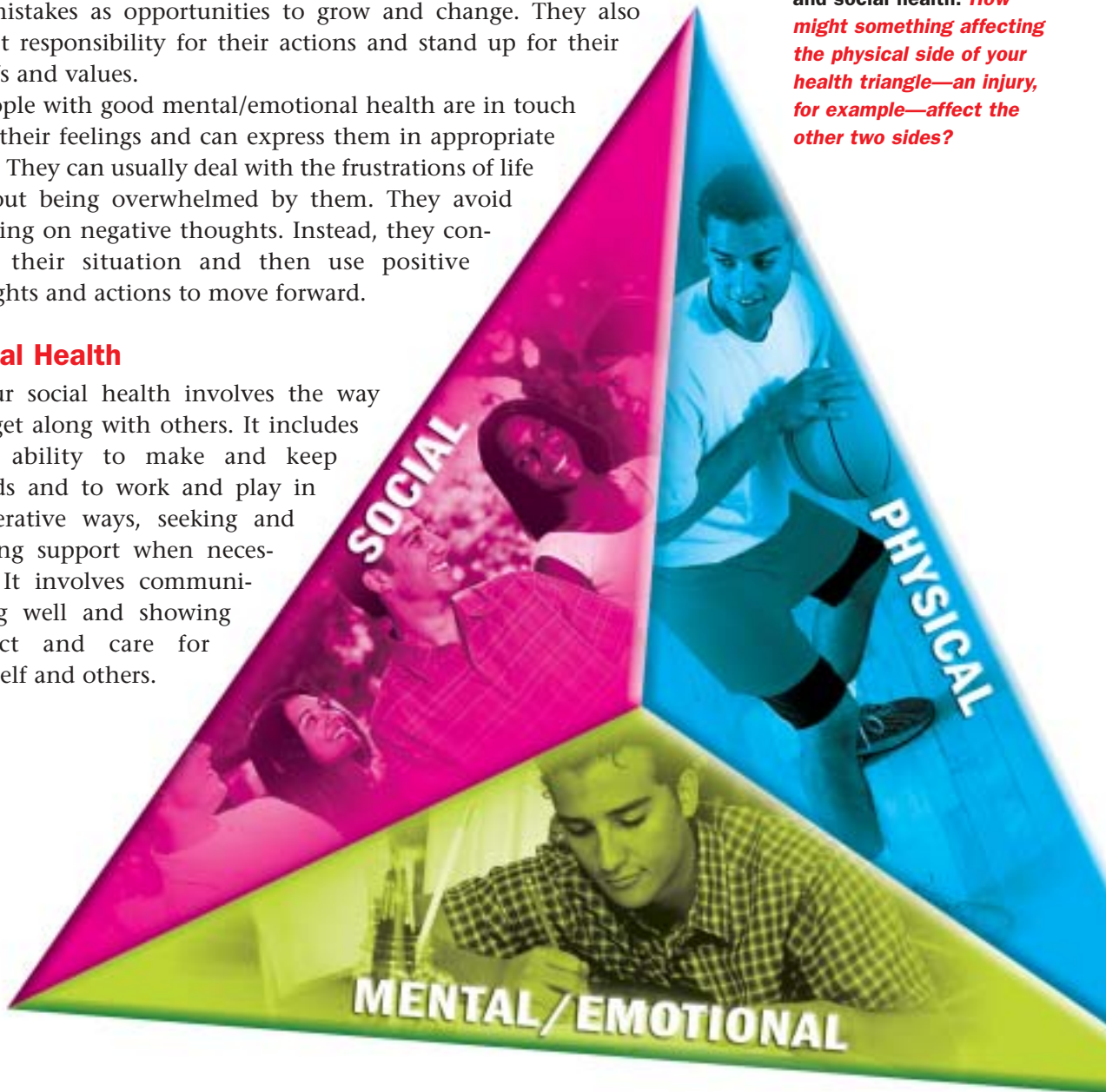
Your feelings about yourself, how well you meet the demands of daily life, and your ability to process information are all important parts of your mental/emotional health. People with good mental/emotional health enjoy challenges, like learning new things, and see mistakes as opportunities to grow and change. They also accept responsibility for their actions and stand up for their beliefs and values.

