

Chapter 1

Making Healthy Decisions

Section 1

What Is Health?

- **Hands-On Activity** Health in the Balance

Section 2

Identifying Health Risks

Section 3

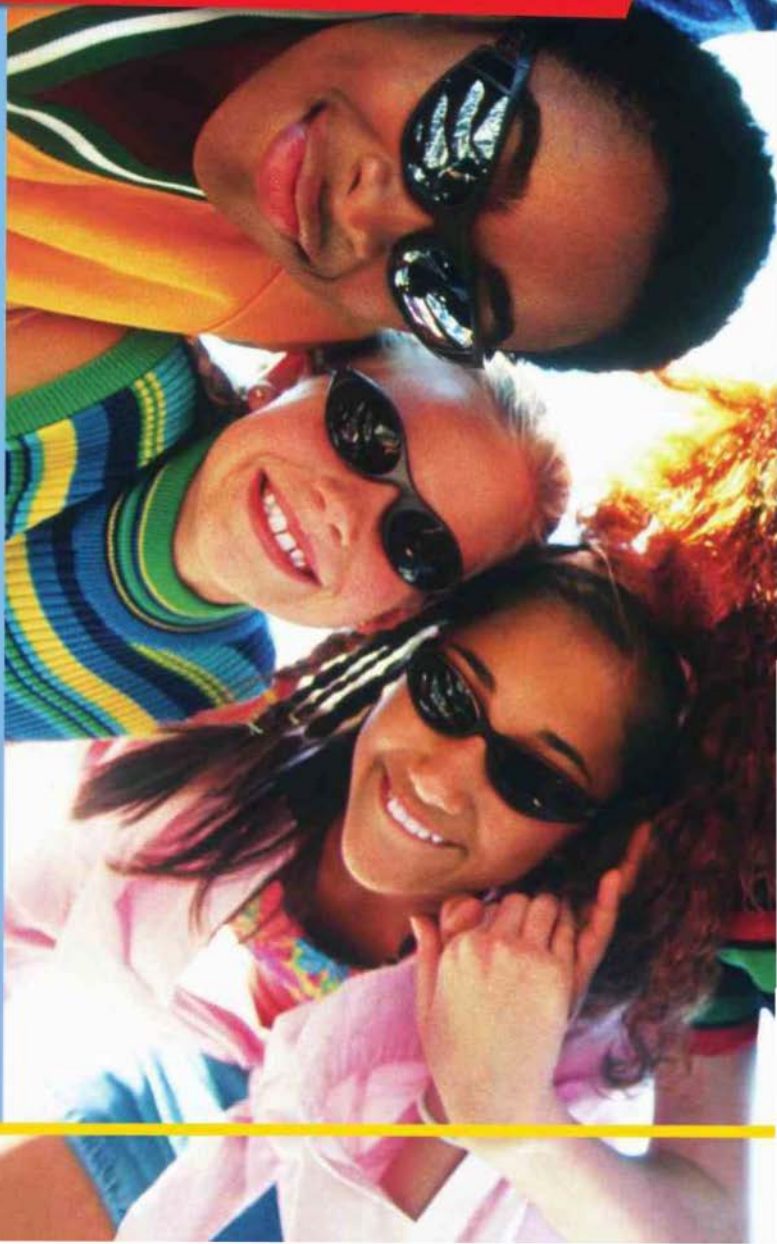
Taking Responsibility for Your Health

Building Health Skills

- **Making Decisions**
The DECIDE Process

Section 4

Being a Wise Health Consumer





Discovery
EDUCATION

TEENS Talk

CLASSROOM VIDEO #1

Decisions, Decisions

Preview Activity

How Many Decisions Do You Make?

Complete this activity before you watch the video.

1. Predict how many decisions you make in an hour during a typical day.
2. List all the decisions you made today from the time you woke up until the time you arrived at school.
3. Select one decision from your list and describe the process you used to make that decision.

WRITING

Section 1

What Is Health?

Objectives

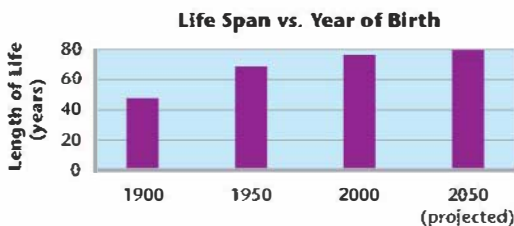
- ▶ **Describe** two factors that can be used to evaluate a person's overall health.
- ▶ **List** three aspects of overall health.
- ▶ **Explain** how the choices that people make can affect their positions on the health continuum.

Vocabulary

- health
- life expectancy
- quality of life
- goal
- physical health
- mental health
- emotional health
- social health
- continuum
- wellness

Warm-Up

Health Stats The graph shows data on the average life span of people in the United States.



WRITING How did the average life span change from 1900 to 2000? What are some possible reasons for this trend?

Health Today

In the past, if you didn't have an illness, you were considered healthy. Today, the term *health* no longer means just the absence of illness. Instead, **health** refers to the overall well-being of your body, your mind, and your relationships with other people. **Two factors that can be used to evaluate your health are life expectancy and quality of life.**

Life Expectancy At the time when your great-grandparents lived, it was quite an accomplishment for a person to survive until age 50. Today, most people live well beyond age 50. The number of years a person can expect to live is called **life expectancy**. In the United States, life expectancy increased by 30 years between 1900 and 2000. Some reasons for this increase were better healthcare, nutrition, sanitation, and working conditions.

Quality of Life Suppose two women live until age 80. One woman is physically active and mentally alert throughout her life. She has close relationships with family and friends. The other woman has a series of health problems during her life that reduces her ability to enjoy life. Although the women have the same life expectancy, they have a different quality of life. **Quality of life** is the degree of overall satisfaction that a person gets from life. For many people, a high quality of life is one of their goals. A **goal** is a result that a person aims for and works hard to reach.

Aspects of Health

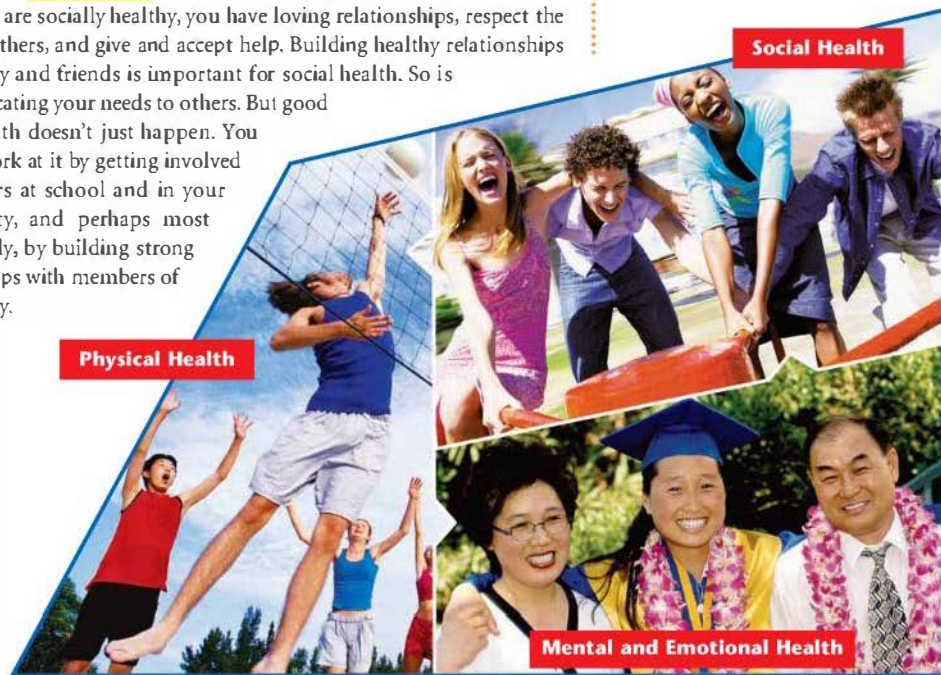
To achieve a high quality of life, a person cannot concentrate on only one aspect of health. Instead, the person must work hard to improve all aspects of health. The aspects of health that are important to overall well-being are physical health, mental and emotional health, and social health.

