



CHAPTER

2

Taking Charge of Your Health

Lesson 1

Building Health Skills

BIG Idea You can develop skills that will help you manage your health throughout your life.

Lesson 2

Making Responsible Decisions and Setting Goals

BIG Idea You can actively promote your well-being by making healthful choices and setting positive goals.

Lesson 3

Being a Health-Literate Consumer

BIG Idea A health-literate consumer carefully evaluates health products and services.

Lesson 4

Managing Consumer Problems

BIG Idea Knowing how to handle consumer problems is an important skill to learn.

Activating Prior Knowledge

Using Visuals Look at what is happening in this photo. Why is it important to comparison shop when buying health-related products? Explain your thoughts in a short paragraph.



Chapter Launchers

Health in Action

Discuss the **BIG** Ideas

Before beginning this chapter, think about how you would answer these questions:

- ▶ What is a health skill?
- ▶ How can health skills help you achieve wellness?
- ▶ Why should you be a health-literate consumer?

Watch the **Health eSpotlight** Video Series



Making Decisions About Your Personal Health

How might messages in the media influence people's life-style decisions and behaviors?

Assess Your Health



Visit glencoe.com and complete the Health Inventory for Chapter 2.



LESSON 1

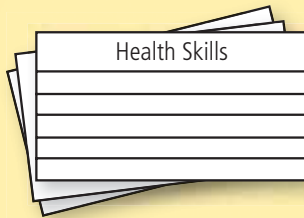


GUIDE TO READING

BIG Idea You can develop skills that will help you manage your health throughout your life.

Before You Read

Create Vocabulary Cards. Write each new vocabulary term on a separate note card. For each term, write a definition based on your current knowledge. As you read, fill in additional information related to each term.



New Vocabulary

- ▶ health skills (p. 34)
- ▶ interpersonal communication (p. 35)
- ▶ refusal skills (p. 36)
- ▶ conflict resolution (p. 36)
- ▶ stress (p. 38)
- ▶ stress management skills (p. 38)
- ▶ advocacy (p. 39)

Building Health Skills

Real Life Issues

Fitting in Fitness. Alejandro is carrying a full schedule of advanced courses this semester. He also plays an instrument in the school jazz band and has a part-time job at the grocery store. Alejandro wants to add some physical activity to his schedule, but can't figure out how to fit it in. He asks his good friend Phil for suggestions.



Writing Write a conversation in which Alejandro explains his situation to Phil. Phil should be supportive and offer possible strategies that can help Alejandro add physical activity into his schedule.

Learning Health Skills

Main Idea Health skills help you manage your health.

Health skills are specific tools and strategies to maintain, protect, and improve all aspects of your health. Health skills are also called *life skills*, because once you've developed these skills, you can use them throughout your life to stay healthy. **Figure 2.1** lists the health skills you will learn in this chapter. You will have opportunities to practice them throughout the rest of the book.

Communication Skills

Main Idea Good communication is a vital health skill.

Three health skills—interpersonal communication, refusal skills, and conflict resolution—deal with how you give and receive information. Communication is more than just talking.

**Figure 2.1**

The Health Skills

Health skills are tools that help you take responsibility for your health.

Health Skill	Benefit to Your Health
Communication	You share your ideas and feelings, and listen carefully when others express theirs.
Refusal	You say no to unhealthy behaviors.
Conflict Resolution	You resolve problems with others in healthy ways.
Accessing Information	You locate valid sources of health information, products, and services.
Analyzing Influences	You understand the many influences on your health, including peers, family, culture, media, and technology.
Practicing Healthful Behaviors	You act to reduce risks and protect yourself against illness and injury.
Stress Management	You use healthy ways to reduce and manage stress in your life.
Advocacy	You work to improve your own health and the health of your family and your community.
Decision Making	You use a step-by-step process to evaluate your options and make healthy choices.
Goal Setting	You set goals and develop a plan to achieve those goals.

It involves carefully choosing your words and expressions to clearly say what you really mean. It also involves listening closely to others. **Interpersonal communication**—*the exchange of thoughts, feelings, and beliefs between two or more people*—helps you build strong relationships with others.

You can strengthen your interpersonal communication skills by doing the following:

- **Use “I” messages to express your feelings.** Saying “I feel upset when I’m left out of our plans” focuses on your emotions rather than placing blame.
- **Communicate with respect and caring.** Keep your voice calm and use a respectful tone when talking to another person.
- **Be an active listener.** Pay attention to what the other person is saying. Let him say what he has to say without interrupting. Try to understand the other person’s point of view.

You will learn more about interpersonal communication in Chapter 6.



Go to [glencoe.com](https://www.glencoe.com) and complete the Student Web Activity on building better communication skills with friends and family.



Figure 2.2

Refusal Strategies

Tim Fuller Photography

These refusal strategies can help you say no to potentially harmful activities.

- **Say No in a Firm Voice.** Do this calmly and clearly. Use expressions such as “No, I’d rather not.”
- **Explain Why.** State your feelings. Tell the other person that the suggested activity or behavior goes against your values or beliefs.
- **Offer Alternatives.** Suggest a safe, healthful activity to do instead of the one offered.
- **Stand Your Ground.** Make it clear that you don’t intend to back down from your position.
- **Leave if Necessary.** If the other person continues to pressure you, or won’t take no for an answer, simply walk away.



Refusal Skills

Refusal skills are communication strategies that can help you say no when you are urged to take part in behaviors that are unsafe or unhealthy, or that go against your values. Someone may ask you to ride in a car with a driver who has been drinking. Or, someone may offer you a cigarette even though you don’t smoke. Developing strong refusal skills helps you say no firmly, respectfully, and effectively.

Figure 2.2 lists important refusal strategies that will help you the next time a person tries to influence you to engage in an activity that you don’t want to do. You may use one or several of these strategies in your refusal. Chapter 8 provides additional information on refusal strategies.



Conflict-Resolution Skills



READING CHECK

Identify Name three communication skills that help protect your health.

Think of a recent argument you had. How was it resolved? Were all the people involved satisfied with the outcome? If so, you probably used the skill of **conflict resolution**, the process of ending a conflict through cooperation and problem solving. This health skill can help people resolve problems in ways that are agreeable to everyone involved.

Conflict-resolution skills include stepping away from an argument, allowing the conflict to subside, using good interpersonal communication skills, and maintaining an attitude of respect for yourself as well as for the other person. Sometimes, individuals must make a compromise in order to resolve the conflict. In a compromise, both parties give up something but still gain a desired result. You will learn more about conflict resolution in Chapter 9.



Accessing Information

Main Idea Use reliable sources of health information.