People with good mental/emotional health are in touch with their feelings and can express them in appropriate ways. They can usually deal with the frustrations of life without being overwhelmed by them. They avoid dwelling on negative thoughts. Instead, they consider their situation and then use positive thoughts and actions to move forward.

Social Health

Your social health involves the way you get along with others. It includes your ability to make and keep friends and to work and play in cooperative ways, seeking and lending support when necessary. It involves communicating well and showing respect and care for yourself and others.

 The health triangle is made up of three elements—physical, mental/emotional, and social health. *How might something affecting the physical side of your health triangle—an injury, for example—affect the other two sides?*





People from the same family often share many of the same physical traits. **What physical similarities do the people in this family share? What are some health factors that can be inherited?**

hotlink

heredity For more information on heredity, see Chapter 14, page 354.

Keeping a Balance

Each side of your health triangle is equally important to your health. You might think of the three areas of health as the legs of a tripod on which a camera is mounted. If one leg is shorter than the other two, the tripod will tilt or fall. It's much the same with your health. An unbalanced health triangle is likely to cause you problems at some point. When you work to keep your physical, mental/emotional, and social health in balance, you are much more likely to function at your highest level.

Influences on Your Health

Imagine that the story of your health were made into a movie. The movie would portray your health from your birth until today. The movie might also focus on the following questions:

- ▶ What situations and people affected your health at each stage of your life?
- ▶ How have influences on your health changed through the years?
- ▶ How do early influences still affect you today?

There are several important influences on your health. They include heredity; environment; media and technology; and, most importantly, your values, attitude, and behaviour.

Heredity

Your **heredity** refers to *all the traits that were biologically passed on to you from your parents*. You probably are familiar with heredity in terms of your physical traits such as eye colour, hair colour, and height. Heredity also influences your general level of health. Inheriting specific genes may put you at risk for certain illnesses, such as diabetes, requiring you to take steps to reduce your risk or manage the illness. Other genes may strengthen your resistance to disease. Beyond your physical health, heredity can also influence personality and basic intellectual abilities and talents.

Environment

Your **environment** is *the sum of your surroundings*, including your family, your neighbourhood, your school, your job, and your life experiences. Environment includes all the places you go in a given day and the physical conditions in which you live. It also includes all the people in your life, and your culture.

PHYSICAL ENVIRONMENT


Your physical environment influences every aspect of your health. A person who lives in a safe environment is likely to enjoy good physical and mental/emotional health. In contrast, someone who lives in an area with a high crime rate may experience stress or feel concern for personal safety.

Environmental factors such as air pollution also affect health. Pollen, dust, or smog in the air can cause allergies. Living with a smoker can increase the risk of respiratory problems.

SOCIAL ENVIRONMENT

Your social environment includes your family and other people with whom you come into contact each day. A supportive social environment made up of family and other adult role models can help a person develop positive values, a commitment to learning, and confidence in future success.

As a teen an important part of your social environment is your peers. **Peers** are *people of the same age who share similar interests*. Your peers include your friends and classmates. Loyal and supportive friends who care about their health can have a positive effect on your own health. Peers who take part in dangerous, unhealthy, and illegal behaviours like using tobacco, alcohol, or other drugs could create pressure for you to be “part of the group.” Standing up to peer pressure can be challenging. Choosing friends who care about their health and yours supports a positive peer environment.

 Climate is one factor that can influence health. *What other aspects of a person's physical environment can affect his or her health?*



CULTURE

Culture refers to *the collective beliefs, customs, and behaviours of a group*. This group may be an ethnic group, a community, a country, or a specific part of the world. The language your family speaks, the foods you enjoy, the traditions you have, and the religion you practise are all part of your cultural environment. Your culture gives you a sense of identity. Understanding culture can help you know yourself better and be tolerant of others.

Attitude


The way you view situations—your attitude—greatly affects the choices you make. For example, in order to practise good health habits, you must believe that there is some benefit to you and that problems may result if you don't develop these habits.