Physical Health Do you have enough energy to go to school, enjoy your spare time, and take care of your responsibilities at home? If so, your physical health is probably good. **Physical health** refers to how well your body functions. When you are physically healthy, you are able to carry out everyday tasks without becoming overly tired. A healthy diet, regular exercise, adequate sleep, and proper medical and dental care are all important for physical health.

Mental and Emotional Health The state of being comfortable with yourself, with others, and with your surroundings is called **mental health**. When you are mentally healthy, your mind is alert, you can learn from your mistakes, and you recognize your achievements. **Emotional health** refers to how you react to events in your life. You are emotionally healthy when the feelings you experience are appropriate responses to events. To maintain your emotional health, you need to take the time to relax, and you need to share your feelings with others.

Social Health Being able to make and keep friends is one sign of social health. **Social health** refers to how well you get along with others. When you are socially healthy, you have loving relationships, respect the rights of others, and give and accept help. Building healthy relationships with family and friends is important for social health. So is communicating your needs to others. But good social health doesn't just happen. You have to work at it by getting involved with others at school and in your community, and perhaps most importantly, by building strong relationships with members of your family.

FIGURE 1 All aspects of health are equally important. They “fit” together like the pieces of a puzzle. A problem in one area can affect other areas. **Evaluating** How would you rate your overall physical, emotional, and social health?



Hands-On Activity



Health in the Balance

In this activity you will create a mobile that balances the three aspects of health.

Materials

cardboard • scissors • pen or pencil
magazines • glue • string • tape

Try This

- 1 Cut out a cardboard triangle that is 8 inches on each side. Label the sides of the triangle “Physical Health,” “Mental and Emotional Health,” and “Social Health.”
- 2 Carefully punch a small hole through the center of the triangle. Thread a piece of string through the hole, then tie a knot.
- 3 Cut pictures from magazines that show healthy activities.

- 4 Glue each picture onto cardboard. Use string and tape to attach each picture to the appropriate side of the triangle.
- 5 Hang the mobile from the center string to see how well it balances.

Think and Discuss

- 1 Describe each of the activities in your mobile and explain how it contributes to physical, social, or mental and emotional health.
- 2 How well did the mobile balance? In your life, are your physical, social, mental, and emotional health in balance? Explain.
- 3 Describe some things you could do to improve each aspect of your overall well-being.

A Continuum of Health

Suppose that someone asked you this question: “Would you say that you are in perfect health or in poor health?” How would you answer? You might not feel comfortable choosing either of these options. You might wish that you had been given some choices in between the two extremes.

Defining a Continuum Try to picture a solid line that is white at one end, then light gray, gray, dark gray, and finally black at the other end. What you have just pictured is one type of continuum. A **continuum** (kun TIN yoo um) is a gradual progression through many stages between one extreme and another. In the example of the line, the extremes are white and black and the stages are the many shades of gray in between.

A Health Continuum Figure 2 shows one model of a continuum for health. One end of the continuum represents poor health, which is often referred to as “illness.” The other end represents perfect, or ideal, health, and is often referred to as “wellness.” **Wellness** is a state of high-level health. Look at Figure 2 to see some characteristics that describe people at either end of the continuum. Because the continuum includes the full range of health, each person’s health status would be marked by a point along the continuum.

Connect to YOUR LIFE

Where do you think you are on the health continuum and why?

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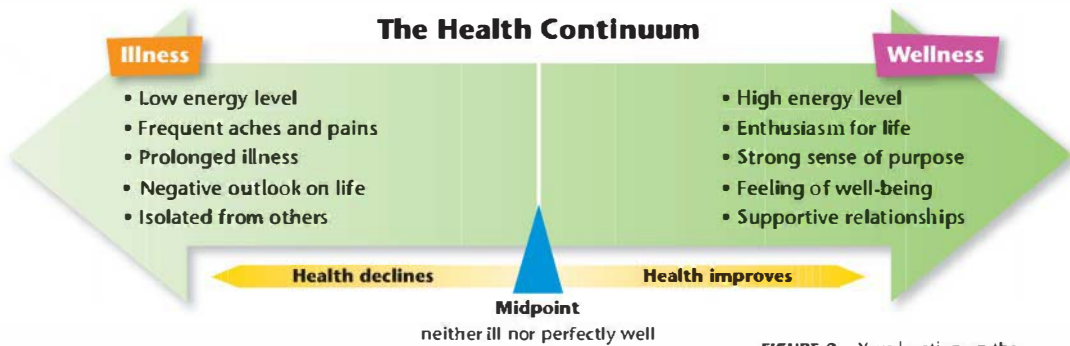


FIGURE 2 Your location on the health continuum and the direction in which you are moving are both important. **Predicting** How might deciding not to smoke affect your position on the health continuum?

Movement Along the Continuum Your location on the health continuum is not constant throughout your life. You can move toward illness or you can move toward wellness.

At a point in the middle of the continuum, you are not sick, but you are not enjoying the full benefits of overall health either. At one time, many people were satisfied just to be in the middle of the continuum. They were more concerned about avoiding illness and death than about improving the quality of their lives. Today, however, achieving a higher level of health and a better quality of life is possible for most people.

Many of the choices you make on a daily basis affect your position on the health continuum. Some decisions move you closer to the illness end of the continuum. Suppose you choose to ride a bicycle without a helmet. If you are thrown from the bicycle in a crash, the result could be serious brain damage. Some decisions move you closer to the wellness end of the continuum. If you choose not to smoke, you will be less likely to develop lung cancer or heart disease later in life. You have more control over your health than you may think.

Section 1 Review

Key Ideas and Vocabulary

1. Why are both life expectancy and quality of life used to evaluate overall health?
2. What are the three aspects of overall health?
3. What is a continuum? Describe the extremes of the health continuum.
4. How are the choices people make related to their positions on the health continuum?

Critical Thinking

5. **Comparing and Contrasting** What is the difference between mental health and emotional health?

Health at School

Promoting Well-Being Think of two programs that a school could offer to help improve the overall health of students and teachers. Write a paragraph explaining your ideas. **WRITING**

6. **Relating Cause and Effect** What are two ways you could improve your physical health? Your emotional health? Your social health?
7. **Evaluating** Cody eats a lot of “junk” food and doesn’t get much exercise. However, he doesn’t have any obvious signs of illness. Where would you place Cody on the health continuum? Explain.

Section 2

Objectives

- ▶ **Identify** factors that can influence a person's health.
- ▶ **Describe** three strategies you can use to evaluate risk factors.

Vocabulary

- heredity
- gender
- environment
- culture
- media
- habit
- risk factor

Identifying Health Risks

Warm-Up

• **Myth** Using a cell phone puts a person at risk for developing cancer.

