

Chapter 1

Essential Question



What is the difference between health and wellness?

Understanding Your Health and Wellness

Lesson 1.1 Learning About Health and Wellness

Lesson 1.2 Recognizing Factors That Affect Health and Wellness

Lesson 1.3 Building Skills for Health and Wellness





Reading Activity

List the headings in this chapter to create an outline for taking notes during reading and class discussion. Under each heading, list any key terms. Finally, write two questions you expect to have answered in class. After completing the chapter, ask your teacher any questions you still have about the concepts or terms you learned.

How Healthy Are You?

In this chapter, you will be learning about health and wellness. Before you begin reading, take the following quiz to assess your current health and wellness habits.

Healthy Choices	Yes	No
Do you regularly set short-term and long-term goals that are specific, measurable, achievable, relevant, and timely?		
Do you set a series of short-term goals to help you meet a long-term goal?		
Do you assume responsibility for your personal health behaviors?		
Do you avoid spending time with friends or family who engage in harmful behaviors such as smoking or bullying?		
Can you maintain mature relationships by respecting and valuing others and yourself?		
Do you cope well with stress?		
Can you identify reliable sources of health-related information?		
Do you clearly and honestly communicate your thoughts and feelings to others?		
Do you refuse to do things that go against your values and beliefs, regardless of what your friends and family do or say?		
Do you consider the impact of your decisions on others?		
Are you confident in your ability to learn and apply new knowledge, viewing learning as a chance to continually improve yourself?		

Count your "Yes" and "No" responses. The more "Yes" responses you have, the more habits you exhibit for promoting health and wellness. Now, take a closer look at the questions with which you responded "No." How can you make these healthy habits part of your daily life? Identify a SMART goal you would like to achieve to help improve your overall health and well-being. Refer to Figure 1.11 to help you set up your SMART goal. If you do not understand the instructions, ask for clarification from your teacher.

Lesson 1.1

Learning About Health and Wellness

Key Terms

health state of complete physical, mental and emotional, and social well-being

well-being person's overall satisfaction that life's present conditions are good

wellness active process that involves becoming aware of and making choices toward improving aspects of health

physical health aspect of health that refers to how well a person's body functions

mental and emotional health aspect of health that has to do with a person's thoughts and feelings

social health aspect of health that involves interacting and getting along with others in positive, healthy ways

healthcare treatment and prevention of illnesses, injuries, or diseases to improve wellness

preventive healthcare going to the doctor when you are well to help you stay healthy; involves getting an annual physical exam, regular checkups, and screenings for conditions such as hearing or vision loss

Learning Outcomes

After studying this lesson, you will be able to

- **identify** the aspects of health and wellness.
- **describe** how the aspects of health are interrelated.
- **explain** how appropriate healthcare can promote personal health.

Graphic Organizer

Aspects of Health

Create an outline which includes each aspect of health: *physical, mental and emotional, and social*. As you read this lesson, write what you learn about each aspect of health in the appropriate space.

After reading, review your notes and highlight what you think are the most important points. Study your notes to make sure you understand each aspect of health.



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What I've learned about the **physical** aspects of health:

-
-

What I've learned about the **mental and emotional** aspects of health:

-
-

What I've learned about the **social** aspects of health:

-
-

According to her doctor, 13-year-old Hannah passed her physical exam with flying colors and is the picture of health. At home, however, Hannah is often under stress and gets so anxious that she cannot sleep or focus on her schoolwork. She is frequently tired and eats on the go. She quit the soccer team and took up smoking with her boyfriend and his friends. Hannah avoids making decisions and planning for her future. Instead, she prefers to “go with the flow.”

Aiden, also 13, was born with a breathing condition that makes running and playing most sports difficult. He manages his condition by following his doctor’s orders. He takes his medicine, makes sure to eat well, and gets plenty of sleep. He also gets a moderate amount of physical activity. He does not smoke or drink. Aiden’s positive attitude attracts other people to him, so he has many friends. He sets goals for his future, and is confident that he will succeed if he works hard.

So who do you think is healthier—Hannah or Aiden? Is Hannah healthier because her doctor said she is the picture of health? Is Aiden healthier because he seems to take better care of himself overall?

In this lesson, you will learn about the different aspects of health and wellness and overall well-being. You will also discover the connections between healthcare and wellness.

Aspects of Health and Wellness

The *World Health Organization (WHO)* is an international organization that promotes health across the world. The WHO defines **health** as not just the absence of disease, but as a state of complete physical, mental and emotional, and social well-being. **Well-being** refers to a person’s overall satisfaction that life’s present conditions are good. **Figure 1.1** shows common characteristics that describe people in a state of well-being.



Figure 1.1

How you feel about yourself and your life affects your well-being. People who have a positive attitude and are happy often experience a higher level of well-being. **How would you describe your well-being? Are there steps you could take to improve your well-being?**

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To achieve health, people practice wellness. **Wellness** is an active process that involves becoming aware of and making choices toward improving aspects of health. As you practice wellness, remember to consider all aspects of your health. This includes your physical health, mental and emotional health, and social health.

Physical Health

Physical health is the aspect of health that refers to how your body functions. If you have a physically healthy body, your body functions well. You are able to engage in the activities of daily life. You can also cope with the stresses of disease, injury, and aging and maintain an active lifestyle. In other words, being physically healthy enables you to do more than walk to school or lift a bag of books. You can recover from a sprained ankle, fight off the flu, and have the energy to cope with daily stresses.

Defining Mental and Emotional Health

Mental Health

- Describes how you observe and interpret information.
- Affects your ability to make decisions, solve problems, and examine situations.

Emotional Health

- Refers to how you express yourself and your thoughts and feelings.
- Your emotions, mood, feelings about yourself, and way of viewing the world are all parts of your emotional health.

Figure 1.2 While mental health and emotional health are related, they are not exactly the same.

Mental and Emotional Health

Your **mental and emotional health** has to do with your internal life—your thoughts and feelings (**Figure 1.2**). When you have good mental and emotional health, you can think clearly and critically. You can express your thoughts and feelings. You can cope well with stress. You can also realize your own skills and have a positive attitude and willingness to adapt, learn, and grow.

Sometimes people do not realize they are experiencing challenges with mental and emotional health. For example, ongoing feelings of sadness or worry are not healthy. These ongoing negative feelings can keep you from doing well in school or joining in your favorite activities. Ongoing negative feelings can also affect your sleep, diet, and activity level, and prevent you from forming healthy friendships. The good news is that treatment and skills for maintaining your mental and emotional health can help you feel better.