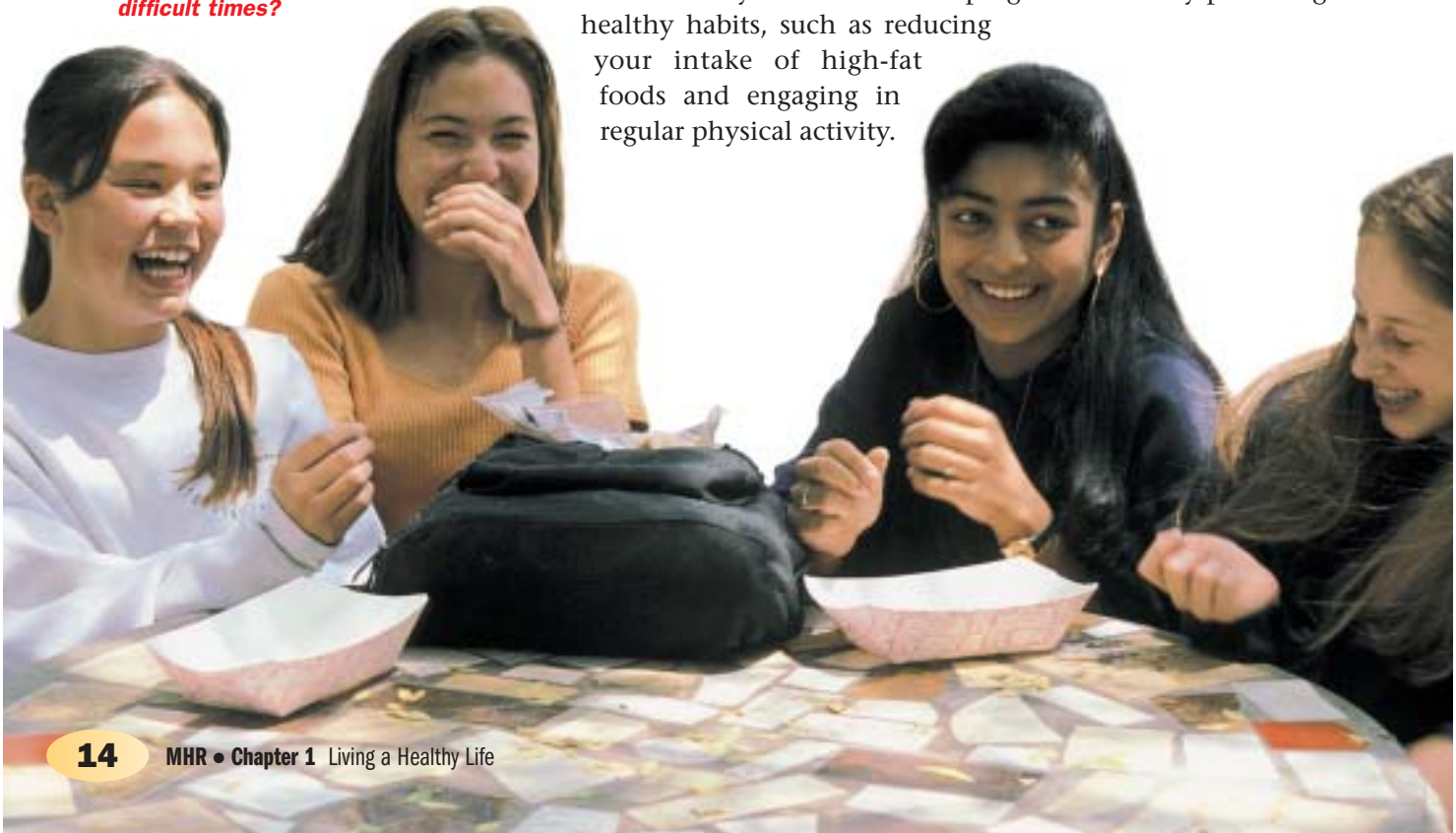
Attitude can play a major role in health and wellness. Studies have shown that people who tend to see the positive in situations are more likely to have better health than those who see only the negative. Try to view challenging situations positively and think in realistic terms. Doing so will help you make healthful decisions, reach your goals, and successfully manage your life.