• **Fact** Cell phone use does not increase the risk of developing cancer. However, cell phone use while driving does greatly increase the risk of a car crash.

• **WRITING** Where do you think people get their information about health risks? How reliable are those sources of information?



Influences on Health

Two babies are born on the same day in the same city in the United States. Which baby will live longer? Which will have a higher quality of life? To answer these questions, you would need to consider the different factors that influence a person's health. **Factors that can influence health include heredity, environment, media, technology, healthcare, and behavior.**

Heredity To some extent, your level of health is already determined at the time you are born. This is because of your **heredity**, all the traits that are passed biologically from parent to child. Traits that you inherit can affect your health. Your skin color, for example, can affect your risk of developing skin cancer. With fair skin, you have a greater likelihood of developing skin cancer than if your skin is dark. Another example is breast cancer. Some women inherit a higher risk for this disease.

Even if you inherit a risk factor, you can lower your overall risk by avoiding other risk factors. If you have fair skin, you can be sure to use sunscreen. Women who inherit a risk factor for breast cancer can choose not to smoke because smoking is another risk factor for breast cancer.

Another part of your heredity is your **gender**—whether you are male or female. Gender can influence your health because risk factors may vary between males and females.

Physical Environment The **environment** is all of the physical and social conditions that surround a person and can influence that person's health. Your physical environment includes both your outdoor and indoor surroundings. The quality of the air you breathe and the water you drink are important to your health. So is your exposure to disease-causing organisms, to loud noise, and to radiation from the sun and other sources.

Being aware of potential risks in your physical environment can help you protect your health. If you know that breathing in the smoke exhaled by a smoker increases your risk of lung cancer, you can try to avoid second-hand smoke. If you know that loud noises damage your hearing, you may be more likely to keep your music at less-than-harmful levels.

Social Environment Your social environment includes the people you spend time with—your family, friends, classmates, and other people in your community. Most people learn their first basic health lessons from their family. Wash your hands before you eat. Brush your teeth before going to bed. Look both ways before crossing the street. Family members also can have a major influence on your mental and emotional health.

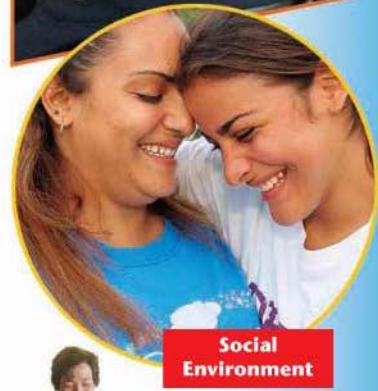
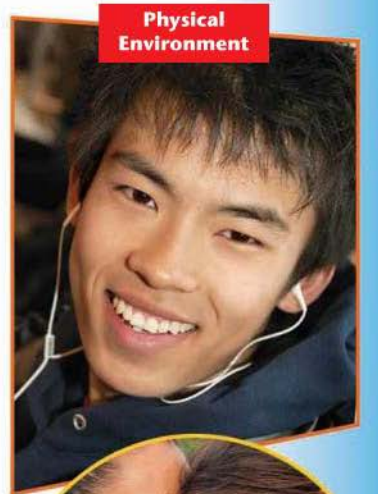
Your friends can influence your health in many ways. Friends who take too many risks can put a lot of pressure on you to do the same. Your social environment is healthier when you choose friends who show concern for their own health and yours.

Culture A person's culture is part of his or her social environment. **Culture** is the beliefs and patterns of behavior that are shared by a group of people and passed from generation to generation. The group may be a nation, a region of a country, or an ethnic group. Some aspects of culture, such as language, have little effect on health. Other aspects, such as the foods you eat and the way you show your emotions, can influence your health. For example, in some cultures people eat little or no meat; in others, meat is the main part of the diet. In some cultures, public displays of emotion are typical; in others, people tend to keep their emotions private.

Connect to YOUR LIFE How do your friends affect your physical, emotional, and social health?

FIGURE 3 Your physical and social environments, including culture, influence your health.

Relating Cause and Effect Use the examples in the photographs to explain how the environment could affect a person's health.



Media How much time each week do you spend watching television, listening to music, playing video games, or going to the movies? Do you read magazines or newspapers? What all these activities have in common is that they involve media. **Media** are forms of communication that provide news and entertainment. You may not realize that media can have a positive or negative influence on your health.

Think about television, for example. An average teen spends about 20 hours a week watching television. How can television have a positive influence on your health? You might receive useful information from a public service announcement or from a news report on a health topic. You might learn about a medical issue from a television series or talk show.

How can television have a negative influence on your health? The hours you spend in front of the television are hours that you are not exercising. You also are not relating to other family members or taking part in community projects. Some characters on television shows may be poor role models who indulge in risky behavior. Advertisers may present misleading claims about health products they want you to buy.

Technology Advances in technology help doctors to detect health problems sooner and improve the quality of life for patients. Many people use sites on the Internet to learn about health topics that interest them. This approach requires caution and good judgment. Some Web sites provide accurate information about health. Others are filled with misleading or self-serving information. Be sure to consider the source of the information on a Web site and the purpose of the site. What is the goal of the people posting the information, and what are their qualifications?

Spending many hours on the computer also limits the time for other activities, such as exercise. If you use the computer to meet new people, there is the risk that you will connect with someone dangerous.

FIGURE 4 The photographs show different influences on health.

Relating Cause and Effect Use the examples in the photographs to explain how media, technology, healthcare, and behavior can affect a person's health.



Healthcare Your health is influenced by the healthcare that is available to you and your family. Healthcare includes the medical services provided by doctors, nurses, dentists, and therapists. Healthcare also includes the places these people work, such as clinics and hospitals.

Some factors increase the likelihood that a person will take advantage of available healthcare. The service must be in a location that is easy to get to. The service should be open on weekends or evenings for people who can't take time off from work. Finally, people need some form of health insurance so that they can afford the costs of necessary checkups and treatments, including medicines.

Behavior Suppose that a friend came up to you and said, "A group of us are going swimming tonight at the lake after dark. Be ready at eight—I'll pick you up." What would you do? Would you go along without giving things a second thought? Or would you stop and think about the risks involved? Of all the influences on your health, the decisions you make and the actions you take often have the greatest impact on your health.

Sometimes behaviors become habits. A **habit** is a behavior that is repeated so often that it becomes almost automatic. For example, you may have a habit of brushing your teeth after meals. That is a healthy habit because it helps prevent tooth decay and gum disease. You may also have a habit of staying up late watching television. That is not a healthy habit because it reduces the number of hours available for sleep. When you lose sleep, it is difficult to concentrate the next day. A repeated lack of sleep can make it hard for your body to fight off an illness or repair an injury.

Unhealthy habits can be broken. When you find that you keep repeating a behavior that may threaten your health, you can set a goal to change your behavior. Your goal should include a plan for changing your habit. Such a plan often works best when you involve friends or family members for support.

**Connect to
YOUR LIFE**

Why do you think that teenagers tend to take more risks than any other age group?



FIGURE 5 Spending time outside on a sunny day could increase a person's risk of developing skin cancer. **Observing** Which risk factor for skin cancer can this person control? Which risk factor can't he control?



Evaluating Health Risks

Should you try the latest fad diet to lose weight? How do you decide? One way to think about the decision is in terms of its risk factors. A **risk factor** is any action or condition that increases the likelihood of injury, disease, or other negative outcome. For example, one risk factor of a fad diet is that it may not include all the foods that your body needs.