Knowing how to find and evaluate health information will help you make decisions that benefit your well-being. To decide whether health information is valid, you need to determine the reliability of the group or individual sharing the information. Some valid sources include

- health care providers and professionals.
- valid Internet sites, such as those of government agencies and professional health organizations.
- parents, guardians, and other trusted adults.
- recently published material written by respected, well-known science and health professionals.



READING CHECK

Explain Why is the ability to find valid health information an important tool for protecting your health?



Analyzing Influences

Main Idea Understanding what influences you helps you to make more healthful choices.

Do you ever stop and think about *why* you do the things you do? Many factors can influence our decisions and actions. **Figure 2.3** identifies some examples of influences on our behaviors. The more aware you are of the various influences in your life and how they affect *you*, the better able you are to make informed choices about your health.

Figure 2.3

Influences on Your Health

Many factors influence your health. *Which sources have the most influence on you?*


Personal Values <ul style="list-style-type: none"> • Things I think are important • Likes and dislikes • Skills and talents 	Your Family and Culture <ul style="list-style-type: none"> • Beliefs, behaviors, and habits • Family traditions • Food served at home
Personal Beliefs <ul style="list-style-type: none"> • Plans for the future • Goals • Hopes and dreams 	Media and Technology <ul style="list-style-type: none"> • TV and movies • Magazines • Internet
Perceptions <ul style="list-style-type: none"> • Behaviors that I think are common or accepted 	Friends and Peers <ul style="list-style-type: none"> • Behaviors and opinions of my friends and classmates
Curiosity/Fears <ul style="list-style-type: none"> • Things I wonder about • Things that scare or frighten me • Things I want to try • Things I never want to try 	School and Community <ul style="list-style-type: none"> • Place where I live • School I attend • Air quality • Sources of recreation



Figure 2.4

Health Behaviors Checklist

Developing good health habits is important to maintaining your health.
Which of these health habits do you practice every day?

- 
- | | |
|---|--|
| <input type="checkbox"/> I eat well-balanced meals, including breakfast, and I choose healthful snacks. | <input type="checkbox"/> I express my emotions in healthy ways. |
| <input type="checkbox"/> I get regular daily physical activity and at least eight hours of sleep every night. | <input type="checkbox"/> I take responsibility for my actions. |
| <input type="checkbox"/> I avoid using tobacco, alcohol, and other drugs. | <input type="checkbox"/> I think of my mistakes as chances to learn. |
| <input type="checkbox"/> I floss and brush my teeth regularly. | <input type="checkbox"/> I relate well to family, friends, and peers. |
| <input type="checkbox"/> I wear a safety belt every time I ride in a car. | <input type="checkbox"/> I have one or more close friends. |
| <input type="checkbox"/> I stay within 5 pounds of my healthy weight. | <input type="checkbox"/> I treat others with respect. |
| <input type="checkbox"/> I practice good personal hygiene habits. | <input type="checkbox"/> I use refusal skills to avoid risk behaviors. |
| <input type="checkbox"/> I get regular physical checkups. | <input type="checkbox"/> I get along with many kinds of people. |
| <input type="checkbox"/> I keep a positive attitude. | <input type="checkbox"/> I can put myself in other people's place and understand their problems. |
| | <input type="checkbox"/> I volunteer to help others whenever I can. |

Self-Management Skills

Main Idea Practicing healthy habits will protect your health.

Academic Vocabulary

promote (verb): to contribute to the growth of

Self-management means taking charge of your own health. When you manage your behaviors, you act in ways that protect your health and **promote** your own well-being. There are two self-management skills:

- **Practicing healthful behaviors.** You practice healthful behaviors when you make good health habits part of your everyday life. Take a look at the checklist shown in **Figure 2.4**. These positive behaviors can contribute to all aspects of your health.
- **Managing Stress.** Do you get nervous just before a test? Do you get stage fright? These are signs of **stress**, *the reaction of the body and mind to everyday challenges and demands*. Stress is a normal part of life, but too much unrelieved stress can lead to illnesses. That's why it's important to learn **stress management skills**, *skills that help you reduce and manage stress in your life*. Exercising, relaxation, and managing time efficiently are some effective ways to manage stress. You will learn more about stress management in Chapter 4.



■ **Figure 2.5** Self-management skills help you stay healthy. *What skill are these teens practicing?*

Advocacy

Main Idea Advocacy lets you share your health knowledge.

At the beginning of this unit, on pages 2–3, you saw a picture of teens participating in a community event. This is an example of **advocacy**, *taking action to influence others to address a health-related concern or to support a health-related belief*. Participating in such activities allows you to encourage others to practice healthful behaviors. You can also advocate for better health by obeying laws that protect community health, sharing health information with family and friends, and developing and sending out health messages.



LESSON 1



ASSESSMENT

After You Read

Reviewing Facts and Vocabulary

1. Define the term *health skills*.
2. What are two interpersonal communication skills that can reduce your health risk?
3. What is *advocacy*?

Thinking Critically

4. **Synthesize**. Why is it important to recognize and analyze the various influences on your behavior?
5. **Analyze**. How can advocacy help you with health issues that are important to you?

Applying Health Skills

6. **Stress Management**. List all the healthful strategies you used in the past week to relieve stress. Which ones were most helpful?

Writing Critically

7. **Narrative**. Marcos and Sarah disagree about which movie to see. Write a dialogue in which they resolve their disagreement using effective interpersonal communication strategies.



Visit glencoe.com and complete the Interactive Study Guide for this lesson.



LESSON 2



GUIDE TO READING

BIG Idea You can actively promote your well-being by making healthful choices and setting positive goals.

Before You Read

Create a K-W-L Chart.

Make a three-column chart. In the first column, list what you know about decision making and goal setting. In the second column, list what you want to know about this topic. As you read, use the third column to summarize what you learned.

K	W	L



New Vocabulary

- ▶ values (p. 41)
- ▶ decision-making skills (p. 41)
- ▶ goals (p. 42)
- ▶ short-term goal (p. 43)
- ▶ long-term goal (p. 43)
- ▶ action plan (p. 44)

Making Responsible Decisions and Setting Goals

Real Life Issues

Making Decisions. Tara has been playing soccer since elementary school. Tryouts for the varsity soccer team are coming up, and she's having trouble deciding whether to try out. Tara loves soccer, but she's not sure she's good enough to make the team. If she *does* make the team, she might not have enough time to study and do well in school.



Writing Write a conversation in which Tara explains her situation to her school counselor. The counselor should help Tara figure out what the potential outcomes of her choices might be.

Decisions, Goals, and Your Health

Main Idea Achieving good health begins with making responsible decisions.

Now that you're in high school, do you have more freedom than you did when you were younger? Maybe you're allowed to stay out later on weekends and have more control over your schedule and activities. You may have a wider circle of friends than you did in middle school. Having more freedom is an exciting benefit of growing up.