Social Health

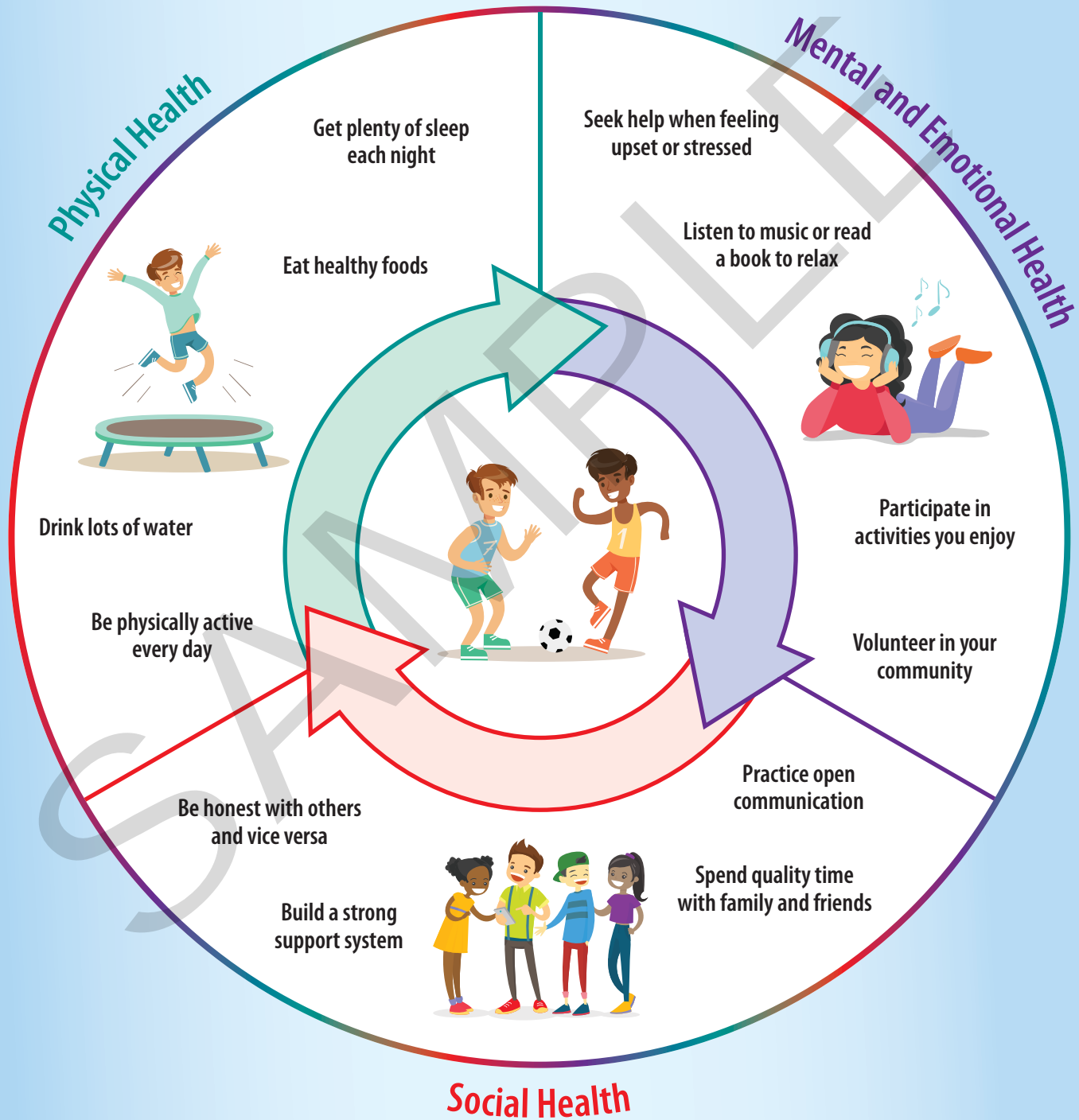
Can you imagine your life with no human interaction? Living without contact from others is unhealthy. Humans are social animals who must interact and communicate with one another.

Social health refers to how well you get along with other people.

Being socially healthy means having enjoyable and supportive relationships with others. In healthy relationships, you talk openly and honestly with family and friends. You trust others and others trust you. These are important parts of healthy relationships.

Unhealthy relationships are those that cause harm or make you feel bad about yourself. Social skills and healthy relationships give you the support you need to enjoy life and meet its challenges. Healthy relationships are among your most valuable resources.

Skills for Practicing Wellness



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How the Aspects of Health Are Interrelated

The aspects of your health are *interrelated*, meaning they all interact with and affect each other (Figure 1.3). Decline in one aspect of your health may lead to decline in another. Likewise, an improvement in one aspect of your health may lead to improvements in other aspects. Any changes in your health can affect your well-being.

For example, suppose someone who eats well but is not active gets more activity and becomes physically fit. Improvement in physical health can also affect all other aspects of health. Becoming more physically fit can improve how you feel about yourself and help you face challenges with a positive outlook (mental and emotional health). Being more active might result in participating in new activities with friends (social health). These positive changes can improve your overall health and well-being.

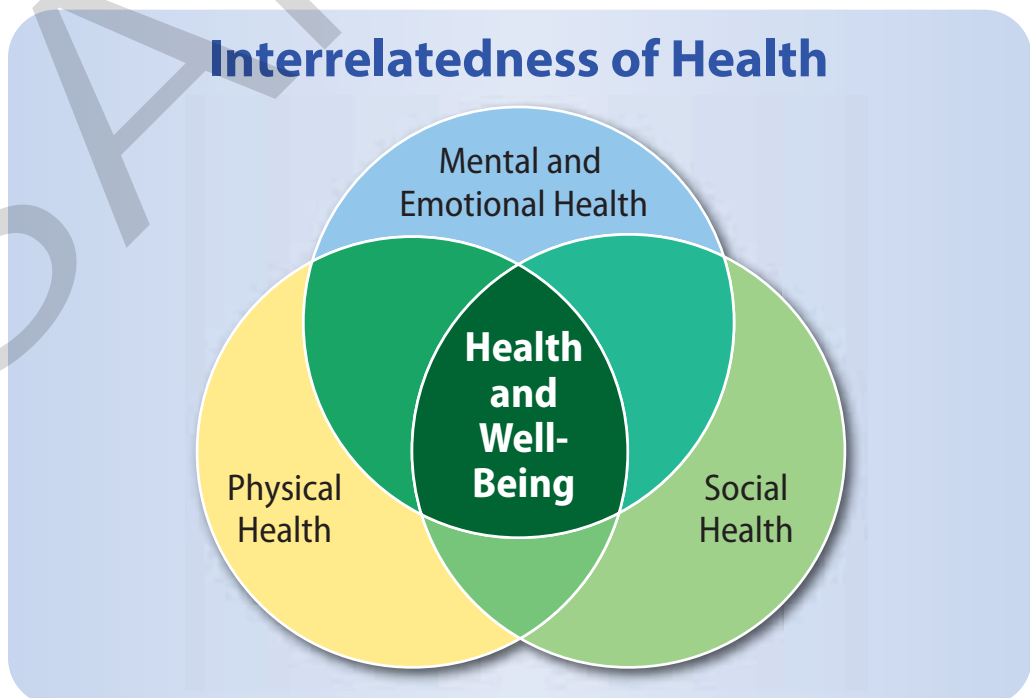
How Healthcare Promotes Personal Health

Healthcare directly relates to personal health and wellness. **Healthcare** involves the treatment and prevention of illnesses, injuries, or diseases to improve health and well-being. Practicing wellness means that you do not only go to the doctor to receive treatment when you are sick. You also go to the doctor when you are well to help you stay healthy and prevent diseases (called *preventive healthcare*). **Preventive healthcare** involves getting an annual physical exam, regular checkups, screenings, and treatments for conditions such as hearing or vision loss.

In the United States, healthcare comes in many forms, takes place in different settings, and is delivered by many types of professionals. The following sections will introduce you to different types of healthcare services and settings, and explore how people pay for healthcare.

Figure 1.3

Only by paying attention to and practicing wellness in *each* aspect of health can people achieve good health and well-being. **What does the term interrelated mean?**



Healthcare Services

The healthcare field employs more people than any other type of business in the United States. The field is diverse and includes many types of professions and healthcare services. Some professions provide highly specialized services.