Behaviour

Although you have no control over your heredity and only limited control over your environment, you have a great deal of control over your behaviour. Suppose your family has a history of heart disease. This doesn't mean that you will “follow in their footsteps.”

You can lower your risk of developing the disease by practising healthy habits, such as reducing your intake of high-fat foods and engaging in regular physical activity.

 **Maintaining a sense of humour can help you handle the difficulties that inevitably occur in life.**
How can humour be used to ease tension during difficult times?



Hands-On Health ACTIVITY

Health Influences

There are many influences on your health each day. In this activity you will record the influences that affect your health for one day.

What You'll Need

- pencil and paper

What You'll Do

1. Divide a sheet of paper into a grid of 12 rows and 3 columns. Label the columns "Activity," "Element of Health" (physical, mental/emotional, social), and "Influence."
2. Throughout the day, record activities that influence your physical, mental/emotional, or social health. Identify the element of health being affected and whether the influence is positive or negative. For example: *Activity:* Worked hard on my science project. *Element:*

Mental. Influence: Positive because I am learning new information and developing my thinking skills.
Activity: Watched TV and ate cookies.
Elements: Physical and mental/emotional. *Influence:* Negative because an ad for cookies made me hungry, and I should be physically active instead of sitting on the couch.

3. Compare your grid with that of a classmate. How are your influences the same, and how are they different? Did you respond to similar influences in different ways? If so, why?

Apply and Conclude

In your private health journal, write a paragraph on what you have learned about health influences. What are the major influences in your life?

Your behaviour affects not only your physical health but also your mental/emotional and social health. For example, mastering a new skill can give you a sense of accomplishment and enhance your self-esteem. Learning how to resolve conflicts peacefully can have a positive influence on your relationships with others.

Media

The media is a major influence on health. **Media**, or *the various methods of communicating information*, includes radio, television, film, newspapers, magazines, books, and the Internet. Although the media's main purpose has been to provide information and entertainment, it also plays a powerful role in shaping public opinion.

Advances in information delivery systems, such as the Internet, have put access to information from thousands of sources at your fingertips. Unfortunately, not all sources are reliable or accurate.

To learn more about advances in medical technology, go to the Web site above for *Health: First Canadian Edition* to see where to go next.

For example, some advertisers may make exaggerated claims to try to persuade you to buy a product. For reliable information, stick to publications from professional health organizations, such as the Canadian Medical Association, and the Heart and Stroke Foundation of Canada. Generally, Web sites and publications from accredited universities and government agencies are also reliable sources of information.

Technology

Technological advances also influence health. Advances in medical screenings and treatment for diseases such as heart disease, cancer, and AIDS have helped large numbers of people live longer, healthier lives. Other technological advances help keep our air, land, and water clean. However, advances in technology can have a downside. Technology has replaced many of the physical activities that once were part of daily life. People drive or ride instead of walk. They may watch TV, play video games, or work on the computer instead of being physically active. Recognizing the impact of these influences can help you live a more active, healthy life.



Lesson 2 Review

Knowledge and Understanding

1. Describe the importance of taking responsibility for health maintenance by keeping the three areas of health in balance.
2. Define the terms *culture* and *media*, and explain how each influences health.
3. Explain how technology has impacted health.

Thinking and Inquiry

4. Select the side of your health triangle that you think is most affected by personal behaviour. Explain your choice.
5. If you were looking for facts about weight lifting, how might you analyse the health messages delivered through a Web site for a company that sells weight equipment versus information provided by the Canadian Pediatric Society?

Health Skills Application

6. Canada is a country of many cultures. Investigate which cultures are represented in or near your community. Select one and prepare a presentation on traditions and other factors that might influence the health of people growing up in that particular culture.

Communication

7. Use presentation software to help you emphasize important points about traditions and culture.
8. Give an example of an activity that positively affects all three areas of your health. Explain how the activity improves each area of health.

Your Behaviour and Reducing Health Risks

KEY TERMS

risk behaviours
cumulative risks
abstinence

EXPECTATIONS

- Describe ways to promote health and reduce risks.
- Associate risk-taking with consequences.
- Analyse the importance of abstinence from risk behaviours, including sexual activity before marriage.
- Communicate the importance of practising abstinence.