There are three ways you can evaluate a risk factor. Consider both short- and long-term consequences. Decide whether you can control the risk factor. Analyze the possible benefits and risks of a decision.

Short- and Long-Term Consequences Some behaviors can have an immediate effect on your health. You take a shortcut through an unfamiliar yard and end up with a nasty case of poison ivy. You don't buckle your seatbelt and get injured in a car crash.

With some risky behaviors, the consequences are not immediate. Suppose you eat a mainly fast-food diet, which is high in fats, sugar, and salt. People tell you that your diet increases your risk of developing heart disease and diabetes later in life. But you feel healthy and energetic. So why not wait until you are older to change your behavior? First, it can be very difficult to change habits that have existed for years and, even if you do change your eating habits later in life, you may not be able to repair the damage you have done to your body.

Connect to YOUR LIFE

List three of your current habits that could have negative long-term consequences.

Risk Factors You Cannot Control A friend invites you to the beach. You are worried because you have fair skin. You can't control the color of your skin or other risk factors that are part of your heredity. Nor can you control all the risk factors in your environment. For example, you may have less emotional support if someone you are close to gets ill and dies.

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Risk Factors You Can Control So what risk factors can you control? You can control risk factors that are related to your behavior. For example, you can control your exposure to ultraviolet radiation in sunlight and in tanning booths, which will reduce your risk of developing skin cancer. Or you can maintain close relationships with many people. That way, if one of your relationships ends, you will still have emotional support. These are other examples of risk factors over which you have control.

- ▶ your level of physical activity
- ▶ your intake of fat, sugar, or salt
- ▶ your use of tobacco, alcohol, and other drugs
- ▶ your use of protective gear, such as seat belts
- ▶ your choice of friends

You may be able to control some risk factors in your environment. For example, you can join with others in your community to find solutions for problems such as pollution or lack of open spaces.

Analyzing Benefits and Risks There is no such thing as a risk-free life. Most of the things you do involve some degree of risk. Without taking risks and trying new things, it would be impossible to grow as a person. So how can you decide which risks are worth taking and which are not? You need to weigh the risks of an action against the possible benefits.

Suppose that a friend who only has a learner's permit offers to drive you home so you won't miss your curfew. What are the risks and benefits of accepting this offer of a ride? You can use a risk-benefit chart like the one in Figure 6 to help you decide if the benefits outweigh the risks.



Analyzing Benefits and Risks

Benefits	Risks
Home before curfew	Inexperienced driver crashes car
Avoid argument with parents	Parents are angry about decision
Show confidence in friend's skills	Friend loses permit or is arrested

FIGURE 6 A risk-benefit chart can help you decide whether to accept a ride from a friend who doesn't have a license. **Making Judgments** Would you accept a ride with a driver who has only a learner's permit? Why or why not?

Section 2 Review

Key Ideas and Vocabulary

1. What does the term **heredity** mean?
2. List five factors other than heredity that can influence your health.
3. What is a **habit**? Describe one healthy habit and one unhealthy habit that you have.
4. In relation to health, how is a **risk factor** defined?
5. List three ways to evaluate a risk factor?

Critical Thinking

6. **Applying Concepts** List the risks and benefits of swimming in a lake at night with friends.

Health at Home

Identifying Health Risks Identify three risk factors that affect the health of your family. Think about risks related to heredity, environment, and behavior. Then pick one of the risk factors and describe some ways that your family could reduce this health risk. **WRITING**

7. **Evaluating** Do you think that your physical environment or your social environment is a more important influence on your health? Explain.
8. **Predicting** How could spending a lot of time playing video games have a negative influence on someone's health?

Section 3

Taking Responsibility for Your Health

Objectives

- ▶ Describe the broad goals of *Healthy People 2010*.
- ▶ Identify three steps you can take to meet your personal health goals.

Vocabulary

- prevention
- values
- action plan
- advocacy
- health literacy

Warm-Up

Quick Quiz How many of these statements accurately describe your behaviors?

- 1 I exercise at least three times a week.
- 2 I set aside some time each day to relax.
- 3 I get about eight hours of sleep each night.
- 4 I avoid alcohol, tobacco, and other drugs.
- 5 I always wear a seat belt when riding in a car.

WRITING Make a connection between the number of “Yes” answers and how responsible you are about your health.



Healthy People 2010

A nation wants its people to be as healthy as possible. Healthy people are more productive at school and at work. Plus the cost of caring for people once they become ill can be a burden on families, employers, and the government. For decades, the Department of Health and Human Services has led a national effort to improve health in the United States. A major focus of this effort is on **prevention**—taking action to avoid disease, injury, and other negative health outcomes.

Over 500 national and state health organizations helped develop a national health program. *Healthy People 2010* has two broad goals.

- ▶ Increase the years of healthy life for each American
- ▶ Eliminate differences in health based on race, ethnic group, or income

Healthy People 2010 includes a set of smaller goals aimed at reducing risky health behaviors. The goals are related to specific areas of concern, such as injury and violence prevention. Look at the graph in Figure 7. Notice that the leading causes of death for young people are related to behaviors. For example, one behavior related to motor vehicle deaths is not using a seat belt. So one goal of *Healthy People 2010* is for 92% of the population to use seat belts by the year 2010.

Leading Causes of Death for Young People

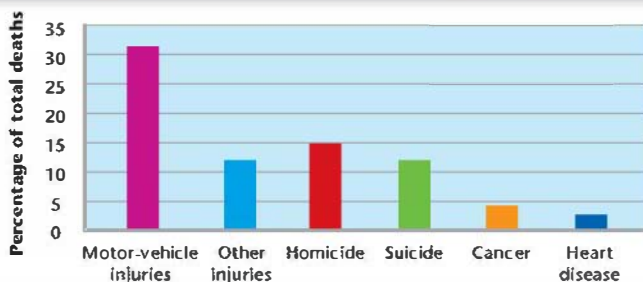


FIGURE 7 The graph shows causes of death for young people in the United States. **Interpreting Graphs** What percentage of the total deaths are due to injury or violence?

A Healthy You

You, too, can set goals to eliminate personal health risk factors. Some of your goals may match those in *Healthy People 2010*. Others may be unique to you. Some goals, such as wearing a seat belt, are easy to achieve. Others, such as cutting down on fat in your diet, may be more challenging. Whatever your target goals, your overall goal should be the same as the one set for the nation—a healthier you in 2010 and beyond. **There are three steps you can take to help you meet your personal health goals—gaining awareness, gaining knowledge, and building skills.**

Gaining Awareness You must first be able to recognize a health problem before you can do anything about it. Some problems are easy to recognize. You know, for example, when you twist your ankle or have a cold. However, other health problems, such as high blood pressure, don't have obvious signs. This is one reason why it is important to see a doctor for an annual checkup. Doctors are trained to recognize early signs of disease and to help you identify risk factors.

Gaining Knowledge Once you become aware of a health problem, the next step is to learn about the problem. This can mean learning about causes, warning signs, and possible outcomes. You also need to know how the problem can be prevented or treated. Most importantly, you need to learn about risk factors, especially those related to behavior.

Reports about new research results and health studies appear in the news all the time. Popular magazines, Web sites, and friends are some other sources of information about health. Some sources are more reliable than others. But even with reliable sources, you may see two reports on the same topic that have opposing conclusions. One goal of this book is to provide enough basic information about health so that you will be better able to evaluate new information.