As you're probably finding out, the freedom you gain as you grow older comes with more responsibility. For example, you may have to make tough decisions. You'll also have to set goals for yourself and plan how to reach them. Making decisions and setting goals means you're taking responsibility in determining your life's purpose and direction.



Decision Making

Main Idea Decision-making skills help you make successful, responsible choices.

Life is filled with decisions. You make plenty of them every day. Some decisions are small, like what to wear to school or what to eat for breakfast. Other choices may be life changing, like deciding which college to attend or which career to pursue. Developing good decision-making skills will help you make responsible choices that contribute to your health and quality of life.

Your Values

The decisions you make reflect your personal values and the values of your family. **Values** are the ideas, beliefs, and attitudes about what is important that help guide the way you live. For example, you may value a strong, healthy body. The decisions you make about how to take care of your body will reflect this value. If you value your relationships with family and friends, you will make choices that show your caring and respect.

Because you first learned your values from your family, it's often a good idea to talk with family members about a decision that is troubling you. You share important values with them, so they can provide you with helpful feedback.



The Decision-Making Process

Have you ever thought about what actually goes into making a decision? **Decision-making skills** are steps that enable you to make a healthful decision. **Figure 2.7** on page 42 illustrates the six steps in making good decisions. Notice that one of the steps involves the HELP strategy. This strategy includes asking yourself the following questions:

- **H (Healthful)** Does this choice present any health risks?
- **E (Ethical)** Does this choice reflect what you value?
- **L (Legal)** Does this option violate any local, state, or federal laws?
- **P (Parent Approval)** Would your parents or guardians approve of this choice?



READING CHECK

Analyze Why is it important to develop good decision-making skills?

■ **Figure 2.6** Family members often know you better than anyone else knows you. *Why is it a good idea to talk over important decisions with family members?*

**Figure 2.7**

Steps of the Decision-Making Process

STEP 1 State the Situation.

Clearly identify the situation. Ask yourself: What decision do I need to make? Who is involved? Am I feeling pressure to make a decision? How much time do I have to decide?

STEP 2 List the Options.

What are all the possible choices you could make? Remember that sometimes it is appropriate *not* to take action. Share your options with parents or guardians, siblings, teachers, or friends. Ask for their advice.

STEP 3 Weigh the Possible Outcomes.

Weigh the consequences of each option. Use the HELP strategy to guide your choice.

STEP 4 Consider Values.

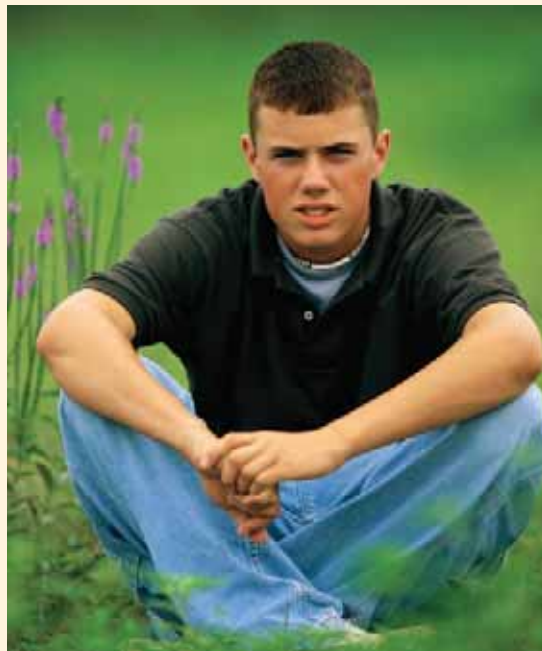
A responsible decision will reflect your values.

STEP 5 Make a Decision and Act on It.

Use everything you know at this point to make a responsible decision. You can feel good that you have carefully thought about the situation and your options.

STEP 6 Evaluate the Decision.

After you have made the decision and taken action, reflect on what happened. What was the outcome? How did your decision affect your health and the health of those around you? What did you learn? Would you take the same action again? If not, how would your choice differ?



Goal Setting

Main Idea Working toward goals helps you achieve your hopes and dreams.

How do you see yourself in the future? What would you like to accomplish? What are your hopes and dreams? The answers to these questions form your **goals**, *those things you aim for that take planning and work*. Whether you reach your goals—and how successfully you reach them—depends on the plans you make now. Suppose your goal is to go to college. To reach that goal, you'll plan what courses to take in high school so that you meet the entrance requirements of the college you choose. You'll also work hard to earn the grades that will get you in.

Just as you set life goals because you have dreams for the future, you also set goals for your health in order to stay well. For instance, you may set a goal to drink more water and

fewer soft drinks. To reach this goal, you need to plan how to make water available instead of soda when you're thirsty. You might plan to carry a refillable water bottle in your backpack, and to order water instead of soda when you're eating out with friends.

Types of Goals

Time is a consideration when you're setting goals. How long do you think it will take to reach your goal? A **short-term goal**, like finishing a term paper by Friday, is *a goal that you can reach in a short period of time*. A **long-term goal** is *a goal that you plan to reach over an extended period of time*.

Sometimes short-term goals become stepping stones to long-term goals. For example, making a high school sports team can be a stepping stone to your goal of becoming a professional athlete.

Short-Term Goals You can accomplish a short-term goal fairly quickly. Let's say your goal is to find and read three articles on an assigned topic over the weekend. On Saturday you search the Internet, locate, and print out your articles. On Sunday you read the articles so you're ready to discuss them in class on Monday.

Long-Term Goals Long-term goals call for more time as well as more planning. If you want to run a 10K (6.2-mile) race, you know you need to train for several months to build up your endurance and speed. A series of short-term goals can help you achieve this. You can practice running shorter distances until you are able to run a mile in a reasonable time.



My teacher said that when you set a goal, you need to be specific and choose things that can be measured. Goals like "lose weight" or "gain muscle" are too general. Be specific, like, I want to finish a 5K race, or I want to eat at least five servings of fruits and vegetables a day. That way you can track your success. For more ideas on fitness goals, visit the Online Fitness Zone at glencoe.com.



READING CHECK

Describe Identify and describe two types of goals.



■ **Figure 2.8** Many teens set health-related goals based on personal assessments of their health. *What steps can you take to improve your health? What strategies could you use?*



■ **Figure 2.9** This teen trained hard to reach the State Finals. *What other types of long-term goals might you set that can be reached by setting short-term goals?*









Tom Stewart/Corbis, Tim Fuller Photography

Then, you work up to running 5K (3.1 miles). Working short-term goals into the planning of your long-term goal helps you feel good each week as you run faster and farther.

Reaching Your Goals

To reach your goal, you need an action plan. An **action plan** is a *multistep strategy to identify and achieve your goals*. You can turn your dreams into reality by following the steps in **Figure 2.10**.