People usually see their *primary care physician* (regular doctor) to get routine checkups, diagnosis of conditions, and receive medical treatment. Physician assistants and nurse practitioners also provide primary care.

The *physician assistant* works under the supervision of physicians and usually provides the same types of healthcare services as a physician. A *nurse practitioner* has an advanced nursing education and can provide many of the same services as a doctor. Today, many people receive their primary care from physicians, physician assistants, and nurse practitioners.

Primary care physicians may also refer their patients to *specialists* who possess extra training and experience with certain types of diseases and disorders.

Figure 1.4 shows the common types of specialists and the care they provide.

CASE STUDY

A Day in the Life of Sarah

Next year, Sarah will be off to high school and almost old enough to get a job. Her mom works so hard, but there never seems to be enough money. As the oldest, it is Sarah's responsibility to take care of her younger siblings when her mom is at work. Sarah works so hard to take care of everyone else that she often does not take time to care for herself.

Sarah learned in school about the importance of eating healthy and being physically active to promote positive health. Sarah is always so busy, though. She finds it a lot easier to grab some fast food at the restaurant down the street or some snacks at the nearby gas station on her way home from school. Sarah recently noticed that she has gained some weight.

Due to her mom's work schedule, Sarah cannot remember the last time she visited a doctor for a yearly check, until today that is. Sarah had to see the doctor because she has been thirsty and tired all the time, and her vision is blurred. The doctor informed Sarah's mother that Sarah's blood work indicated that she has type 2 diabetes and she needs to eat better to improve her health. She also has to take medicine now and check the level of sugar in her blood every day.



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Thinking Critically

1. How could preventive care have decreased the likelihood of Sarah's diagnosis of type 2 diabetes?
2. How might Sarah's life be different if Sarah and her mother received the guidance of a healthcare provider, such as a pediatrician?
3. How could reducing her stress level impact Sarah's health? List one healthy and one unhealthy way she could attempt to manage her stress. Explain the difference and predict the outcomes of each method.
4. How could Sarah's poor physical health affect her social and mental and emotional health?

Physician Specialists

Specialist	Treatment of...
Cardiologist	heart disease
Dermatologist	skin conditions
Gastroenterologist	diseases and disorders of the digestive system
Neurologist	diseases and disorders of the brain, nerves, and spinal cord
Oncologist	cancer
Orthopedist	bones, joints, and muscle conditions
Pediatrician	medical conditions of children from infancy through adolescence
Psychiatrist	mental illnesses and disorders
Pulmonologist	breathing issues and lung diseases
Rheumatologist	diseases of the joints, such as arthritis
Surgeon	surgical issues, such as gallbladder or appendix removal
Urologist	urination issues

Figure 1.4

Physician specialists are expertly educated and trained in their particular fields.

What type of specialist is a dermatologist?

Inpatient facilities are hospitals where patients stay while they receive diagnosis, treatment, surgery, and therapy. *Outpatient facilities* treat patients who live in the community and who do not require a hospital. Most healthcare in the United States is delivered in outpatient settings. These settings include the following:

- doctors' offices and private healthcare clinics that provide checkups, physical therapy, outpatient surgery, counseling, addiction treatment, and eye and dental care
- hospital emergency rooms
- urgent care or walk-in clinics
- health clinics and counseling centers in high schools and colleges
- county public health clinics

Health Insurance

Healthcare is expensive, and most people cannot afford to pay the full cost of services. Instead, most people buy insurance to help pay for healthcare costs. Most people get insurance through their employer or purchase insurance from a health insurance marketplace. Other health insurance options, available through the United States government, include Medicare and Medicaid.

Medicare is insurance available for people 65 years of age and older. *Medicaid* pays for healthcare costs of people living in poverty, pregnant people, older adults, and people with disabilities. Because of the *Patient Protection and Affordable Care Act (ACA)*, young people can get coverage through their parents' or guardians' insurance through age 26.

There are two main types of insurance plans available for people to buy to help pay for healthcare costs. These plans are the *health maintenance organization (HMO)* and the *preferred provider organization (PPO)*. **Figure 1.5** describes these two plans.

People who receive healthcare have the right to privacy. According to the *Health Insurance Portability and Accountability Act (HIPAA)*, patients must consent before their private health information can be shared, even with another doctor. People also have the right to seek healthcare and to give or withhold consent for treatment. In most states, minors, or people under the age of 18, do not have full rights to consent to healthcare. Instead, parents or guardians usually make these decisions with minors. Minors do, however, have some rights to seek and consent to certain types of healthcare.

Healthcare Settings

Healthcare workers work in inpatient and outpatient facilities.

Main Types of Insurance Plans

HMO

- Pays for the costs of basic healthcare services and many other specialized services
- Users must use doctors, hospitals, clinics, and services that are members of the HMO network

PPO

- Pays for the costs of healthcare provided by doctors, healthcare providers, and hospitals
- Allows for more flexibility in choosing providers, but is more expensive

Figure 1.5

Understanding the differences between a PPO and an HMO can help people choose the best plan to meet their needs. *Which type of plan—a PPO or an HMO—is most likely to cost less?*

Although insurance can help some people afford healthcare services, other individuals still cannot access healthcare. Barriers to accessing healthcare may include the following:

- lack of availability
- high cost
- lack of insurance coverage

Without adequate healthcare, people cannot receive the care they need. As a result, they are more likely to have poor health status.

Lesson 1.1 Review

1. Describe the difference between health and wellness.
2. **True or false.** Focusing on wellness means that you go to the doctor to receive treatment only when you are sick.
3. The regular doctor patients see for routine checkups and medical treatment is a(n) _____.
4. List three facilities where members of a community can obtain medical care.
5. How can healthcare help people promote personal health?
6. **Critical thinking.** Explain how a decline in mental and emotional health can affect the other aspects of health.

Hands-On Activity

Working in groups of three, create a digital or paper collage that includes at least five magazine pictures of healthy behaviors for one aspect of health: physical, mental and emotional, or social. Add captions to your photos as needed to clarify pictures. Show and discuss your collage in a group of four or five classmates. Are the other members of your group able to determine which aspect of health you tried to represent?

Lesson 1.2

Recognizing Factors That Affect Health and Wellness

Key Terms

genes segments of DNA that determine the structure and function of a person's cells and affect individual development, personality, and health

risk factors aspects of people's lives that increase the chance of a disease, injury, or decline in health

environment circumstances, objects, or conditions that surround a person in everyday life

protective factors aspects of people's lives that reduce risk and increase the likelihood of optimal health

peers people who are similar in age to one another

culture beliefs, values, customs, and arts of a group of people

Learning Outcomes

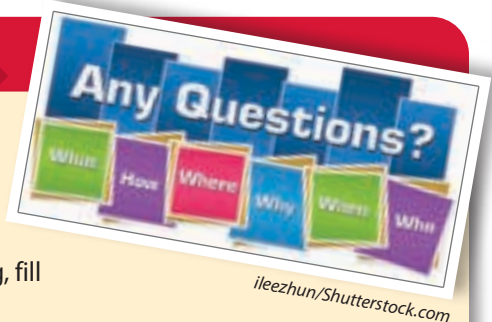
After studying this lesson, you will be able to

- **identify** factors that can increase or reduce your level of health and wellness.
- **describe** actions you can take to help prevent genetically linked diseases and disorders.
- **give examples** of risk and protective factors within a person's physical, social, and economic environments.
- **evaluate** how the lifestyle choices you make now can affect your health and wellness in the future.