Connect to YOUR LIFE

What is your most common source of health information? What is your most reliable source?





FIGURE 8 This woman is on a camping trip alone in winter.
Predicting How could knowing how to access information and make decisions help to keep her safe during her trip?

Building Health Skills Knowledge isn't very useful if you do not have the skills to apply it. What would you think of a baseball player who knew the rules of baseball but never practiced hitting a curve ball or laying down a bunt? In the same way, just knowing which behaviors are healthy isn't a guarantee of good health. You need to master the skills listed below. You will get to practice these skills throughout the year, especially in the Building Health Skills section of each chapter.

- ▶ **Analyzing Influences** How do you decide what foods to eat? Do you select certain foods because they are familiar from your culture? Does advertising affect your choices? Do you try foods if your friends like them? An important skill for promoting health is recognizing the influence culture, media, and friends have on your health habits.
- ▶ **Accessing Information** Which sources of information about health-related products and services can you trust? How do you locate a doctor or mental-health counselor in your community? To answer such questions you need to know how to find and evaluate health information.
- ▶ **Communicating** Being able to communicate your thoughts and feelings effectively helps you to maintain close relationships. Good communication skills allow you to resolve conflicts. They also help you express your opinions and show caring and respect for others.
- ▶ **Making Decisions** Making wise decisions is key to protecting your health. The DECIDE process on pages 16–17 can help you make difficult decisions. This process teaches you to identify your alternatives, think about the possible outcomes of a decision, and consider your values. Your **values** are the standards and beliefs that are most important to you.

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► **Setting Goals** The goals you set help you translate knowledge into behavior. Once you set a goal, you can develop an **action plan**—a series of specific steps you can take to achieve the goal. The plan is like a roadmap that helps you get from where you are to where you want to go.

► **Practicing Healthful Behaviors** Do some of your current behaviors enhance your health? Do others place your health at risk? You need to develop strategies for maintaining healthy behaviors and reducing risky behaviors. Often, you will need to practice a new behavior repeatedly until it becomes a habit.

► **Advocacy** To *advocate* means to speak or write in support of a person or issue. The skill of **advocacy** involves using communication to influence and support others in making positive health decisions. For example, you can advocate for a friend who has frequent severe headaches by encouraging your friend to see a doctor. You can offer to go with your friend to the doctor's appointment. You can also advocate for changes that will make your community a healthier place to live.



FIGURE 9 Making your community a healthier place to live is one type of advocacy. These people are growing foods in a community garden that can provide a healthier diet for their neighbors.

Achieving Health Literacy The term *literacy* is used to describe the ability to read and write. But the term can be applied to many areas. For example, a person with computer literacy has the knowledge and skills to use a computer. A person with **health literacy** has the ability to gather, understand, and use health information to improve his or her health.

Awareness, knowledge, and skills all contribute to health literacy. If you become aware that the amount of fat in a diet is a health concern, you can learn which foods are high in fat. Then you can apply the skills of decision making and setting goals to lower your intake of high-fat foods.

Section 3 Review

Key Ideas and Vocabulary

1. What does the term prevention mean in relation to health?
2. List the two broad goals of *Healthy People 2010*.
3. What are three steps that can help people meet their personal health goals?
4. What is an **action plan**? What health skill are you applying when you develop an action plan?

Critical Thinking

5. **Relating Cause and Effect** Look at the causes of death in Figure 7. For which cause of death is diving into a shallow pool a risk factor? Explain.

Health at School

Preventing Injuries One *Healthy People 2010* goal is to reduce injuries during school-sponsored sports events. The specific goal is to increase the use of protective gear for the head, face, eye, and mouth. What are the rules about using such protective gear at your school? Do these rules support the *Healthy People 2010* goal? Write a paragraph summarizing your findings. **WRITING**

6. **Classifying** Each day on the way to band practice, Kelsey buys a large order of French fries. Her friend Ana encourages her to buy some fruit or a low-fat energy bar instead. What health skill is Ana using? Explain your answer.

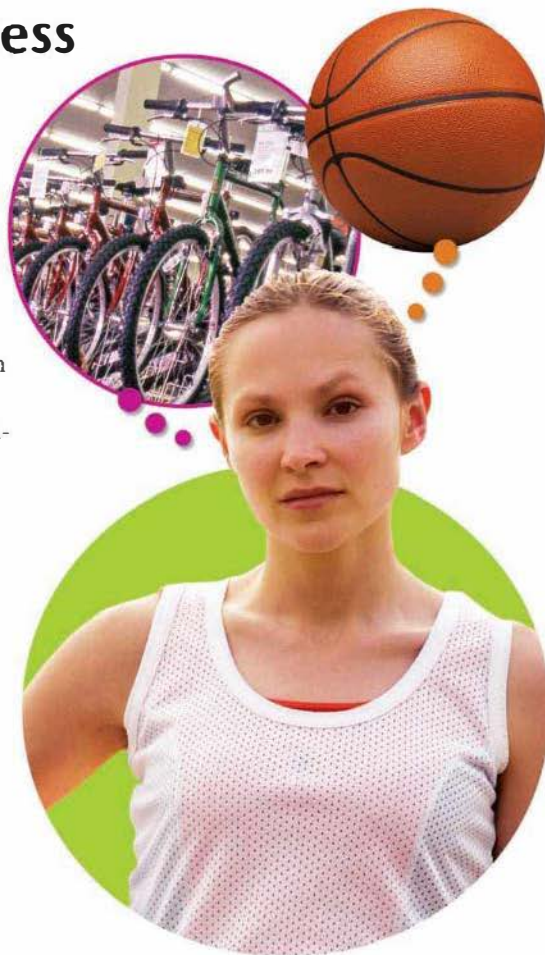
The **DECIDE** Process

You just found the perfect after-school job. It's near home, it will be fun, and it will pay for the bicycle you've wanted to buy. That same day, you find out that you finally made the basketball team. Unfortunately, team practices will occur during the hours you would need to be at work. How do you choose between the team and the job?

Many of your decisions are not this complicated, but some decisions are even more difficult. Such decisions require much thought and soul-searching because they can make an important difference in your life. Do you sometimes "hide from" tough choices because they make you feel anxious? Do you ever rush headlong into decisions without really thinking? There is a process, called **DECIDE**, that can help you think through decisions. This process is easy to remember because each letter in the word **DECIDE** stands for a step in the process.

Define the problem.

Consider the decision you are facing, and state the issue clearly. Is it important or complex enough to warrant using **DECIDE**? Some choices are so easy that you already know what to do. In other situations, your decision won't really make much difference—a flip of a coin would do.



Explore the alternatives.

Make a list of possible alternatives for solving your problem. Include "doing nothing" if it is appropriate. If you need more information to fully understand the problem or any of the alternatives, do the research now. You may find that some of the choices are unrealistic. If so, remove them from the list.

Consider the consequences.

One by one, think through what might happen if you were to choose each alternative on your list. Be sure to do the following.

- ▶ Include both positive and negative results.
- ▶ Consider what probably would happen, not what you hope would happen.
- ▶ Ask yourself: How risky is each alternative? What are its chances of success? How would it affect my future? Remember to consider the effects on other people as well.

Identify your values.

Sometimes your values influence your decisions even when you are not aware of the influence. At other times, you may overlook your values because you want something badly. When you do this, however, you may feel uncomfortable with your decision later.