Figure 2.10 Developing an Action Plan

-  **Set a specific, realistic goal and write it down.** You need to have a destination so you'll know where you're going.
-  **List the steps you will take to reach your goal.** Think of short-term goals as the steps that lead you to the long-term goal.
-  **Identify sources of help and support.** Who are your team members? They might include friends, family members, teachers, or community leaders.
-  **Set a reasonable time frame for achieving your goal.** Write down your time frame next to your goal statement.
-  **Evaluate your progress by establishing checkpoints.** Your checkpoints could be particular dates within your time frame, or they could be short-term goals that you plan to accomplish.
-  **Reward yourself for achieving your goal.** Celebrate with family and friends when you reach your goal. Plan smaller rewards along the way as you accomplish each short-term goal. This will help keep you motivated.





Health Skills Activity

Decision-Making Skills

Making New Friends

Justine made a new friend, Michelle, in biology class. Justine really likes Michelle, and the two girls have a lot in common. However, Justine knows that Michelle hangs out with a group of friends who smoke.



During class this morning, Michelle asked if Justine wanted to go to the mall with her and some friends on Saturday. Justine wants to go, but she doesn't want to be pressured about her choice not to smoke. She also doesn't want to lose Michelle as a friend. Justine wonders how she should handle the situation.

Writing Write the decision-making process that Justine should work through to figure out a way to keep her new friend, not feel pressured to smoke, and still protect her health. Be sure to include each of these steps:

1. State the situation.
2. List the options.
3. Weigh possible outcomes.
4. Consider values.
5. Make a decision and act.
6. Evaluate the decision.

LESSON 2



ASSESSMENT

After You Read

Reviewing Facts and Vocabulary

1. How can decision-making skills improve your health?
2. Why would you set a health goal?
3. Give an example of one short-term and one long-term goal related to improving physical fitness.

Thinking Critically

4. **Evaluate.** What might happen if a teen made a decision that went against her personal values?
5. **Analyze.** How can responsible decision making help you achieve your health goals?

Applying Health Skills

6. **Goal Setting.** Choose a short-term goal that you personally would like to achieve. Write an action plan to accomplish your goal.

Writing Critically

7. **Descriptive.** Recall a time when you had to make a health-related decision. Describe how you made the decision, what happened as a result, and how you might change your decision-making process based on what you learned in this lesson.



Visit glencoe.com and complete the Interactive Study Guide for this lesson.



LESSON 3



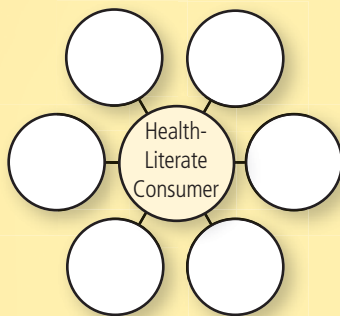
GUIDE TO READING

BIG Idea A health-literate consumer carefully evaluates health products and services.

Before You Read

Create a Cluster Chart.

Draw a circle and label it "Health-Literate Consumer." Use surrounding circles to define and describe this term. As you read, continue filling in the chart with more details.



New Vocabulary

- ▶ health consumer (p. 46)
- ▶ advertising (p. 46)
- ▶ comparison shopping (p. 47)
- ▶ warranty (p. 48)

Being a Health-Literate Consumer

Real Life Issues

Analyzing Product Labels. Brad's skin is starting to break out, and he decides to buy an acne cream. In the skin care section at the drugstore, he finds 20 different products. Brad starts to read the package labels. After the fifth label, he feels overwhelmed and doesn't know how to sort out all the information.



Writing If you were Brad, how would you respond to this situation? Write a paragraph explaining which criteria you use to select health products.



Making Informed Choices

Main Idea You can learn to make good consumer choices.

Are you a smart buyer? Do you try to get a good-quality product at a reasonable price when you shop? Being a smart shopper is especially important when it comes to making choices about health products and services. It's up to you, as a **health consumer**—someone who purchases or uses health products or services—to make informed buying decisions.

Probably the most important influence you need to be aware of as a consumer is advertising. **Advertising** is a written or spoken media message designed to interest consumers in purchasing a product or service. Although advertising can provide useful information, its primary purpose is to get you to buy the product.

Advertisers use various techniques and hidden messages to promote their products and services. **Figure 2.11** shows some of these common techniques. Being a health-literate consumer means being aware of these messages and knowing how to evaluate them.

**Figure 2.11**

Hidden Messages in Advertising

Recognizing advertising techniques will help you make informed purchasing decisions.

Technique	Example	Hidden Message
Bandwagon	Group of people using a product or service	Everyone is using it, and you should too.
Rich and famous	Product displayed in expensive home	It will make you feel rich and famous.
Free gifts	Redeemable coupons for merchandise	It's too good a deal to pass up.
Great outdoors	Scenes of nature	If it's associated with nature, it must be healthy.
Good times	People smiling and laughing	The product will add fun to your life.
Testimonial	People for whom a product has worked	It worked for them, so it will work for you, too.

Evaluating Products

There are two effective ways to sharpen your consumer skills when buying health products: read product labels, and do some comparison shopping before you buy.

Product Labels Labels give you important information about what a product contains. Product labels carry the product's name, its intended use, directions, warnings, manufacturer's information, and the amount in the container. You will usually find the product's ingredients listed by weight in descending order. The active ingredients are the most important: they're the ones that make the product effective. By comparing the amount of active ingredients in different acne medications, for example, you can figure out which one contains more of the active ingredient, or whether a less expensive product contains the same active ingredient as a brand-name product.

Comparison Shopping A second great tool for smart health consumers is **comparison shopping**, or *judging the benefits of different products by comparing several factors, such as quality, features, and cost*. Here are some criteria you can use to judge health products and services:

- **Cost and quality.** Generic products may work the same as brand-name products. Compare the quality of lower-cost items, and look for products that meet your needs but cost less.



Explore [glencoe.com](https://www.glencoe.com) and complete the Student Web Activity on the impact of advertising targeted at teens.