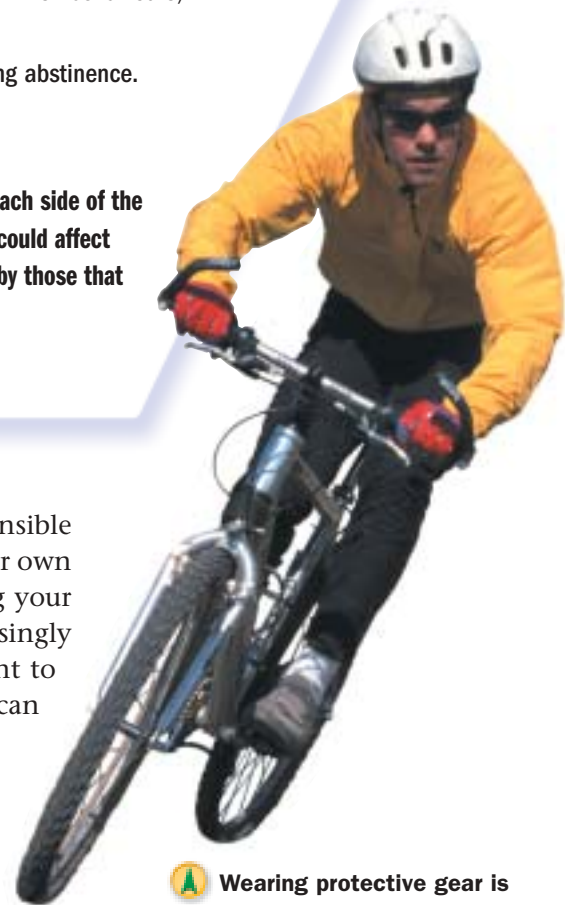


Draw and label a health triangle on a sheet of paper. For each side of the triangle, identify two decisions you have made during the past few days that could affect your health. Place a “+” by those decisions that were healthful and a “-” by those that could have been or were harmful.

Part of becoming an adult is learning how to make responsible decisions. You may already be responsible for buying your own clothes, making your own breakfast or lunch, and managing your schedule. As you move toward adulthood, you become increasingly responsible for decisions regarding your health. It's important to remember that the choices you make during adolescence can have an effect on your health for the rest of your life.

Understanding Health Risks

The first step in becoming responsible for your health is to increase your awareness of risk behaviours in your life. **Risk behaviours** are actions that can potentially threaten your health or the health of others. A second step is to examine your current behaviours and make any necessary changes.



Wearing protective gear is one way to reduce health risks. **What are other ways to reduce health risks when engaging in physical activity?**



Recognizing Risk Behaviours

Public health agencies routinely survey teens to monitor their risk behaviours. In Canada, the government agency Statistics Canada collects, compiles, and analyses statistics related to the health and well-being of Canadians. Two of its surveys, the National Population Health Survey and the Canadian Community Health Survey, routinely monitor the health behaviours of Canadians, including teenagers.

Where do you fit in on such risk behaviours as drinking, smoking, exercise habits, eating habits, helmet use, and seatbelt use? Are you making responsible decisions about your own health and well-being? Throughout this course, you will learn strategies for minimizing many types of risks. **Figure 1.2** below shows data results based on six categories of personal health risk—risk behaviours that require your consideration.


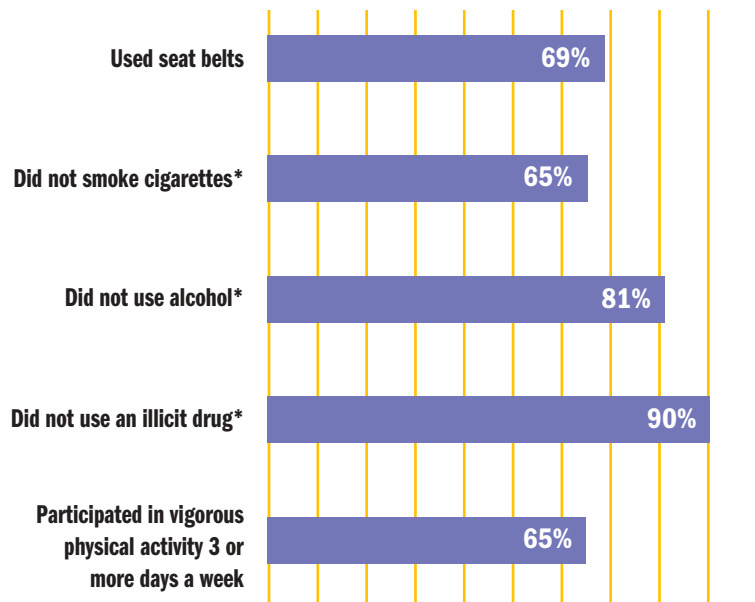
 Regular physical activity reduces health risks.