Graphic Organizer

Health and Wellness Risk Factors

While you are reading this lesson, think about the important facts you discover and areas you still question. After you finish reading, fill in your notes as shown.



Important facts I discovered are...

- Factors can increase or reduce my level of health and wellness. Some of these factors are within my control.

Questions I have are...

- What factors can affect my health and wellness that are not within my control?

How would you describe your current health status? Are you in excellent health, or are you in poor health? Do you fall somewhere in between? If you have *optimal health*, you have the best health possible. You are in a state of excellent health and wellness in all areas of your life. This includes your physical, mental and emotional, and social health. A person's health status normally lies somewhere between the extremes of poor and excellent. This is because most people experience one or more factors that put their health status somewhere in the middle of the health and wellness spectrum.

Recall the examples of Hannah and Aiden from Lesson 1.1. Hannah passed her physical exam, but her health is far from excellent. Factors such as her stress, anxiety, and smoking habit negatively impact her health. On the other hand, Aiden has some physical health issues, but he does not smoke or drink, and he has a positive outlook on life. Hannah and Aiden each fall somewhere in the middle of the health and wellness spectrum.

As you can see in **Figure 1.6**, there are factors that can increase or reduce your level of health and wellness. Some factors, such as genetic factors, are not within your control. Many factors, however, are within your control. For example, a person who smokes can improve health and wellness by quitting smoking. The choices you make now largely determine your level of health and wellness, both today and in the future. By taking responsibility for the factors you *do* control and making healthy, informed decisions, you can improve all areas of your health.

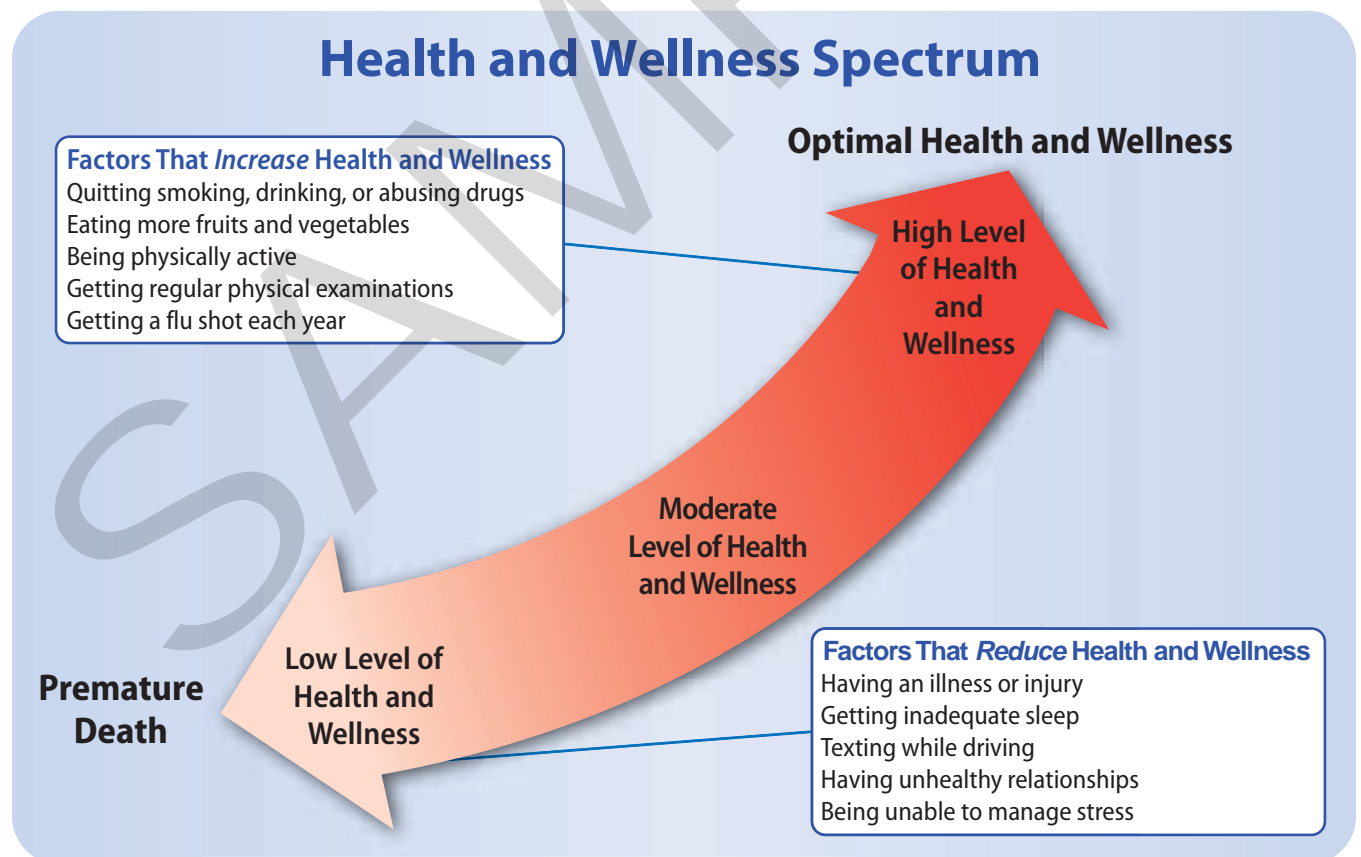


Figure 1.6 Your level of health and wellness can be plotted on a spectrum. The choices you make largely determine where you are on the spectrum. **What kind of health do you have if you are at the top of the health and wellness spectrum?**

Genetic Factors

Genetic factors relate to your genes. Your **genes** are present in every cell in your body. They contain the blueprint for the structure and function of your cells. Genes direct how you grow and develop, influence your personality, and affect your health. Humans have 20,000 to 25,000 genes, which are composed of a chemical often referred to as *DNA*.

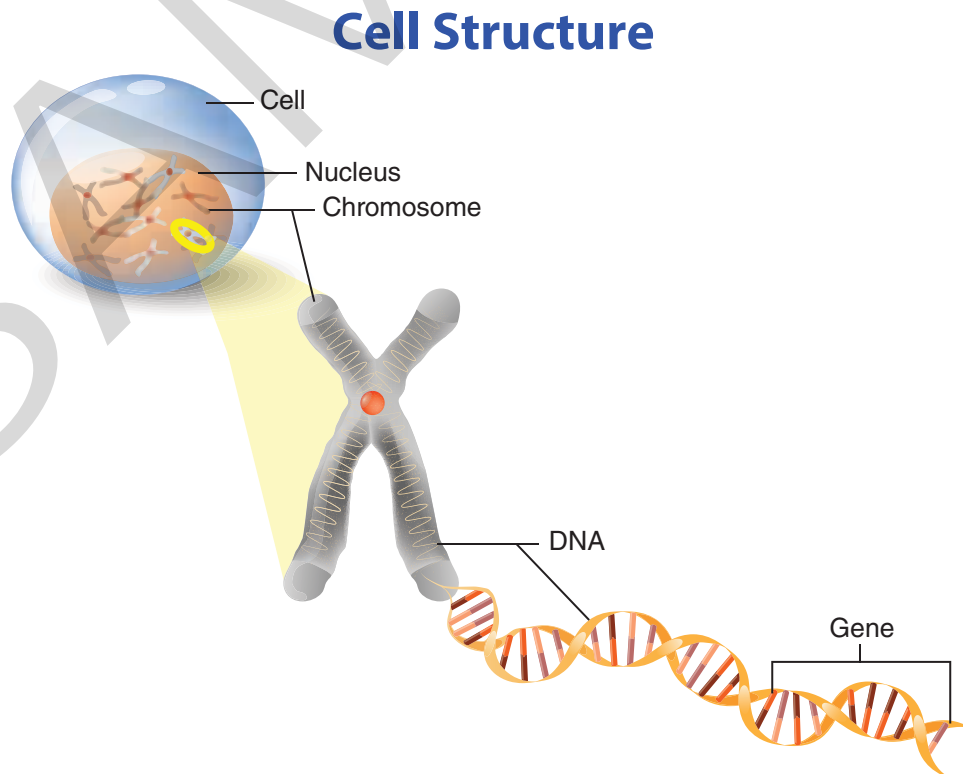
Located in a cell's nucleus, genes are bundled in packages called *chromosomes* (Figure 1.7). Humans inherit half of their chromosomes from each biological parent. The unique combination of genes from your parents determines many of your characteristics. For example, your nose might be shaped like one parent's nose. You and one parent may both have red, wavy hair. Perhaps you have blue eyes like your parents.

