

Chapter 1

Key Terms

To get the most out of Chapter 1, you need to know the meanings of the following key terms.

health
wellness
prevention
health education

Health Canada
health literacy
heredity
environment

peers
culture
media
risk behaviours

cumulative risks
abstinence

Work on your own or with a partner.

Step 1: Fill in each of the boxes in Column A with the letter of the matching definition in Column B. The first key term, *health*, acts as an example for you to follow..

Step 2 (if you are working with a partner): Discuss the meanings of the key terms with your partner to make sure you understand them.

Column A	Column B
1. <i>health</i> <input type="checkbox"/>	A. Everyone and everything that you interact with every day
2. <i>wellness</i> <input type="checkbox"/>	B. Ways of behaving that can put your health, or someone else's health, at risk
3. <i>prevention</i> <input type="checkbox"/>	C. What most people in a group or society believe in and do
4. <i>health education</i> <input type="checkbox"/>	D. All forms of mass communication, such as TV and the Internet
5. <i>Health Canada</i> <input type="checkbox"/>	E. A general state of physical and mental/emotional good health
6. <i>health literacy</i> <input type="checkbox"/>	F. Refusing to do something that's harmful to your health
7. <i>heredity</i> <input type="checkbox"/>	G. A risk behaviour that get more risky each time you repeat it, such as smoking
8. <i>environment</i> <input type="checkbox"/>	H. All the biological traits that your parents and earlier generations have passed on to you
9. <i>peers</i> <input type="checkbox"/>	I. Someone's physical, mental/emotional, and social condition
10. <i>culture</i> <input type="checkbox"/>	J. Actions that help you avoid disease and injury
11. <i>media</i> <input type="checkbox"/>	K. The federal government ministry responsible for health education in Canada
12. <i>risk behaviours</i> <input type="checkbox"/>	L. Understanding and using health resources to keep healthy
13. <i>cumulative risks</i> <input type="checkbox"/>	M. People of similar age with similar interests
14. <i>abstinence</i> <input type="checkbox"/>	N. Learning that helps you make healthy choices

Activity 1**Applying Health Skills**

READ CHAPTER 1, LESSON 1, PAGES 00–00.

Choices Make a Difference

Work on this activity on your own or with a partner.

Step 1: Read each of the following three health situations.

Step 2: Give health advice to each of the three teens. Use the information you read in Chapter 1, Lesson 1.

Step 3 (if you work with a partner): Compare and discuss your answers with your partner. Can the discussion help you make your answers better? How?

1. Myron does very few physical activities. He's spending less and less time with his friends because he prefers to watch TV. Now his TV time has even cut into his sleep time. While he watches TV, he usually eats lots of chips and cookies.

What health advice would you give Myron?

2. Audra has just moved to a new school. She hopes that if she's very thin, people will want to be friends with her, so she's on a crash diet. She's also been invited to join a group of students who are known for having parties where alcohol and cigarettes are available. Audra thinks that hanging out with this group and continuing with her diet are good ways to get accepted.

What health advice would you give Audra?

3. Sammy wants to become a professional basketball player. He plays the game whenever he can, and works out every day in the gym. He also has a part-time job. Because Sammy has so little free time, he's been eating fast food for both lunch and dinner. He often gets home late and finds himself too wound up to sleep.

What health advice would you give Sammy?

Activity 2

Applying Health Skills

READ CHAPTER 1, LESSON 2, PAGES 00–00

Help!

Work on this activity with a small group of three or four people.

Step 1: Read each of the four cases below.

Step 2: Use the information you read in Chapter 1, Lesson 2, to decide which of these three professionals each student should see – the school nurse, the school guidance counsellor, or the vice-principal. Explain why. *Note:* You can decide that an individual should see more than one person.

STUDY TIP: To help you discuss and compare the cases, you may want to copy this chart onto a chalkboard or a piece of chart paper.

Case	Which professional should the student see? Why?
1. Tom, a 15-year-old boy, has a stomach-ache every time he has a math test.	
2. Sandra, a girl in Grade 9, is having a hard time catching up with her school work. She recently missed a week of school when her grandmother died.	
3. Cal and Ravi, two boys in Grade 10, have minor injuries and appear to be very angry after a fight. Both have been in fights before.	
4. Mona, a Grade 9 student, is unhappy about other students teasing her about her weight problem.	

Activity 3**Applying Health Skills**

READ CHAPTER 1, LESSON 3, PAGES 00–00

Risky Behaviours: Dear Health Expert

Imagine that each of the three messages was sent to you by a teen needing health advice.

Step 1: Read each message.

Step 2: Use the information you read in Chapter 1, Lesson 3, to write a brief response to each message.

STUDY TIP: You may find it helpful to role-play each situation with a partner. Have your partner read the situation aloud to you, and then tell your partner what your advice would be.