- ▶ Consider your long-term goals as well as the beliefs of your family and culture.
- ▶ Consider your own and others' health and safety, and your self-respect.
- ▶ Identify those choices that are a good match for your values.

Decide and act.

- ▶ Use the information you have collected to compare the alternatives. Decide which one is best for you. Remember, sometimes there is more than one "right" choice.
- ▶ Make a plan to act on your decision. You may need to break the plan into smaller steps. Set realistic deadlines for each step. Then follow through with your plan.

Evaluate the results.

Sometime after you have put your decision into effect, take some time to review it.

- ▶ How did your decision work out?
- ▶ How has it affected your life?
- ▶ How has it affected others?
- ▶ What did you learn?
- ▶ If you could do it over again, what would you do differently? If you can still change some things for the better, do it now.



Practice the Skill

1. Suppose you were facing the decision described in the introduction—to choose the job or the team. Follow the steps of DECIDE to determine what you would do in this situation. Be sure to consider all alternatives; there may be more than two. (For example, it may be possible to postpone a choice or to take another route to a goal.)
2. List some other important decisions for which DECIDE might be useful. Do they fall into categories? What categories of decisions might not be suitable for DECIDE?
3. Think about a tough decision that you have made in the past or that you are facing now. Use DECIDE to determine what you should do (or should have done).
4. Did using DECIDE help you focus on important values or choices you might otherwise have overlooked? Which ones? Did DECIDE make the decision-making process easier? Why or why not?

Section 4

Being a Wise Health Consumer

Objectives

- ▶ **Describe** how to evaluate health products, services, and information.
- ▶ **Evaluate** what advertising does and does not do for a consumer.
- ▶ **Explain** how a person can avoid health fraud.
- ▶ **Identify** your rights as a consumer.

Vocabulary

- consumer
- warranty
- advertising
- fraud
- quackery

Warm-Up

Dear Advice Line,

I buy a brand-name shampoo that costs twice as much as the store brand. The ads for the expensive shampoo say that it keeps your hair healthier. My mother says that the store brand is just as good. Who is right?

WRITING Which shampoo would you buy and why?



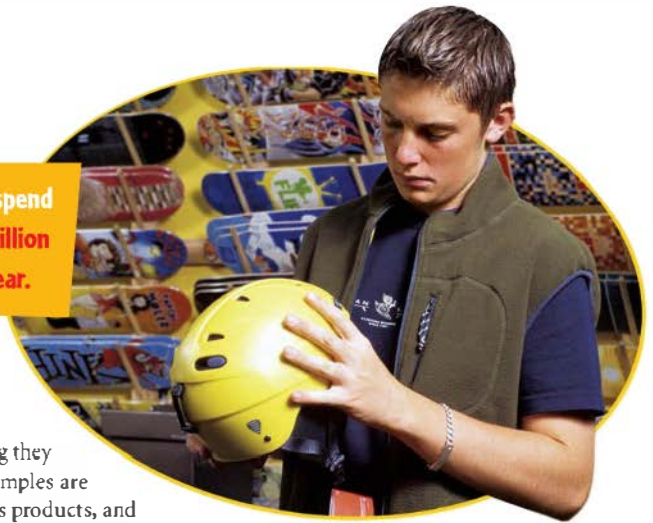
Making Healthy Consumer Choices

Young children do not decide when to visit a doctor or which brand of cough syrup to buy. When they become ill, they don't search the Internet looking for information about the illness. Young children have limited opportunities to be consumers. A **consumer** buys products or services for personal use.

As a teen, you are making more decisions about your health, including which products and services to use. So you need to know how to evaluate the products, services, and information you are offered.

Products Picture the aisles in a local drugstore. How many of those aisles contain products that could affect your health? More than you might guess. Some of the items are obvious—snack foods, sports drinks, personal care products, and vitamins. There are medicines for treating indigestion, allergies, headaches, and colds. There are household cleansers and pest-control products, which contain substances that are harmful if inhaled or ingested. There are magazines with articles about health and advertisements for health-related products.

American teens spend more than 100 billion dollars each year.



Some products are **consumable**, meaning they need to be purchased again and again. Examples are hair care and skin care products, weight loss products, and sports drinks. The marketing of many consumable products is aimed toward teens and young adults. The makers of these products often claim that using them will improve your personal appearance or your physical performance. They may also suggest that a product will improve your emotional or social well-being.

Some products are **durable**, meaning they are meant to last for a number of years before they wear out. Most sports equipment is durable. Having the right equipment and protective gear is essential when you take part in an organized sport, such as football, or an extreme sport, such as snowboarding. The right equipment is also important when you exercise to maintain fitness. **Some factors to consider before buying a product are its safety, cost, warranty, and consumer testing.**

- ▶ **Safety** Read the product labels and other information supplied with the product to determine its contents and possible safety issues. Does a food contain a substance to which you are allergic? Must the product be used only in a room that is well ventilated, as when the windows are open?
- ▶ **Cost** Check to see if there are other brands or other products that will give you the same results at a lower cost.
- ▶ **Warranty** Is there a **warranty**, an offer to repair or replace the product if there is a problem? If so, how long is it good for and what does it cover?
- ▶ **Consumer Testing** Some government agencies and private groups test a wide range of consumer products. They publish their results and recommendations. Groups may endorse, or approve products that rate highly on their tests. By doing so, the group is saying that the claims made for the product by the manufacturer are true.

FIGURE 10 This teen is shopping for a helmet to wear while he is skateboarding. **Predicting** What factors do you think he should consider before making a purchase?

**Connect to
YOUR LIFE**

What kind of questions do you ask before you buy a product?

FIGURE 11 A fitness center is an example of a health-related service. **Predicting** How could attending a class as a guest help you to decide whether to join a fitness center?



Services You probably don't get to choose your doctor or dentist. But you do get to choose some services that can affect your health. For example, if you choose the wrong nail salon, you might develop an infection. If you choose the wrong health club, you might end up with an injury because of poor advice from a trainer.

When you evaluate a service, you need to find out whether the person who will perform the service is qualified. Whether you choose a service on your own or use a service chosen for you, there are questions you should ask.

- ▶ What kind of education and experience does the person have? Does the person have the required educational degree, license, or certification?
- ▶ Does the person have references? Ask for the names and telephone numbers of people who have used their service.
- ▶ Have any complaints been filed with your state's Attorney General?

Information Before you purchase a product or service, you need to evaluate the information you receive about it. Is it accurate? Is it useful? You need to ask the same type of questions about any health information you receive. To evaluate health information, you need to evaluate the source of the information.

- ▶ Is the source qualified to speak on the topic?
- ▶ Does the source bring a bias, or slant, to the topic? For example, are they trying to sell a product or service?
- ▶ Are there other reliable sources that reach the same conclusion?
- ▶ Is the information current and up to date?

Government agencies, medical associations, and non-profit private health groups often provide reliable information. So do reporters who specialize in science and health topics.

The Effects of Advertising

Businesses spend millions of dollars each year on advertising because they want to attract customers. **Advertising** is the public promotion of a product or service. Ads appear on television and radio, in newspapers and magazines, on billboards, and in movie theaters. They also pop up on the Internet. Everyone is influenced to some extent by advertising. But as a consumer, you need to base your choices on facts, not on advertisements.

Ads can let you know what products and services are available, but they rarely provide the information you need to make wise choices. For example, an ad may say that a certain medicine contains an ingredient that most doctors recommend. The statement may be true. However, this ingredient is likely to be found in all similar medicines.