The genes you receive from your parents can affect your health and wellness by putting you at risk for developing certain diseases, such as heart disease. In this way, your family influences your health. To determine a person's genetic *risk factors* for developing a disease, doctors study a person's *family history*, the record of disease within a family. **Risk factors** are aspects of people's lives that increase the chance of a disease, injury, or decline in health. Although you cannot change the genes you receive, there are actions you can take to reduce the risk factors for developing genetically linked diseases and disorders.

The first step is to learn about your family's history of diseases. Do you have a family history of heart disease, cancer, or diabetes? Ask your biological relatives for information. Then, learn about the risk factors linked to the diseases that run in your family. For example, leading an inactive lifestyle and smoking are both risk factors for developing heart disease.

Figure 1.7

Each cell in your body contains a total of 46 chromosomes (23 pairs), which hold about 20,000 to 25,000 genes. One set of 23 chromosomes is inherited from each biological parent. **Where are genes located?**



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Once you have this information, you can try to eliminate or reduce your risk factors for these diseases. Eliminating extra risk factors for a certain disease will lower your chances of getting that disease. Reducing these risk factors is just another way you can improve your health and wellness.

Environmental Factors

Environmental factors concern your environment. Your **environment** includes the circumstances, objects, or conditions that surround you. Every environment has risk factors that can affect health and wellness. The more you are exposed to risk factors within your environment, the more likely those factors are to reduce your level of physical and mental health and wellness. Every environment also has protective factors. **Protective factors** are aspects of people’s lives that reduce risk and increase the likelihood of good health. **Figure 1.8** shows examples of environmental protective and risk factors.

Physical Environment

Your *physical environment* consists of the places where you spend your time, such as your school, home, or community. Physical environment also consists of the region in which you and your family live, the air you breathe, and the water you drink.

Risk factors within your physical environment differ from individual to individual, family to family, and community to community. Some hazards may include weather conditions, pollution, violence, unsafe drinking water, and other unsafe conditions. Certain hazards may depend on the policies at your school or in your community. To reduce the risk factors in your physical environment, you must first identify any hazards and unsafe conditions. Then, you can develop a plan of action to make your environment a safer place.

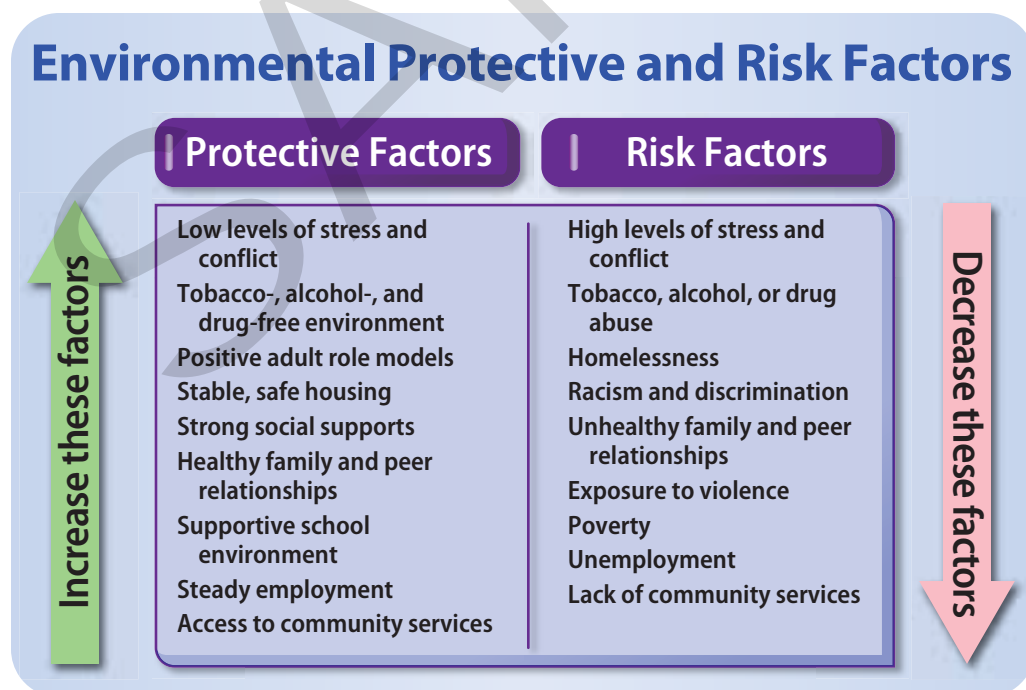


Figure 1.8
Risk factors in your environment impact your health and wellness. **Reflect on what risk factors are present in your environment. What actions can you take to decrease these factors?**

Social Environment

The people around you make up your *social environment*. Your social environment may include family members, friends, **peers** (people similar in age to you), teachers, coaches, and neighbors. The people you interact with on social media sites are part of your social environment, too.

BUILDING Your Skills

The Power of Social Media to Inspire

How often do you spend time on social media sites? What kinds of messages do you receive in your online social community? Do the people within your social media network promote positive, healthy behaviors or negative, risky behaviors?

Social media can be a powerful tool to inspire healthy behaviors. It can also influence you to engage in risky behaviors, such as tobacco or alcohol usage or sexual activity. Just as peer pressure from your friends and classmates can impact the decisions you make regarding your health, so can the content you view on social media.

If the social network you see daily promotes negative, risky behaviors, you may feel pressured to engage in these behaviors too. For example, if your online friends are always posting mean comments to others or participating in hazardous viral or online challenges, you might think you need to do this too in order to fit in with the group.

Pay attention to how these posts impact the way you might think about risky behaviors. Carefully choose who you follow on social media based on how their messages could impact the way you view your own health and wellness. Surround yourself with a social network that cultivates a respectful, safe, and overall healthy lifestyle. In addition, inspire others to live this kind of lifestyle too, through the content you post on social media.