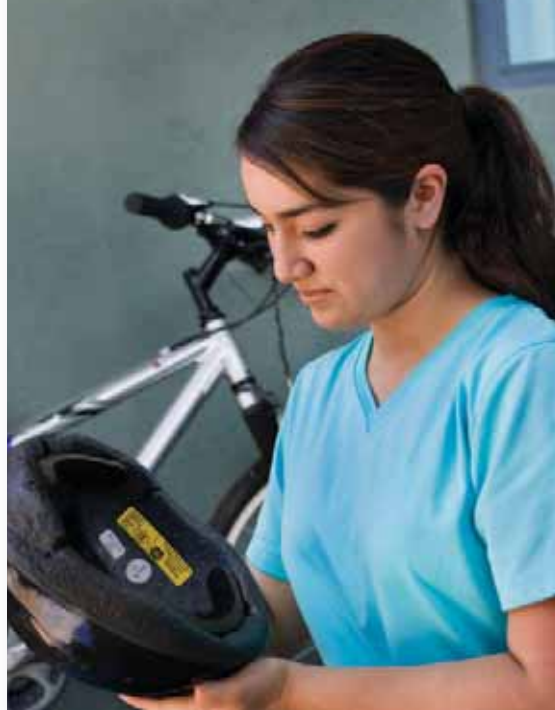


READING CHECK

Describe How does advertising influence your decision to purchase a health-related product?



■ **Figure 2.12** Product labels contain useful health-related information.
How can you tell if a product has been safety tested?



Tim Fuller Photography

- **Features.** Figure out which product features are most important to you so that you don't waste money on features you don't want.
- **Warranty.** Many products come with a **warranty**, a company's or a store's written agreement to repair a product or refund your money if the product doesn't function properly. Ask about warranties before buying expensive products, and read them carefully to make sure you understand what they cover.
- **Safety.** When you are evaluating sports, recreation, and home-safety products, look for logos from well-known, reputable organizations that show the product has been tested for safety. For example, the **Underwriters Laboratories (UL)** tests and certifies products such as electrical appliances and fire extinguishers. **Snell**, a nonprofit foundation, and the **American National Standards Institute (ANSI)** monitor safety standards for helmets and other protective equipment.
- **Recommendations.** Listen to the opinions of people you trust who have used the product or service that you are considering. Also, check the consumer product ratings from organizations such as Consumers Union.

Academic Vocabulary



valid (adjective): well-grounded or justifiable

Evaluating Information and Services To evaluate health information or services, ask yourself these questions:

- Does this information come from a **valid** source? Does the service come from a respected provider?
- If the source is a Web site, who pays for the site? Is it a reputable organization? What is the purpose of the site?

Keep in mind that your doctor, nurse, and pharmacist are also great sources for reliable health care information.



Real World CONNECTION

Comparing Products

Teens spend \$155 billion each year on clothing, music, personal care items, and other products. As a result, retailers pay close attention to teens' consumer behaviors and promote products directly to them.

It's important to look past the glossy advertising and fancy packaging to evaluate a product carefully. One feature to consider is cost and how to get the most for your money. Compare the following products.

Product	Size	Price
A. Celebrity-brand purifying gel	5.5 oz.	\$25.99
B. Foaming acne cleanser	6 oz.	\$6.99
C. Generic-brand acne cleanser	6 oz.	\$4.99

Activity Mathematics

Use the chart to answer these questions.

1. What is the unit price of each cleanser?
2. If you use one bottle of product B every four months, how much will you pay for this product in a year?
3. **Writing** Write a paragraph describing two or more features you would compare when shopping for a facial cleanser.

Concept Number and Operations: Unit Price To calculate unit price, divide the cost of the product by the volume, or total ounces. This will yield the cost per ounce.



LESSON 3



ASSESSMENT

After You Read

Reviewing Facts and Vocabulary

1. Who is a *health consumer*?
2. How does comparison shopping make you a smart consumer?
3. Define *warranty*.

Thinking Critically

4. **Synthesize.** Susie wants to buy an expensive suntan lotion after seeing her favorite actress use it in an ad. The ad says the product uses only natural ingredients. What hidden messages in the ad is Susie responding to?
5. **Analyze.** How does a warranty help you become a smarter consumer?

Applying Health Skills

6. **Accessing Information.** Your friend takes a multivitamin, and you're wondering if you should too. You check a few Web sites to learn more about multivitamins before you ask your parents for permission to use them. How would you evaluate the validity of the information you find?

Writing Critically

7. **Expository.** Find three ads in a teen magazine. Write a short essay explaining the advertising techniques used in each ad. Refer to Figure 2.11.



Visit glencoe.com and complete the Interactive Study Guide for this lesson.

LESSON 4

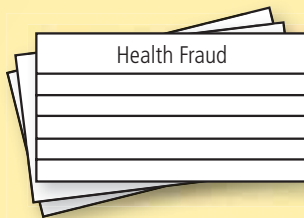


GUIDE TO READING

BIG Idea Knowing how to handle consumer problems is an important skill to learn.

Before You Read

Create Vocabulary Cards. Write each new vocabulary term on a separate note card. For each term, write a definition based on your current knowledge. As you read, fill in additional information related to each term.



New Vocabulary

- ▶ consumer advocates (p. 51)
- ▶ malpractice (p. 52)
- ▶ health fraud (p. 52)

Review Vocabulary

- ▶ warranty (Ch.2, L.3)

Managing Consumer Problems

Real Life Issues

Believing Claims. Stefano is watching an infomercial on TV late at night. The spokesperson on the program says that if you do 100 sit-ups a day and apply his “clinically proven” cream, you’ll have “six-pack” abs in just one month. Stefano is tempted. Should he send in \$19.95 for a chance to improve his physique?



Writing Consider infomercials or commercials you have seen on TV or the Internet. Based on what you know about these types of media messages, write a convincing answer to Stefano’s question.



Resolving Consumer Problems

Main Idea Take action to correct consumer problems.

Have you ever bought a product and been dissatisfied with it after you used it? Maybe the product didn’t work the way it should, didn’t work at all, or a part was missing or broken. What can you do when this happens?

When you shop for a product, find out what the store’s return policy is *before* you make a purchase. If the product has a warranty, check that it’s in the package or that the salesperson gives it to you. Scan the warranty and read the store’s return instructions. After you get home and open the product, save the packaging, along with your receipt and warranty.

If the product comes with instructions, read them carefully. Pay particular attention to the directions for skin and hair care products. Follow all the steps for the product’s use or assembly. Make sure you use the product exactly the way it was designed and made to be used.



■ **Figure 2.13** Most products have instructions that tell you how to use them correctly. *What are some products you use that have specific directions to follow?*

If you are using the product correctly and it isn't working the way you expected, read the warranty to learn how the manufacturer requires you to return it. You may be able to return it to the store where you bought it. However, some manufacturers want the product returned directly to them. Put the product back in its original packaging, and follow the manufacturer's return instructions. You may be asked to write a letter describing the problem and requesting a replacement or your money back. Date your letter and keep a copy for your files, along with a shipping receipt to prove you returned the product.