An ad may say that a certain store is selling a product at the lowest possible price. Unless you check to see what the price is at other stores, you will not know if this claim is true. An ad may mention scientific studies. But unless the ad explains how the studies were done or provides actual results, a claim based on these studies may be false or misleading. Figure 12 discusses six methods advertisers use to sell products and services. For more information on advertising, see the Building Health Skill on analyzing advertising appeal on pages 404–405.



Have you bought a product based on an ad? If so, how did the ad convince you to buy the product?

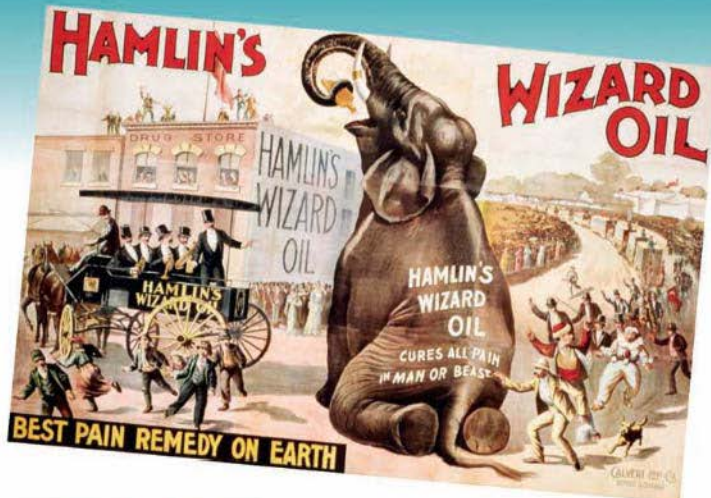
FIGURE 12 Advertising can influence people to buy certain products. **Evaluating** Which of these advertising methods do you think is most effective? Why?

Advertising Methods

Method	Message	Example
Scientific studies	Scientific tests prove the product is effective.	“Tests prove that Brand X works fast.”
Bandwagon approach	Everyone is using the product. You should, too.	“Don't be left behind—use Product X.”
Testimonial	The product is effective because trustworthy people recommend it.	“The medicine recommended by doctors and their families”
Comparison to other products	The product is more effective than others.	“Brand X now has 20% more painkiller than Brand Y.”
Emotional appeal	The product is safest for you and your family.	“Choose Brand X—your family's health depends on it.”
Price appeal	The product gives you more for your money.	“Brand X—the most for the least”

FIGURE 13 Promises of impossible cures are a sure sign of quackery.

Observing What claim does this poster make about wizard oil?



Health Fraud

If a person tells lies to obtain money or property, the person is guilty of an illegal act called **fraud**. People who sell useless medical treatments or products are engaged in health fraud, or **quackery** (KWAK ur ee). These people are called quacks. Quacks promise that a treatment or product will bring about a miracle cure or at least greatly improve a person's health. One danger of quackery is that it can keep someone from receiving proper medical care. If a person believes that a quack remedy is working or might work, he or she might postpone seeing a doctor.

Recognizing Health Fraud Quacks depend on people's lack of knowledge and their desperate desire to find a cure. If a disease is life threatening, such as cancer, it is a likely target of quacks. So are conditions that are long lasting, such as arthritis or problems with weight control. **People can avoid health fraud by carefully evaluating the claims made about a treatment or product.** These are some warning signs of quackery.

- ▶ Someone claims that a product or treatment is the only possible cure for a health problem.
- ▶ The promised results seem too good to be true.
- ▶ A product or treatment is said to cure many different ailments.
- ▶ A product is said to contain "special" or "secret" ingredients.

Responding to Health Fraud If you have doubts about any product or treatment, ask a doctor or pharmacist. Notify your state's Office of the Attorney General about any health fraud you uncover in your state. If a local business is involved, let your local Better Business Bureau know as well. If you buy a fraudulent product that is shipped to you by mail, notify your local postmaster.



What health claim have you seen that was too good to be true?

Go Online

HEALTH
LINKS

For: Updates on fraud,
quackery and health
Visit: www.SciLinks.org/health
Web Code: ctn-1014

Your Rights as a Consumer

Kiana bought an exercise bike so she could stay fit all year round. A week later, a pedal broke off the bike. She went back to the store and was given a new pedal. Two months later, the speedometer stopped working. She went back to the store again, but the salesperson told her the exercise bike only had a 30-day warranty, and the store was no longer responsible. Kiana was upset but was not sure what her rights were as a consumer. As a consumer, you have the right to information, the right to consumer protection by government agencies, and the right to complain.

The Right to Information As a consumer, you need information in order to make wise choices. You need enough information to make an informed judgment about whether a product or service will be safe and effective.

Consumer Protection Figure 14 lists some government agencies that help to protect consumers. Some agencies test products before they can be sold to consumers. Other agencies take action against quackery. Some agencies remove unsafe products from the marketplace.

The Right to Complain If you have a problem with a product, complain to both the store that sold you the product and the manufacturer. Ask for a refund. Follow these steps to make your complaint effective. Use the same approach if you have a problem with a service.

- ▶ **Identify the Problem** Be as clear and specific as possible about what is wrong.
- ▶ **Decide on Your Goal** Decide on a fair way to resolve your complaint. Do you want a refund, replacement, repair, or credit?
- ▶ **Collect Documents** Gather sales receipts, warranties, canceled checks, contracts, or repair records to back up your complaint.
- ▶ **Identify the Person in Charge** Find out who has the power to deal with your problem. It may be a customer service representative or a manager.

Government Consumer Agencies

The Federal Trade Commission (FTC)

Prevents unfair or deceptive advertising



The Food and Drug Administration (FDA)

Protects public from sale of unsafe foods, drugs, and cosmetics



The Consumer Product Safety Commission (CPSC)

Establishes safety standards for consumer goods and takes dangerous products off the market



FIGURE 14 These agencies help protect consumers from unsafe products and from health fraud. **Classifying** Which agency would you notify to report false advertising?



FIGURE 15 When you complain about a product, you will need documents, such as a sales receipt, to back up your claim. So you should store important documents in a place where you can easily find them.

Put Your Complaint in Writing Sometimes you will need to write a letter of complaint. It might be because you no longer live near the store where you bought a product or that you ordered from a catalog or a Web site. You might also need to write a letter if you do not get satisfactory results by complaining in person. A letter is especially important if the product has a time-limited warranty. Include the following information.

- ▶ the product's model and serial number
- ▶ the location and date of purchase
- ▶ your specific complaint and suggested resolution
- ▶ your name, address, and phone number and the best times to reach you
- ▶ a summary of any conversations you had in person
- ▶ a reasonable date by which you expect action to be taken

Be firm, calm, and respectful. Avoid writing an angry or threatening letter. Keep a copy of the letter and all the documents.

If you don't receive a response or are unhappy with the response, contact the national headquarters of the company. You can also write a letter to the Better Business Bureau or your local or state consumer protection agency. When all else fails, people may file a complaint in small claims court. These court proceedings usually do not require a lawyer and are relatively simple, quick, and inexpensive.

Section 4 Review

Key Ideas and Vocabulary

1. What is a warranty? What are three other factors to consider when buying a product?
2. In general what do you need to do when you evaluate a service or information?
3. What is advertising? What can you learn from advertising? What can't you learn?
4. How can you avoid health fraud?
5. What three rights do consumers have?