FIGURE 1.2

TEEN RISK BEHAVIOURS

Important Youth Risk Behaviours:

- Behaviours that contribute to unintentional and intentional injuries
- Tobacco use
- Alcohol and other drug use
- Sexual behaviours that contribute to unplanned pregnancy, sexually transmitted infections (STIs) and sexually transmitted diseases (STDs) (including HIV infection)
- Unhealthy dietary behaviours
- Physical inactivity



*Statistic reflects behaviour for prior 30 days gathered from teens in grades 9–12.

Source: Based on data from the Centers for Disease Control and Prevention (CDC) and the National Household Survey on Drug Abuse (NHSDA)

Real-Life Application

Analysing Risk Behaviours

Review Figure 1.2 on page 18. Your teacher will provide you with additional information on youth risk behaviours in Canada or instruct you on how to access this information.

Choose one category of personal health risk factors:

- Behaviours that may contribute to intentional and unintentional injuries
- Tobacco use
- Alcohol and other drug use
- Sexual behaviours that contribute to unplanned pregnancy, STIs, STDs, and HIV
- Unhealthy dietary behaviours
- Physical inactivity

ACTIVITY

Using the statistics in Figure 1.2 and the additional information you obtained, create a convincing poem, poster, song lyric, or cartoon advocating for risk-reducing behaviour among your peers. Share your advocacy message with other students in your class or school.

Cumulative Risks and Consequences

The consequences of risk behaviours may add up over time. These **cumulative risks** are *related risks that increase in effect with each added risk*. Smoking one cigarette, for example, is not likely to result in death. Neither is eating one high-fat meal or getting one sunburn. If these behaviours are repeated over time, however, the negative effects accumulate and lead to serious health consequences.

Cumulative risks may also result from combinations of risk factors. For example, driving faster than the posted speed limit is a risk factor that can have deadly results. Another is not wearing a seat-belt when you drive or ride in a car. Driving in bad weather is a third risk factor. The combination of these three factors greatly magnifies the potential for harm to yourself and to others. The more risk behaviours you participate in, the more likely you are to experience negative consequences at some point. Cumulative risks can and do occur in all areas of health and safety.

Did You Know?

Scientists have discovered that the brain undergoes structural changes during the teen years. Some of those changes may mean that it's natural for teens to want to take on new challenges. *Healthy* challenges include running for class president, trying out for a play, and introducing yourself to a new student.

Abstaining from Risk Behaviours

The only way to avoid the consequences of some of the most serious risk behaviours is to practice abstinence. **Abstinence** is *avoiding harmful behaviours*, including the use of tobacco, alcohol, and other drugs and sexual activity before marriage. Choosing to abstain from high-risk behaviours is one of the most important health decisions you can make as a teen.

Abstaining from Tobacco, Alcohol, and Other Drugs


When you abstain from using tobacco, alcohol, and other drugs, you avoid many negative consequences. Using these substances harms all aspects of your health. The physical and psychological effects are well documented—these substances can cause addiction and can seriously harm the body. They can even cause death. Substance use often isolates a person from family and friends, a negative effect on social health. There are legal consequences as well. It is illegal for people under 19 to purchase, possess, or consume alcohol in all provinces and territories except Quebec, Manitoba, and Alberta, where the drinking age is 18. People under the age of 18 cannot purchase tobacco, and many provinces restrict purchasing to people over 19. Marijuana may be used for medical reasons in Canada, but it is illegal to purchase or use marijuana for recreational purposes. The purchase and use of other drugs is illegal for all people, no matter what their age or medical condition.