Inspire a Healthy Life

In this activity, you will create an inspiring digital representation of a social media post that encourages a healthy behavior. The materials you need depend on how you want to create your visual representation. You may choose to use a social media template or a paper representation using poster board or construction paper. To create your digital representation, complete the following steps:

1. Identify a healthy behavior that is meaningful and relevant to you, your classmates, or your friends. Topic examples may include green living, healthy eating, tobacco-free living, or physical activity. The healthy behavior you choose should positively affect a person's physical, mental and emotional, or social health.
2. Create a representation on the social media platform of your choice to raise awareness of this healthy behavior. Your digital representation may include infographics, pictures with captions to illustrate this behavior, famous quotes, and a hashtag or other link to a larger health community. Add other details as needed to make your representation inspiring, informative, creative, and visually appealing.
3. With permission, display these social media healthy posts around the classroom or throughout the school to inspire your peers. You may also want to post your message on a social media site, with permission, to get feedback from your online social community.



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Your **culture** (the beliefs, values, customs, and arts of a group of people) and community are also part of your social environment. The cultural practices and behaviors of your social group affect your health and wellness. Cultural practices that may affect your health and wellness are shown in **Figure 1.9**.

The risk factors in your social environment depend on the practices and behaviors of those in your group and their influences on you. If your parents practice healthy eating habits, you are more likely to practice them as well. If your friends smoke or drink and pressure you to do so, your risk of engaging in these harmful behaviors increases, too. Following are two ways to help reduce the risk factors within your social environment:

- maintain healthy relationships with others
- focus on engaging in healthy behaviors

Economic Environment

Your *economic environment* includes your family's and community's level of education, income, and resources. For example, education improves knowledge about the importance of nutrition and physical activity. Scientists have found that college graduates in the United States are less likely to experience overweight and obesity. Both of these conditions are related to nutrition and physical activity. The connection between education and health also relates to income. People with more education tend to earn more money from full-time jobs. With more money, people are better able to pay for healthcare, activities, and resources that promote health.

Lifestyle Factors

The way you choose to live your life can greatly affect your health and wellness. For example, what you choose to eat and drink affects your health. How active or inactive you are makes a difference in your level of health, too. How much sleep

Cultural Practices That Affect Health and Wellness

- Food and taste preferences
- Eating patterns
- Religious or spiritual practices
- Activity preferences
- Medical treatment and customs

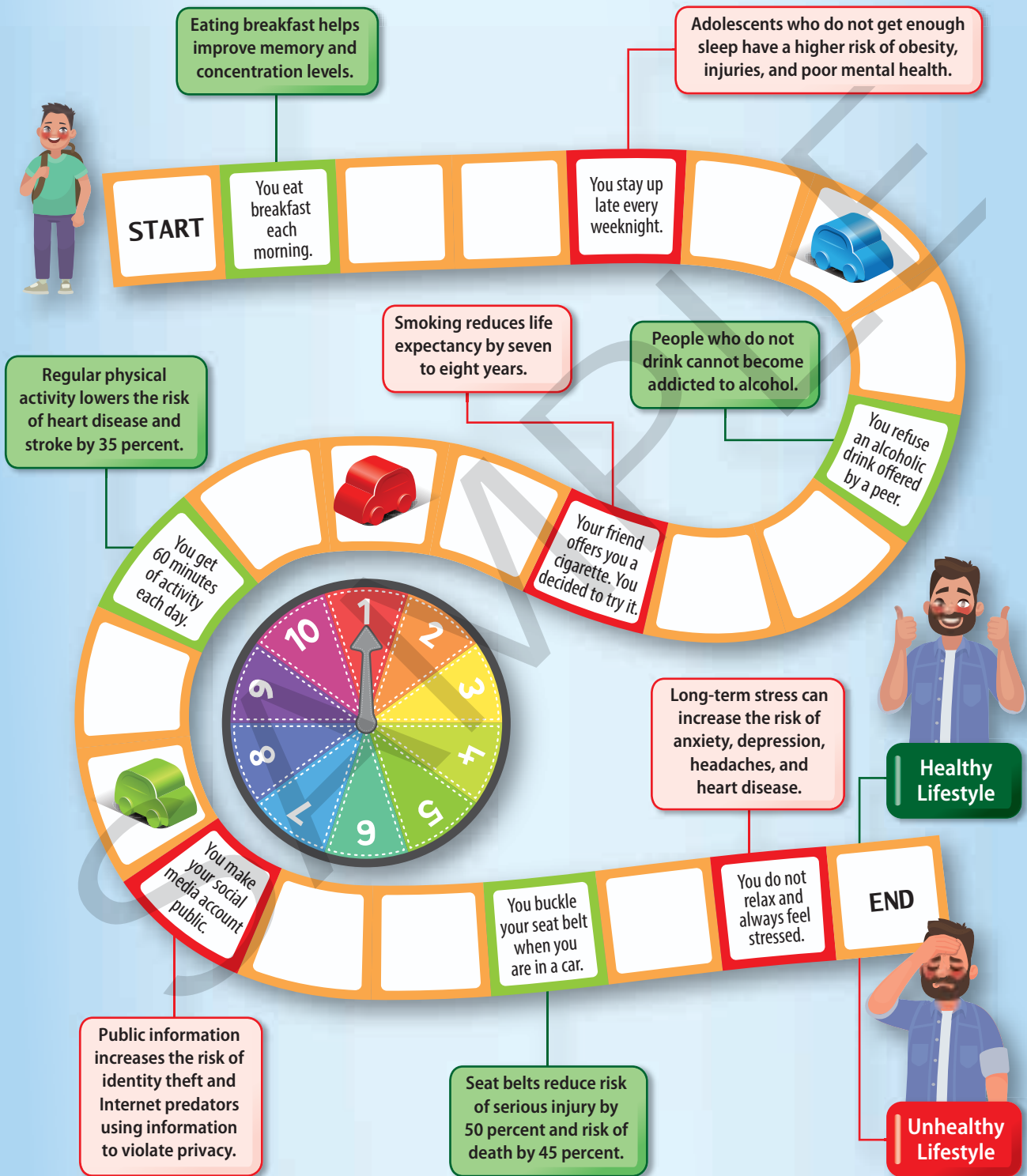


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Figure 1.9

The way your family and the wider culture you are part of eats, celebrates, gets physical activity, and treats illnesses affect your overall health and wellness.

The Game of Life



Game spinner: wongstock/Shutterstock.com; Game path: EkaterinaP/Shutterstock.com; Game pieces: Reinekke/Shutterstock.com; Young boy, sad and happy adults: tnyuk/Shutterstock.com

you get each night can also have an impact on your health and wellness. Engaging in risky behaviors, such as drinking, smoking, or doing drugs, can reduce your level of health and wellness. Texting while driving is also an example of a risky behavior that can be a hazard to your health.

Some behaviors have an immediate impact on health and wellness. If you did not get enough sleep last night, you may lack energy and have trouble focusing. Other behaviors have both short-term and long-term effects. Sun exposure is just one example. Spending too much time in the sun can result in the short-term effect of sunburn. Regularly spending too much time in the sun without using sunscreen can increase your risk of developing skin cancer.

Many of the lifestyle choices you make and behaviors you develop begin in childhood and adolescence. Oftentimes, these behaviors continue into adulthood and can affect your health for years to come. If you have an inactive lifestyle as a child, you are more likely to become physically inactive as an adult. Inactive adults have a higher risk of developing high blood pressure and heart disease.

Parents and culture often influence lifestyle choices and behaviors that begin in childhood and adolescence. If your parents stay up late on a regular basis, you are more likely to stay up late as well. If your culture does not believe in taking medication, you will likely feel the same way. Your parents and culture may be a strong influence on you when you are young.

Making healthy lifestyle choices and practicing healthy behaviors promote your personal health and wellness today and in the future. Even if you do not make healthy lifestyle choices now, you have the power to change your behavior and take charge of your health and wellness.