If you are not satisfied with the response to your efforts, ask for help from one of the following organizations:

- The **Better Business Bureau** handles complaints about local merchants. Its basic services are dispute resolution and truth-in-advertising complaints.
- **Consumer advocates** are people or groups whose sole purpose is to take on regional, national, and even international consumer issues. Some, like Consumers Union, test products and inform the public about potential problems. Others keep an eye out for consumer concerns about products and services.
- **Local, state, and federal government agencies** work to protect consumers' rights. The federal agencies most concerned with consumer health issues are the FDA, which is responsible for ensuring that medicines are safe, effective, and properly labeled, and the Consumer Product Safety Commission, which recalls dangerous products.



READING CHECK

Describe What would you do if you purchased a product that didn't work?



Academic Vocabulary

approach (*noun*): a particular manner of taking steps

Sometimes people run into problems with their health care providers, such as difficulty in scheduling appointments, or their health insurance won't cover nontraditional **approaches** such as acupuncture or herbal treatments. Often, people can avoid more serious problems by changing health care professionals or insurance companies. To make sure they are getting the best care possible, many people get a second opinion from another doctor for any major health concern, especially if it involves surgery or other serious treatment.

Occasionally, health care professionals may fail to provide adequate treatment and may be guilty of **malpractice**, *failure by a health professional to meet accepted standards*. If you experience a serious problem with a health care professional, you can contact organizations such as the American Medical Association or a state licensing board for help.

Tim Fuller Photography



Health Fraud

Main Idea Protect yourself from health fraud.

Have you ever seen an ad on TV or in a magazine that promises an instant cure for a health problem? Did you think that sounded too good to be true? You were probably right. Such ads are a kind of **health fraud**, *the sale of worthless products or services that claim to prevent disease or cure other health problems*. Health fraud is often called *quackery*.

Weight-loss and beauty products are two areas particularly susceptible to health fraud. Read ads for these products very carefully before deciding to buy. Look out for claims like the following:

- “Secret formula”
- “Miracle cure”
- “Overnight results”
- “All natural”
- “Hurry, this offer expires soon”

■ **Figure 2.14** You can consult a registered pharmacist if you have questions about a product's health claims. *What other reliable sources can you go to for medical advice?*





Health clinics that provide “miracle” cures for ailments or questionable treatments, such as “microwaving” cancer cells, are also guilty of health fraud. Some fraudulent clinics have been shut down after it was discovered that the people running them were not the doctors they claimed to be; some even had criminal records. These clinics often take advantage of people who are very ill and desperate for a cure.

To protect yourself from health fraud, you can do the following:

- Check out the product’s or service’s claim with a doctor or other health professional.
- Talk to family and friends to get their opinion.
- Check with the Better Business Bureau to see if there have been complaints about the product or service.
- Check with a professional health organization about the claim. The American Heart Association, for example, will be familiar with health frauds related to heart disease treatment.

Remember, you have the power and the responsibility to protect your health and well-being!



READING CHECK

Describe How can you protect yourself from health fraud when buying a health-related product?



LESSON 4



ASSESSMENT

After You Read

Reviewing Facts and Vocabulary

1. How do consumer advocates help you to be a better health consumer?
2. What is *malpractice*?
3. Define *health fraud*.

Thinking Critically

4. **Analyze.** Why is it important for health consumers to take an active role if they are dissatisfied with a product or service?
5. **Evaluate.** Review the list of claims that are often associated with health fraud. What do these claims have in common?

Applying Health Skills

6. **Advocacy.** Two of your friends are thinking about purchasing products that promise immediate weight loss. You know these claims are unrealistic and that the products may be unsafe. Create a text message that warns your friends about unrealistic claims in weight-loss products.

Writing Critically

7. **Narrative.** Write a story about a teen who encounters a consumer problem. Your story should describe the problem and demonstrate how the teen handles it.



Visit glencoe.com and complete the Interactive Study Guide for this lesson.

Hands-On HEALTH

Activity All About You

This activity is all about you! You will write a letter describing yourself and assessing your health habits. In the letter, you will set a health goal and develop a plan to reach that goal.

What You'll Need

- paper
- pen or pencil

What You'll Do

Step 1

Review Chapter 2. Then write a letter to yourself describing your personality, your likes and dislikes, and your values. In your letter, identify a health habit or skill you want to improve.

Step 2

Develop a health-related goal statement and an action plan for reaching that goal. Identify people who can provide help and support.

Step 3

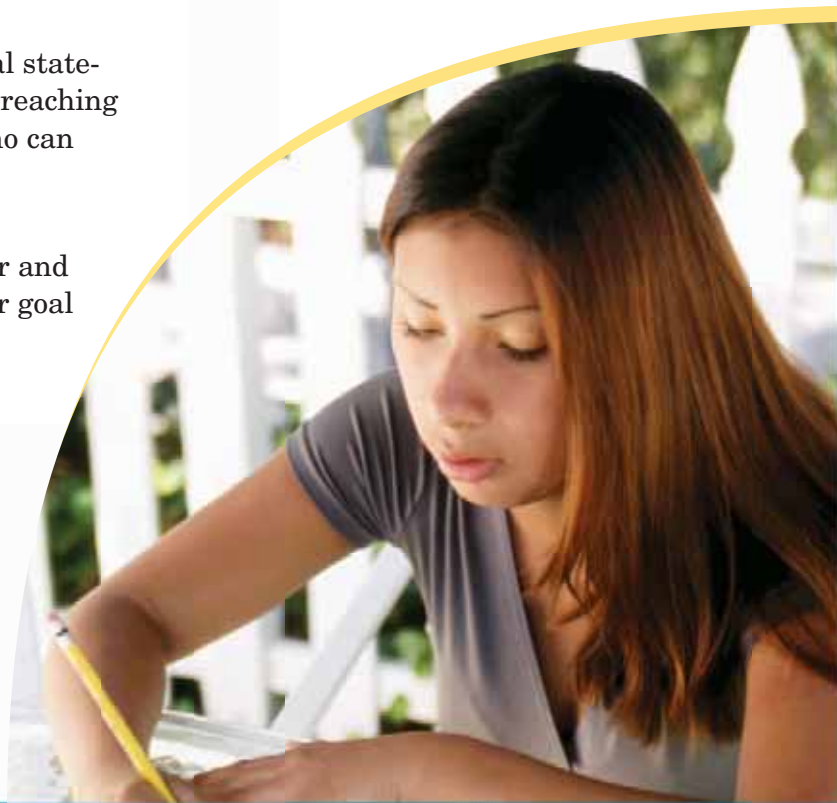
Share your letter with a peer and ask for feedback. Revise your goal and action plan if necessary.

Apply and Conclude

At the end of one week, reread your letter. Write a reflection, and identify influences that affected your progress. These might include family, peers, culture, media, and personal values. Continue challenging yourself to reach your goal.