Critical Thinking

6. **Predicting** Why might a company president answer a letter from an unhappy customer?

Health and Community

Comparison Shopping Pick a consumable product that you use. Compare prices at as many stores in your area as possible. Write a paragraph discussing your results. Is there a noticeable pattern in the price differences? For example, does the size or the location of a store matter? **WRITING**

7. **Classifying** A company chooses a popular sports figure to advertise a product. Which advertising method is the company using?
8. **Making Judgments** A health club has inexpensive introductory memberships. List three questions you should ask before joining.

Decisions, Decisions List three ways that this video changed how you think about making decisions.

Section 1 What Is Health?

Key Ideas

- ✓ Two factors that can be used to evaluate a person's health are life expectancy and quality of life.
- ✓ The aspects of health that are important for overall well-being are physical health, mental and emotional health, and social health.
- ✓ Many of the choices that you make on a daily basis affect your position on the health continuum.

Vocabulary

- health (2)
- life expectancy (2)
- quality of life (2)
- goal (2)
- physical health (3)
- mental health (3)
- emotional health (3)
- social health (3)
- continuum (4)
- wellness (4)

Section 2 Identifying Health Risks

Key Ideas

- ✓ Heredity, environment, media, technology, health-care, and behavior are factors that influence health.
- ✓ When you evaluate a risk factor, consider both the short-term and long-term consequences. Decide whether you can control the risk factor. Analyze the possible benefits and risks of a decision.

Vocabulary

- heredity (6)
- gender (6)
- environment (7)
- culture (7)
- media (8)
- habit (9)
- risk factor (10)



Section 3 Taking Responsibility for Your Health

Key Ideas

- ✓ The broad goals of *Healthy People 2010* are to increase the years of healthy life for each American, and to eliminate differences in health based on race, ethnic group, or income.

- ✓ There are three steps you can take to help you meet your personal health goals—gaining awareness, gaining knowledge, and building skills.

Vocabulary

- prevention (12)
- values (14)
- action plan (15)
- advocacy (15)
- health literacy (15)

Section 4 Being a Wise Health Consumer

Key Ideas

- ✓ Before buying a product, consider safety, cost, the warranty, and consumer testing. Find out whether the person who will perform a service is qualified. To evaluate health information, you need to evaluate the source of the information.
- ✓ Ads can let you know what products and services are available, but they rarely provide the information you need to make wise choices.

- ✓ People can avoid health fraud by evaluating the claims made about a treatment or product.
- ✓ As a consumer, you have the right to information, the right to consumer protection by government agencies, and the right to complain.

Vocabulary

- consumer (18)
- warranty (19)
- advertising (21)
- fraud (22)
- quackery (22)

Reviewing Key Ideas

Section 1

- The number of years that a person can expect to live is called
 - quality of life.
 - quantity of life.
 - life expectancy.
 - life history.
- Describe ways to recognize good physical health, mental health, emotional health, and social health.
- List two behaviors that could move you toward wellness on the health continuum.
- Critical Thinking** How could having to deal with a physical, mental, or emotional problem affect a person's social health?
- Critical Thinking** What are four standards you would use to measure the quality of your life?

Section 2

- Which of these factors is part of your social environment?
 - heredity
 - culture
 - media
 - technology
- Do you think that you have more control over risk factors in your environment or behavioral risk factors? Explain.
- What is one possible short-term consequence of eating a high-fat diet? What is a possible long-term consequence?
- Critical Thinking** Analyze the risks and benefits of going rock climbing.

Section 3

- When you try to influence decisions others make about health, which skill are you using?
 - setting goals
 - making decisions
 - advocacy
 - analyzing influences
- How does a focus on reducing risky health behaviors help the nation to achieve the broad goals of *Healthy People 2010*?
- Explain what it means to gain awareness and to gain knowledge about a health problem.
- Critical Thinking** Use the saying "an ounce of prevention is worth a pound of cure" to explain the importance of prevention to your well-being.

Section 4

- A flyer announcing the opening of a health food store is an example of
 - advertising.
 - quackery.
 - advocacy.
 - public service.
- What questions could you ask to find out if a person who runs a gym is qualified?
- List two reliable sources and one poor source of health information. Explain your choices.
- Describe three ways that government agencies protect consumers.
- Critical Thinking** Which do you think makes people more vulnerable to fraud, a lack of knowledge or desperation? Explain.



Building Health Skills

- Advocacy** Why do you think many teens smoke despite the health risks? What argument against smoking would be most effective for teens?
- Analyzing Influences** Do ads for healthcare products appeal more to your emotions than to your ability to reason? Explain.
- Making Decisions** You are thinking about using a liquid diet supplement. What steps should you take before making this decision?
- Setting Goals** Choose a behavior that moves you closer to the wellness end of the health continuum. Make an action plan for making this behavior a habit. Put your plan into action for a week and monitor your progress. Then adjust your plan, if necessary. **WRITING**

Health and Community

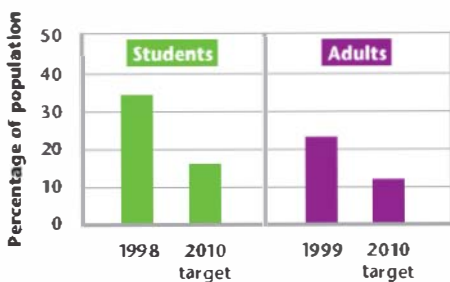
Defining Health Ask ten people of different ages to define the term *health*. Record the responses. Then write a paragraph comparing and contrasting the responses. How were the definitions alike? How were they different? **WRITING**



Standardized Test Prep

Math Practice

The graph compares data on smoking for high school students and adults from the late 1990s. It also shows the Healthy People 2010 target goals for smoking. Use the graph to answer Questions 23–26.



23. What percentage of high school students were cigarette smokers in 1998?
A 12% B 16%
C 24% D 35%
24. What was the difference in percentage of high school students who smoked and adults who smoked in the late 1990s?
F 8% G 15%
H 12% J 23%
25. What is the percentage decrease in high school smokers targeted by *Healthy People 2010*?
A 12% B 16%
C 19% D 35%
26. Assume the target goals for 2010 are met. Out of 500 high school students, how many would you predict would be smokers?
F 16 G 35
H 60 J 80

Test-Taking Tip

On test day, think positive thoughts.
Tell yourself, "I will do well on this test. I am prepared."

Reading and Writing Practice

Read the passage. Then answer Questions 27–30.

People's perceptions of risk often don't match the facts. More people are afraid of flying than of car travel. Yet, the risk of a fatal car crash is much higher than the risk of a plane crash. A risk seems smaller than it actually is when you think you are in control or when you can benefit from taking the risk. New risks, especially those that are highlighted in the media, seem greater than risks that are familiar. The danger of inaccurate perception of risks is that people worry too much about low-level risks, such as shark attacks, and too little about significant risks, such as smoking.

27. What is the main idea of this passage?
A People should worry less about risks.
B People often misjudge the level of a given risk.
C Car travel is more risky than air travel.
D Your level of control affects how you view a risk.
28. Based on this passage, what does the word *perceptions* mean?
F feelings
G concerns
H understandings
J observations
29. Which of the following statements is supported by this passage?
A People are usually less concerned about risks that are discussed in the media.
B The media only discusses risks that are new.
C The media decides which behaviors are risky.
D The media can affect your assessment of a risk.
- Constructed Response**
30. Why do you think it is dangerous for people to focus too much on low-level risks and not enough on more common risks?