1. Devon says he can pick me up tomorrow in his dad's car, but I know the front seat belts aren't working. Devon sometimes drives very fast, but he's a pretty good driver. Should I go with Devon or look for another way to get where I'm going?

Your advice: _____

2. When Tara and I go shopping, we sometimes get jumbo shakes, burgers, and fries for lunch. After lunch, Tara always wants me to go for a walk with her, but I'm usually too tired from all the shopping and I just end up going home for a nap. What should I do?

Your advice: _____

3. I have finally been invited a party at Andy's house. He's the most popular guy in school and has really cool parties. I know there will be lots of drinking there, but I want to go because I want to fit in. What should I do?

Your advice: _____

Chapter 1

Study Guide

Your answers to the questions below will create a guide to help you review Chapter 1.

Step 1: Read the study guide questions *before* you read each lesson; they will give you a good idea of what the lesson will cover. You may find that you already know some of the answers.

Step 2: Read each lesson in Chapter 1. As you read, answer the questions that go with the lesson.

STUDY TIP: As you read each lesson, note the headings and subheadings (in red) and the terms in **boldface** in the paragraphs. These will help you find important topics and key terms. The words you see underlined in the questions below usually appear in the headings or subheadings, and are often in **boldface** in the lesson.

Lesson 1

1. What is health? Why is good health important? _____

2. What is the Health Continuum? _____

3. What is wellness? How can you achieve it? _____

4. List lifestyle factors that promote good health. _____

5. Define prevention and give two examples of behaviours that prevent illness or injury.

Study Guide, Chapter 1 (Continued)

6. How are health education and health literacy similar? How are they different?

7. Describe Canada's health goals, especially the recent Integrated Pan-Canadian Healthy Living Strategy.

STUDY TIP: To make sure you understand the lesson, compare your answers with the answers of one or more of your classmates. If necessary, ask your teacher for help.

Lesson 2

8. Name the three elements of health in the health triangle. _____

9. What is physical health? _____

10. What is mental/emotional health? _____

11. What is social health? _____

12. Define heredity and explain how it influences health. _____

Study Guide, Chapter 1 *(Continued)*

13. What are the differences between your physical environment and your social environment?

14. How are attitude and behaviour related to health?

15. How are the media a major influence on health?

16. Give examples to show how technology can lead to better health.

Lesson 3

17. List six important types of teen risk behaviours that have negative effects on health.

18. Use an example to explain what the term cumulative risks means.

19. What is abstinence? What risk behaviours does practising abstinence help you avoid?

Chapter 2

Key Terms

To get the most out of Chapter 2, you need to know the meanings of the following key terms.

health skills

interpersonal communication

role model

long-term goal

action plan

stress management

advocacy

refusal skills

conflict resolution

goal character

short-term goal

decision-making skills

values

This activity has two parts. Work on Part 1 on your own. Work on Part 2 with a partner.

Part 1 (on your own)

Complete each of the nine statements below by filling in the blank space with a key term from above.

1. When you are a good example to others, you are a _____.
2. _____ are your own ideas, beliefs, and attitudes about what is important.
3. _____ means ending a conflict through cooperation and problem solving.
4. When you aim for something that takes planning and work, you have a _____.
5. You are practising _____ when you say no to behaviours that are unhealthy, unsafe, or against your values.
6. When you make choices that keep you well, you show good _____.
7. When you're good at describing your own thoughts, feelings, and beliefs, and you understand what other people are trying to say, you have good _____.
8. When you practise _____, you are dealing with the negative effects of stress.

Key Terms, Chapter 2 (Continued)**Part 2 (with a partner)**

Step 1: Get six strips of paper. On each strip, write one of the six key terms that are *not* in your completed list above. Fold the strips so you can't see the written terms.

Step 2: Shuffle the six strips of paper. Give three to your partner and take the other three yourself.

Step 3: After checking the glossary on pages 000–000 of the text, write the meaning of each of your three terms in the chart below *in your own words*. Your partner does the same for the other three terms.

Step 4: Explain your terms to your partner. Then listen while your partner explains his or her terms to you. Keep working on the meanings until you are both satisfied with all of them. If you have difficulty with any term, ask your teacher for help.

Term	Meaning
1.	
2.	
3.	

Activity 4**Applying Health Skills**

READ CHAPTER 2, LESSON 1, PAGES 00–00

“No, I Won’t”

Work on this activity with a partner.

Step 1: Read each of the three brief dialogues below.

Step 2: Discuss the refusal strategy being used, and then write it down in the space provided. Use the information you read in Chapter 2, Lesson 1.

Step 3: Work with your partner to suggest one other refusal strategy you could use in each situation.