Checklist: Goal Setting

- ✓ Identification of realistic goal
- ✓ Clear goal statement
- ✓ Plan for reaching the goal
- ✓ List of people who can provide help and support
- ✓ Evaluation or reflection on the plan





To download quizzes and eFlashcards to your PDA, go to glencoe.com and click on the Study to Go icon.

LESSON 1**Building Health Skills****Key Concepts**

- ▶ Health skills are tools that help you manage your health.
- ▶ Good interpersonal communication helps you build strong relationships with others.
- ▶ When you are aware of how influences such as family, peers, culture, media, and personal values affect you, you are better able to make informed choices about your health.

Vocabulary

- ▶ health skills (p. 34)
- ▶ interpersonal communication (p. 35)
- ▶ refusal skills (p. 36)
- ▶ conflict resolution (p. 36)
- ▶ stress (p. 38)
- ▶ stress management skills (p. 38)
- ▶ advocacy (p. 39)

LESSON 2**Making Responsible Decisions and Setting Goals****Key Concepts**

- ▶ Use the steps in the decision-making process to make safe and responsible decisions.
- ▶ Short-term goals can help you reach long-term goals.
- ▶ To accomplish your goals, create an action plan.

Vocabulary

- ▶ values (p. 41)
- ▶ decision-making skills (p. 41)
- ▶ goals (p. 42)
- ▶ short-term goal (p. 43)
- ▶ long-term goal (p. 43)
- ▶ action plan (p. 44)

LESSON 3**Being a Health-Literate Consumer****Key Concepts**

- ▶ To be a smart consumer, read labels, comparison shop, and evaluate advertisements for hidden messages.
- ▶ Evaluate health information and services carefully to make sure they come from valid sources or respected providers.

Vocabulary

- ▶ health consumer (p. 46)
- ▶ advertising (p. 46)
- ▶ comparison shopping (p. 47)
- ▶ warranty (p. 48)

LESSON 4**Managing Consumer Problems****Key Concepts**

- ▶ Always read and follow the instructions for products you buy.
- ▶ Consumer and health organizations help fight health fraud.

Vocabulary

- ▶ consumer advocates (p. 51)
- ▶ malpractice (p. 52)
- ▶ health fraud (p. 52)



LESSON 1

Vocabulary Review

Use the vocabulary terms listed on page 55 to complete the following statements.

- _____ are tools that you can use to maintain all aspects of your health.
- If you influence another person to adopt a healthful behavior, that's called _____.
- A person who goes for a brisk walk when feeling overwhelmed by a busy schedule is practicing a health skill called _____.

Understanding Key Concepts

After reading the question or statement, select the correct answer.

- Sofia is angry that Alisa interrupts her. If Sofia says, "I'm upset because my ideas are not being heard," she is
 - using an "I" statement to express her feelings.
 - blaming Alisa for interrupting her.
 - practicing poor interpersonal communication skills.
 - all of the above.
- Joe and Tony are having a heated argument. Tony decides to cool off before continuing the discussion. Tony is practicing a health skill called
 - advocacy.
 - conflict resolution.
 - stress management.
 - accessing information.
- Which of the following best describes stress management?
 - Avoiding the most difficult tasks
 - Taking advantage of the situation
 - Using healthy ways to reduce and manage stress in your life
 - Managing your peer group to avoid confrontations

Thinking Critically

After reading the question or statement, write a short answer using complete sentences.

- Compare and Contrast.** How are interpersonal communication and conflict-resolution skills similar? How are they different?
- Evaluate.** What types of information could you use to evaluate the validity of health information?
- Explain.** How does technology influence your health choices?
- Analyze.** What does it take to advocate for health?



LESSON 2

Vocabulary Review

Mark the following sentences as True (T) or False (F).

- The decisions you make about your health should reflect your values.
- Decision making is a random process, depending on your mood.
- Breaking a long-term goal into several short-term goals can make the long-term goal easier to achieve.

Understanding Key Concepts

After reading the question or statement, select the correct answer.

- It's a good idea to talk over major decisions with your family because
 - they always know what is best for you.
 - they have a right to know everything you do.
 - they share your values, the basis for making decisions.
 - they will tell you what you should do.



Assessment

15. Setting health-related goals
 - a. ensures that you will obtain your goals.
 - b. helps you plan and safeguard your well-being.
 - c. takes a lot of time and creates stress.
 - d. is a one-time event when you set healthy goals.
16. An action plan should include
 - a. a written statement of your goal.
 - b. the steps you will take to accomplish it.
 - c. neither a nor b.
 - d. both a and b.

Thinking Critically

After reading the question or statement, write a short answer using complete sentences.

17. **Analyze.** Why is decision making a key health skill? How can this skill contribute to your safety and well-being?
18. **Evaluate.** What criteria are important in weighing the possible consequences of your choices?
19. **Analyze.** Why is it important to set health-related goals?



LESSON 3

Vocabulary Review

Use the vocabulary terms listed on page 55 to complete the following statements.

20. Each of us is a(n) _____ because we all buy health products and services.
21. Evaluating the features of two similar products is called _____.
22. _____ techniques include bandwagon, rich and famous, free gifts, great outdoors, good times, and testimonial.

Understanding Key Concepts

After reading the question or statement, select the correct answer.

23. To be a critical thinker about advertising,
 - a. note how often you see the same ad.
 - b. remember product names.
 - c. look for hidden messages in ads.
 - d. compare ads for similar products.
24. Smart health consumers
 - a. read product labels.
 - b. listen to infomercials.
 - c. write to product manufacturers.
 - d. try out different products.

Thinking Critically

After reading the question or statement, write a short answer using complete sentences.

25. **Explain.** What strategies do smart consumers use to protect their health when purchasing health products?
26. **Discuss.** How does an understanding of advertising help you become a smarter consumer?
27. **Evaluate.** What are some effective strategies for evaluating health information and services?



LESSON 4

Vocabulary Review

Choose the correct term in the sentences below.

28. Someone who tests products and informs the public about potential problems is a *product expert / consumer advocate*.
29. Selling a worthless weight loss product is an example of *health fraud / trickery*.
30. When a doctor fails to live up to professional standards in medicine, he may be accused of *arrogance / malpractice*.



Assessment

Understanding Key Concepts

After reading the question or statement, select the correct answer.

31. If you buy a product and are not satisfied with it, you should
 - a. read the warranty to find out how to return it.
 - b. throw it away.
 - c. immediately buy a replacement.
 - d. all of the above.
32. Which of the following is *not* a good way to protect yourself from health fraud?
 - a. Checking out claims with a health care professional
 - b. Trying the product or service for yourself
 - c. Talking to others who have used the product or service
 - d. Consulting with the Better Business Bureau

Thinking Critically

After reading the question or statement, write a short answer using complete sentences.