Abstaining from Sexual Activity

Abstinence from sexual activity is the preferred choice of behaviour for unmarried persons of high-school age. Why? Abstinence from sexual activity protects teens against many negative consequences. Even teens who have been sexually active in the past can choose abstinence. Teens who abstain from sexual activity

- ▶ never have to worry about unplanned pregnancy.
- ▶ will not be faced with the difficult decisions associated with unplanned pregnancy, such as being a single parent.
- ▶ will not have to take on the many responsibilities of caring for a child.
- ▶ don't have to worry about sexually transmitted infections and diseases (including HIV infection).



 **How you behave affects not only yourself but others around you.**


What positive effects on others might result from your participation in a campaign that promotes abstinence from substance use?

- ▶ are free of the emotional problems that usually accompany sexual activity, such as guilt, regret, and rejection.
- ▶ are making a choice that is always legal.

With the worry of having a sexual relationship eliminated, you are free to establish nonsexual closeness with members of the opposite gender. Through these relationships you can develop genuine feelings of love, trust, and friendship. When you choose to abstain from sexual activity, you can focus on the real priorities of your life: setting and achieving your goals and following your dreams.

Responsible teens abstain from high-risk behaviours. Choosing abstinence will benefit your lifelong health.



 **Avoiding high-risk behaviours and choosing friends who do so is one of the best ways to achieve and maintain wellness.**

Lesson 3 Review

Knowledge and Understanding

1. How are risk behaviours associated with consequences?
2. What are *cumulative risks*? Use this term in a complete sentence.

Thinking and Inquiry

3. Why is it important to learn about risk behaviours in the teen years?
4. Analyse the importance of abstinence from sexual activity before marriage.

Health Skills Application

5. Choose one of the health-risk behaviours from Figure 1.2 that is of personal concern to you. Research how student trends in this behaviour have changed over the last five years. Present your data in a line graph.

Communication

6. Use spreadsheet software to make your graph in Question 5.
7. How can you communicate the importance of practising abstinence to other teens?

Teens in the Media

Every day, you make decisions about the media—you choose what television shows to watch, what music to listen to, and what books and magazines to read. These choices can have a significant influence on your overall health.

Think about the TV shows you watch, the music you listen to, and the magazines and books you read. To get an idea of how teens are portrayed in the different forms of media, answer these questions:

Are the teens eating nutritious foods and engaging in regular physical activity?

Do the teens have a positive outlook on life?

Do the teens have healthful family relationships?

Do the teens avoid violence and try to resolve conflicts peacefully?

Do the teens avoid tobacco, alcohol, and other drugs?

Do the teens practise abstinence from sexual activity?

ACTIVITY

Begin a daily journal of your interaction with various forms of media. Record in your journal the names of the programs you watch, the titles of songs you listen to, the titles of books and magazines you read, and the names of Web sites you visit. Ask yourself whether or not the teens depicted in a particular form of media are modelling healthful behaviours and making responsible choices, and write answers to the questions above. Keep the journal for a week.

On the basis of the data in your journal, would you say that there are

plenty of healthful images of teens in the media, or do you believe that there is a lack of images of teens making healthful choices and leading healthy lives? Write a paper discussing your view.

EXPRESS YOUR VIEWS

Write a paragraph on how watching TV shows, reading books and magazines, listening to music, or visiting Web sites that promote a healthy lifestyle might positively influence your own health.



CAREER Profile

Public Health Inspector

Veronica Kozelj

What education is required for your job?

- A Bachelor of Applied Science (Environmental Health), or a Diploma in Environmental Health.
- A six-month practicum in a health agency.

What skills does a person need to be able to do your job?

- Investigative, observational, and decision-making skills to act independently and to take appropriate action in relation to potential and existing health hazards.
- Oral and written communication skills.
- A valid driver's licence.
- A thorough knowledge of legislation, standards, and judicial process related to environmental and public health.

What do you like most about your job?

The diversity.

What other jobs/job titles have you had in the past?

I have been a public health inspector for 25 years. During this time I have worked in different capacities within the field. As the educator for the City of



Hamilton's Health Protection Branch, I am responsible for the development, promotion, presentation, and evaluation of educational material and courses. I have also worked as a manager, supervising public health inspectors.