Lesson 1.2 Review

1. The aspects of people's lives that reduce risk and increase the likelihood of good health are called _____ factors.
2. Name the three types of environments that can affect a person's health and wellness.
3. **True or false.** Risk factors in your social environment depend on the practices and behaviors of those in your group and their influences on you.
4. Eating unhealthy foods, smoking, and not getting enough sleep are all examples of _____ that can negatively impact your health and wellness.
5. **Critical thinking.** Give an example of a cultural practice that influences your family's health and wellness. Is this an example of a positive influence or a negative influence?

Hands-On Activity

In small groups, create a role play and script that shows the importance of making healthy lifestyle choices today to promote personal health and wellness in the future. Your role play may include your group's beliefs about preventive actions young people can take to avoid peer pressure to engage in unhealthy behaviors. It can also focus on your group's opinions about how to change an unhealthy behavior or seek treatment to prevent serious diseases. Practice your role play and present it to the rest of the class.

Lesson 1.3

Building Skills for Health and Wellness

Key Terms

decision-making

process process of making choices by identifying the decision, brainstorming options, identifying possible outcomes, making a decision, and reflecting on the decision

goal desired result of something you plan to do

SMART acronym used to guide goal setting; stands for specific, measurable, achievable, relevant, and timely

action plan detailed step-by-step method to reach a desired outcome; outlines what you are going to do, how you are going to do it, and when it will be done

refusal skills set of skills designed to help someone avoid participating in unhealthy behaviors

conflict resolution skills strategies for resolving disagreements in a positive, respectful way to promote healthy relationships

health literacy person's ability to locate, evaluate, apply, and communicate information as it relates to health

advocate support

Learning Outcomes

After studying this lesson, you will be able to

- **use** the decision-making process to solve problems and make healthy choices.
- **demonstrate** goal-setting skills by setting a SMART goal and developing an action plan to achieve it.
- **describe** how refusal skills help people avoid unhealthy behaviors.
- **identify** conflict management strategies.
- **demonstrate** how to access and evaluate health information.
- **explain** how to communicate about and advocate for health.

Graphic Organizer

Health and Wellness Skills

Each section of this organizer represents a set of skills necessary to achieve and maintain your health and wellness. As you read the lesson, record what you have learned by filling in the graphic organizer with techniques for mastering these skills.



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Skills

Decision-making	Goal-setting	Refusal
Conflict resolution	Access/evaluate information	Communication

What is the best way to control asthma, muscle cramps, or acne? What can you do to manage the stress in your life? How can you help a friend who is going through a crisis? Do you know how you would find answers to these questions—good, reliable answers? You would not want answers based on rumors or unreliable sources of information.

Knowledge is power. Health knowledge gives you the power to prevent disease and promote your well-being. Consider Hannah and Aiden’s situations, as described in the previous lessons. Hannah might improve her mental and emotional health if she researched counseling resources in her area. Aiden must be careful to get the best possible information about his breathing condition. With the right skills and resources, you can apply that knowledge and successfully take charge of your own health and wellness.

Making Healthy Decisions

As you grow up, you begin to make more of your own choices. Therefore, it is important to understand how the choices you make can affect the physical, mental, and emotional health and wellness of you and your family. The best way to make healthy and informed decisions is to use a decision-making process. A **decision-making process** is a process of making choices by identifying the decision, brainstorming options, identifying possible outcomes, making a decision, and reflecting on the decision (Figure 1.10).

Your personal needs, wants, values, and priorities are factors that will influence the decisions you make. Your *needs* are the things you must have to live, such as air, water, sleep, food, clothing, and housing. Your *wants* are the things you desire or would like to have. *Values* are the things that are important to you in life. Examples of values include family, peers, culture, health, and happiness. The things you value the most become your *priorities*.

How you approach making a decision is important. Sometimes you may make a decision on your own. Other times, you may *collaborate*, or

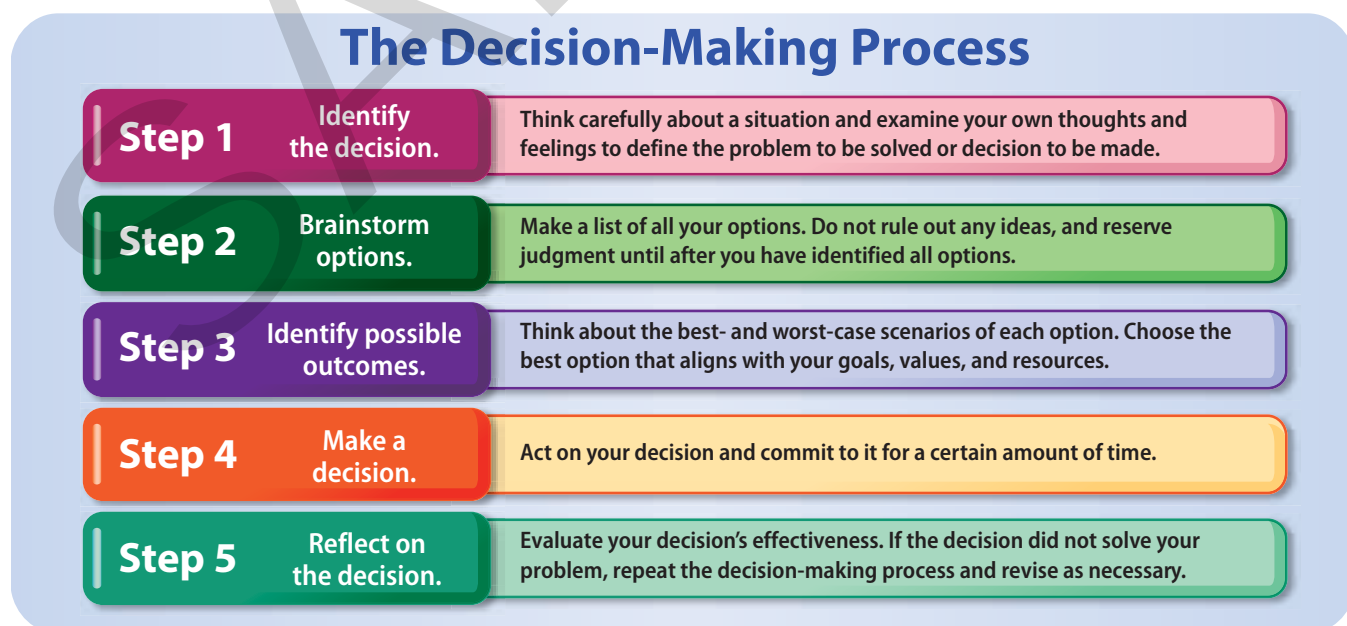


Figure 1.10 Using the decision-making process can help you choose a healthy path for even the most difficult decisions.

work together, with others to make a group decision. Collaborating with others can give you options you may not have considered otherwise. Still other times, you may want to seek the advice of your family or friends. When you do ask others for their opinions, consider how their advice aligns with your values and priorities. In this way, you are more likely to make a good decision.

Setting and Achieving Goals

Goals are important for many aspects of life, including your health. Therefore, learning the skills you need to set and work toward goals is important. A **goal** is a desired result of something you plan to do. Goals motivate you and keep you focused on what you need to accomplish. Setting and working toward goals can help you change situations you do not like or help you get where you want to be. They can also give you a sense of satisfaction.