33. **Synthesize.** How are consumers empowered to protect their health and well-being?
34. **Explain.** What are the best steps to take if you are dissatisfied with the health-related product that you have purchased?
35. **Analyze.** Why are some people attracted to products that make fraudulent claims?
36. **Discuss.** What criteria would you use to evaluate health services?



Project-Based

ASSESSMENT

Volun-teen

Background

There are many ways teens can advocate for healthy living on the local, national, and international level. You can help make a difference by getting involved in this effort too!

Task

Research volunteer opportunities that promote healthy living and are available to teens in your community. Write a newspaper article that describes the volunteer opportunities and encourages teens to get involved.

Audience

Students in your class and teens in your community

Purpose

Inform teens of health-related volunteer opportunities, and encourage their involvement.

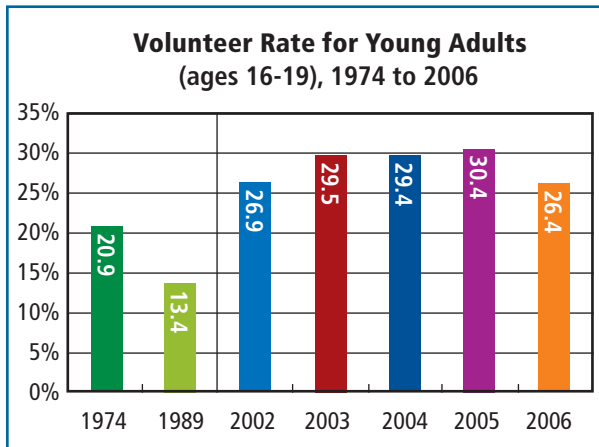
Procedure

- 1 Research volunteer opportunities with several health organizations. Examples include hospitals, the Red Cross, and the American Cancer Society.
- 2 Gather details about the volunteer opportunities. Find out the type of work involved, the minimum age requirement, the length of the assignment, and any necessary contact information.
- 3 Review several newspaper articles to familiarize yourself with their writing style.
- 4 Write a newspaper article that describes the volunteer opportunities you researched.
- 5 Make sure the article encourages teens to pursue volunteer opportunities.



Math Practice

Interpret Graphs. The graph below shows the percentages of young adults who volunteer each year. Use the graph to answer Questions 1–3.



Adapted from "Volunteering in America: 2007 State Trends and Rankings in Civic Life," Corporation for National and Community Service, April 2007.

- Which years show an increase from the previous year in the volunteering rate among young adults?
A. 1974 and 2002 C. 2003 and 2005
B. 1989 and 2006 D. 2004 and 2006
- Between which two years is there a change of only one-tenth of a percent?
A. 2002 and 2003 C. 2004 and 2005
B. 2003 and 2004 D. 2005 and 2006
- According to the graph, how do volunteering rates in the 2000s compare to rates in the late 1900s?
A. Fewer young adults volunteer in this century.
B. More young adults volunteer in this century.
C. There is no change in the number of young adults who volunteer.
D. More adults volunteer than young adults during both centuries.



For more test practice, visit glencoe.com and complete the Online Quizzes for Chapter 2.

Reading/Writing Practice

Understand and Apply. Read the passage below, and then answer the questions.

Good communication is a skill you can use every day. One way you can demonstrate effective communication skills is to be a good listener. The speaker may think that you are not listening if your eyes wander around the room. Closed body language, such as crossing your arms, conveys that you may not be open to hearing what others have to say.

To show that you are listening attentively, make eye contact and let the other person finish what he or she is saying before you speak. Use body language such as nodding your head to show that you are interested in what the person is saying. A good listener makes statements that encourage the speaker to explain his or her views, such as "What do you mean by that?" It can also be helpful to restate what the person tells you to make sure that you understand what is being said.

- Which of the following is a behavior that characterizes good listening skills?
A. Crossed arms
B. Making eye contact
C. Wandering eyes
D. Interrupting
- Which statement best summarizes the main point of the article?
A. Closed body language is negative.
B. You can demonstrate effective communication by being a good listener.
C. Always ask speakers to explain their views.
D. Never restate what you hear.
- Describe the effects of attentive listening and poor listening on communication.

National Education Standards

Math: Number and Operations, Data Analysis
Language Arts: NCTE 1, NCTE 3, NCTE 4



CAREER CORNER

Health Careers

Health Teacher

Health teachers help students understand how to maintain good health. These teachers provide information on nutrition, fitness, and social issues. They can also give basic information on how the human body functions. Health teachers may need to spend time organizing lesson plans, as well as group and individual activities.

A health teacher must have a four-year teaching degree. Public school health teachers must be licensed, but this is not a requirement for private school health teachers. High school classes that can help prepare a student to become a health teacher include biology, science, fitness, and communications.



Medical Writer

If you like to write and are interested in health care, becoming a medical or health writer might be a good career for you. These professionals organize and write complex medical information for the public in lay-person's terms. Medical writers may work for publishing companies, hospitals, radio and TV stations, universities, government agencies, and pharmaceutical companies.

Medical writers need a bachelor's degree, with courses in science and English or journalism. To prepare for this career, high school students should take classes in biology, chemistry, math, and English.

Health Information Technician

If you think of yourself as well organized and detail oriented, you might enjoy a career as a health information technician. These technicians assemble patients' health information and assign codes to medical diagnoses and procedures. Some use computer programs to tabulate and analyze data for research.

Health information technicians are employed at hospitals, clinics, doctors' offices, and insurance companies. You need a two-year degree in health informatics to become a health information technician. To get into a qualified program, take biology, chemistry, health, and computer science courses in high school.





CAREER SPOTLIGHT

Health Promoter

Elizabeth Pedroza became a health promoter with the Hispanic Health Projects before she knew anything about diabetes or women's health. Today, she spends her days teaching community members about diabetes and other health issues, developing diabetes education materials, and translating medical information for Spanish-speakers.



Q. How can you teach others when you are not a health expert?

A. I work with experts who teach me what I need to know. The experts know the content and I know the culture. You don't need a college degree for my job. It's more about asking questions, listening, and sharing important information.

Q. What specific training have you received?

A. I'm a skilled interviewer with good communications skills, and I am comfortable talking to people with different backgrounds.

I've also been trained on how to get better information out of people, how to present myself in a respectful way, and how to foster trust. These are important talents to have when you are trying to improve someone's health.

Q. What attracted you to this job?

A. It provides the opportunity to go into the community and help people. It isn't about what I would gain from it, but what I could give.

Activity

Beyond the Classroom

Writing Health Education Careers.

Identify organizations in your community where health educators work. Don't forget to include your school! Interview three or four health educators to find out more about what they do and what they find challenging about their jobs.

Based on what you learn, write a newspaper recruitment ad for a health educator's job.



For more information, go to the Career Corner link at glencoe.com.