What advice would you give a person who is considering a career as a public health inspector?

Go for it!

Comment on what you consider to be important issues or trends in public health.

Public health inspectors are, and will continue to be, challenged by the following issues and trends: genetically modified foods; increases in international importing of food products; new and emerging or mutating bacteria and viruses; more processing and handling of foodstuffs; and less governmental control.

Chapter 1 Review

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

Lesson 1 Match each definition with the correct term.

health

Health Canada
wellness

health literacy

health education
prevention

1. The combination of physical, mental/emotional, and social well-being.
2. An overall state of well-being, or total health.
3. The providing of accurate health information to help people make healthy choices.
4. A federal government ministry responsible for health education for all Canadians.
5. A person's capacity to learn about and understand basic health information and services and use these resources to promote his or her health and wellness.
6. Practising health and safety habits to remain free of disease and injury.

Lesson 2 Replace the underlined words with the correct term.

heredity
culture

media
environment

peers

7. One part of your culture is where you live.
8. Radio and television are examples of environment.
9. Your heredity influences such things as your language and what you eat.
10. Media is the sum of an individual's traits that were biologically passed along by both parents.
11. People of the same age who share similar interests are your culture.

Lesson 3 Identify each statement as True or False. If false, replace the underlined term with the correct term.

risk behaviours
abstinence

cumulative risks

12. Avoiding harmful behaviours, including sexual activity before marriage and the use of tobacco, alcohol, and other drugs, is known as risk behaviours.
13. Abstinence can potentially threaten your health or the health of others.
14. Cumulative risks are related risks that increase in effect with each added risk.

► KNOWLEDGE AND UNDERSTANDING

Use complete sentences to answer the following questions.

Lesson 1

1. What are Health Canada's four main goals and objectives?
2. List five lifestyle factors that promote good health.
3. How can a community contribute to the health of its individuals?

Lesson 2

4. Which aspect of health reflects your ability to enjoy challenges and handle frustrations?
5. Identify six categories of influences on health.
6. Over which influences on health do you have the most control?

Lesson 3

7. What is the first step toward becoming responsible for your health?
8. Describe the two ways that cumulative risks occur.
9. List three benefits of abstinence from sexual activity before marriage.

► **THINKING AND INQUIRY**

1. Review the health continuum shown on page 5. What behaviours would contribute to the loss of health and wellness? What behaviours would move a person toward a high level of health?
2. John is a good student, has lots of friends, and spends much of his free time practising the guitar with his band. He eats a lot of fast-food burgers and is 10 pounds overweight. Draw his health triangle.
3. Explain why abstinence from risk behaviours is the most responsible behaviour for teens, and provide an example of its application.

► **HEALTH SKILLS APPLICATION**

1. Write a letter to be distributed to parents and caregivers explaining the Integrated Pan-Canadian Healthy Living Strategy and why it will be important for all Canadians.
2. Consider how each of the influences on health affects your own wellness. On a sheet of paper,

make two columns—one titled *Positive* and the other titled *Negative*. Identify the positive and negative aspects of each influence and record them in the appropriate column.

3. What would be possible consequences of using an illegal drug? Provide an example of how a goal would be negatively affected by these consequences.

► **COMMUNICATION**

1. Write a speech you might give to a class of younger students about the importance of avoiding risk behaviours during their teenage years. Be persuasive in your speech, and give examples of how risk behaviours can lead to physical, mental, emotional, and social harm.
2. Explain how health literacy can help a person identify and analyse the influence of environment, culture, attitude, behaviours, and media on health and wellness.

 **BEYOND**
the Classroom

Parent Involvement

Analysing Influences. With a parent, analyse the influence of laws, policies, and practices on a health-related issue. Topics may include regulations for smoking in public buildings, policies and practices for fire and safety in your school, and traffic laws. Write a brief report that summarizes your findings.



School and Community

Restaurant Inspection. Talk with a health inspector about food-handling requirements and other health codes for restaurant workers. Find out whether you or a small group of students could observe the inspection of a restaurant. Share what you have learned with your class.