STUDY TIP: Try role-playing each situation with your partner, with your partner taking one role and you the other. Make up different responses to the problem and then choose one to write down.

1. Justin: “Come on! I’ve asked you 12 times to watch the door so I can sneak a smoke. What’s your problem?”

Mike: “I’m leaving now. You won’t listen, and I’m not discussing it anymore.”

Mike’s refusal strategy: _____

Another refusal strategy: _____

2. Tasha: “We’re going to be late unless we take the shortcut on the train tracks. Let’s go!”

Linda: “No! I don’t want to take the risk of walking on the tracks.”

Linda’s refusal strategy: _____

Another refusal strategy: _____

3. Brad: “It’s just one drink, and it’s only beer. Why won’t you have some?”

Hakim: “I don’t drink alcohol. It’s against the law and against my family’s beliefs.”

Hakim’s refusal strategy: _____

Another refusal strategy: _____

Activity 5**Applying Health Skills**

READ CHAPTER 2, LESSON 2, PAGES 00–00

Goals

What are your plans for your life? What are your plans for next week? Both long-term goals and short-term goals are important for a healthy life. An action plan can help you identify and achieve your goals. Make your goals realistic – ones that you can reasonably expect to achieve in the time you set for yourself.

Step 1: Using the information you read in Chapter 2, Lesson 2, complete the blank action plans below.

Step 2: Keep your plan handy so you can review it when you reach your checkpoints.

Personal Action Plan – Short-term Goal

1. My realistic short-term goal: _____

2. Two main steps along the way to help me reach my goal:
 - (a) _____

 - (b) _____

3. Sources of help and support: _____

4. Time frame for this goal: _____

5. Checkpoints to evaluate progress: _____

6. Reward for achieving this goal: _____

Applying Health Skills, Activity 5 *(Continued)*

FOR USE WITH CHAPTER 2, LESSON 00

Personal Action Plan – Long-term Goal

1. My realistic long-term goal: _____

2. Two main steps along the way to help me reach my goal:
 - (a) _____

 - (b) _____

3. Sources of help and support: _____

4. Time frame for this goal: _____

5. Checkpoints to evaluate progress: _____

6. Reward for achieving this goal: _____

Activity 6**Applying Health Skills**

READ CHAPTER 2, LESSON 3, PAGES 00–00

A Positive Role Model

A positive role model helps you see the traits of good character in action. Think carefully about someone you might pick as your own role model. Don't just think of the rich and famous, such as well-known athletes, musicians, and movie stars. Ask yourself whether the individual shows good character traits, like fairness and responsibility. If not, choose someone else.

Step 1: Choose a role model and record the person's name.

Step 2: After each trait of good character, give an example of how your role model shows this trait.

STUDY TIP: Tell your class about your role model, or create a display about him or her (with pictures) to show to your class.

1. My role model: _____
2. Traits of good character:
 - a. Trustworthiness _____

 - b. Respect _____

 - c. Responsibility _____

 - d. Fairness _____

 - e. Caring _____

 - f. Citizenship _____

Chapter 2

Study Guide

Your answers to the questions below will create a guide to help you review Chapter 2.

Step 1: Read the study guide questions *before* you read each lesson; they will give you a good idea of what the lesson will cover. You may find that you already know some of the answers.

Step 2: Read each lesson in Chapter 2. As you read, answer the questions that go with the lesson.

STUDY TIP: As you read each lesson, note the headings and subheadings (in red) and the terms in **boldface** in the paragraphs. These will help you find important topics and key terms. The words you see underlined in the questions below usually appear in the headings or subheadings, and are often in **boldface** in the lesson.

Lesson 1

1. Define interpersonal communication. _____

2. What are three steps to use when dealing with a conflict?
 - a. _____
 - b. _____
 - c. _____
3. Name four strategies for managing stress. _____

4. What are three internal influences on your health? _____

Study Guide, Chapter 2 (Continued)

5. What are three external influences on your health? _____

6. What are five main sources for accessing information about health? _____

7. What is advocacy? _____

STUDY TIP: To make sure you understand the lesson, compare your answers with the answers of one or more of your classmates. If necessary, ask your teacher for help.

Lesson 2

8. What are the six steps in the decision-making process? _____

9. What word does each letter in HELP stand for in the decision-making process? Explain what each of the four words means.

10. What are values? _____

Study Guide, Chapter 2 *(Continued)*

11. What is a goal? Give one example of a long-term goal and one example of a short-term goal.

12. What is an action plan and what six steps must you follow to create one?

Lesson 3

13. What are three examples of traits of good character?

14. How do you show these three or other traits of good character?

14. What are three ways to take a more active role in developing your character?

15. What is a role model?

16. Identify one way that demonstrating character can make a difference at school, and one way it can make a difference in your community.