Goals can be short-term or long-term. A *short-term goal* is a goal you want to accomplish within days or weeks. A *long-term goal* requires months or years to achieve. Reaching a long-term goal may involve achieving a series of short-term goals. Long-term personal goals can help you prevent health conditions and maintain or improve your health and wellness.

When setting goals, consider your values and current situation. To make sure your goals are clearly stated and achievable, use the acronym **SMART**. SMART goals are specific, measurable, achievable, relevant, and timely (Figure 1.11). An example of a SMART goal is eating 2½ cups of vegetables every day for one month to improve healthy eating habits. This goal is more measurable, achievable, and timely than the goal of eating more vegetables.

To accomplish a goal you set, create an **action plan**, which is a detailed step-by-step method to reach a desired outcome. Your action plan should outline what you are going to do, how you are going to do it, and when it will be done. Be specific. Create short-term goals to outline what you need to do each day, week, or month to meet your long-term goal. Make sure that your

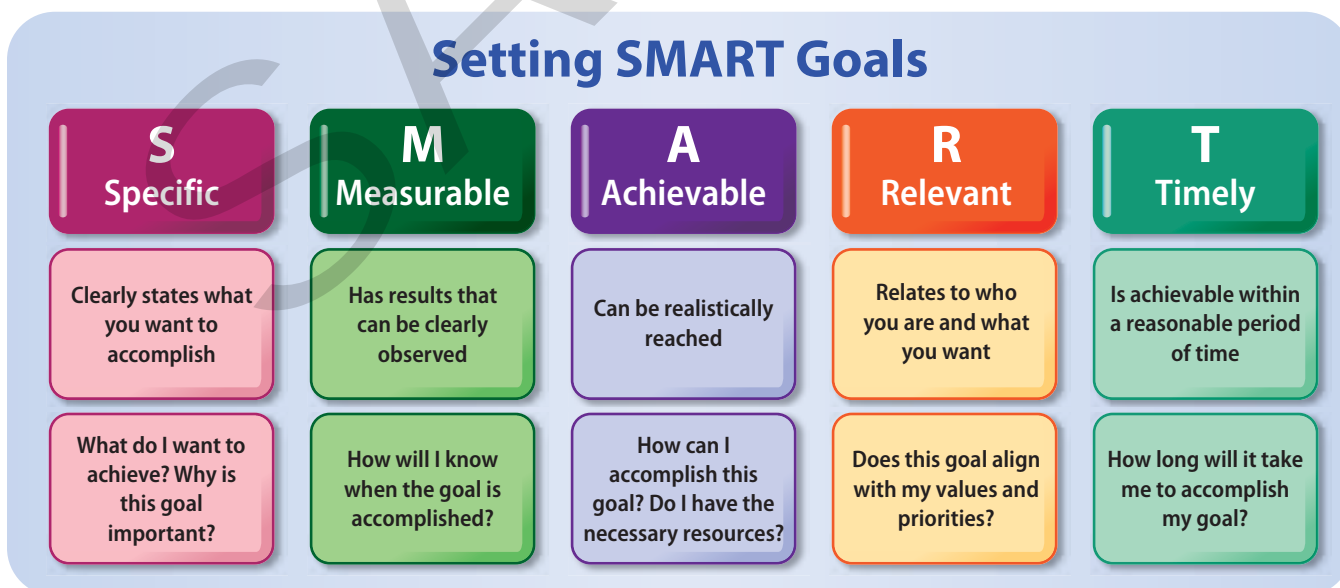


Figure 1.11 Use questions such as the ones in this figure to ensure you are setting SMART goals.

short-term goals are SMART goals with realistic deadlines. Identify any blocks that may prevent you from reaching your goal. Include in your plan what actions you can take to prevent these blocks from hurting your progress.

An action plan also includes how you plan to track your goal progress. You may want to use a goal planner or journal to monitor your progress. Free goal tracker apps are another way you can keep track of your goal progress.

Once you have completed your action plan, the next step is to follow it. As you track your progress, set time aside every month to evaluate whether your plan is working. You may need to adjust your plan along the way.

Sometimes, you may not achieve your goals. If this occurs, do not get discouraged. Consider the situation as a learning experience. Think about where things went wrong and what you could do differently. Then you can use this information as you set new goals. Mastering goal-setting skills will help you continually grow and improve yourself, your health, and your overall well-being.

Using Refusal Skills

Refusal skills are a set of skills designed to help someone avoid participating in unhealthy behaviors. These skills can help you respond to peer influences and behaviors without compromising your own goals, values, and health.

For example, you might be pressured to use drugs, tobacco, or alcohol. You could be pressured to engage in an activity that is illegal, inappropriate, or unhealthy. Your peers might pressure you into these activities, or you might see these behaviors modeled in television shows and movies you watch. You may think that this is what all young people are doing. These influences can make saying *no* difficult.

Using refusal skills helps you take responsibility for your health behaviors. By using refusal skills, you ensure that no one is responsible for your health but you. Practicing strong refusal skills will also help you avoid or reduce health risks. Behaviors such as smoking or drinking increase your risk of certain health issues. Refusing to engage in these behaviors helps you avoid the health risks associated with them.

Refusal skills help you make independent, informed decisions despite messages you may receive from peers, society, and the media. The tips in **Figure 1.12**, and information throughout this text, will help you learn and apply refusal skills to resist pressure.

Resolving Conflicts

As people interact with one another, *conflicts* (disagreements) are bound to arise. Conflicts can occur when people have different opinions or priorities. You may even have conflicts with your family or friends. Conflicts are a normal part of life. Some conflicts can be healthy, letting you see another

Tips for Resisting Pressure

- Watch your body language—stand up straight and make eye contact.
- Say how you feel—use a firm voice to say *no*.
- Be honest and do not make excuses—your friends should accept your response when you say, “No, I don’t want to.” Remember, you have the right not to give a reason.
- Suggest something else to do—if your friends do not want to do another activity, find another friend who does.
- Stick up for yourself—be prepared to walk away to get out of the situation.



Figure 1.12 Pressure from others can be difficult to resist, but you have a right to say “no” and walk away from the situation.

person's point of view and even build relationships. Conflicts that are unhealthy cause stress and put strain on relationships.

Conflict resolution skills are strategies for resolving disagreements in a positive, respectful way to promote healthy relationships. Strategies in conflict resolution (also called *conflict management*) are shown in **Figure 1.13**.

In some cases, a conflict is too serious or too difficult for the people directly involved to manage by themselves. In this situation, an outside individual with a neutral perspective can help the people or groups find a good solution.

Mediation is a strategy for resolving difficult conflicts by involving a neutral third party, or *mediator*. During mediation, both parties in the conflict separately share their perspective of the conflict with the mediator. The mediator then brings the two parties together to share their views and tries to help them reach an agreement. You will learn more about conflict resolution later in this textbook.

Accessing and Evaluating Health Information and Services

As you learn about health-related terms, concepts, and facts, you will develop the ability to locate, evaluate, apply, and communicate information as it relates to your health. This is **health literacy**. Your health literacy builds on basic facts and concepts you learn at home and in school.

Conflict Resolution Skills

- | | | |
|---------------|--|---|
| Step 1 | Identify the cause of the conflict. | State what problem you think is causing the conflict and have the other person share this information too. Listen carefully to understand that person's perspective. |
| Step 2 | Ask for solutions from both parties. | Find out what each person wants or needs as a desired outcome to the situation. Brainstorm ways to solve the conflict. |
| Step 3 | Identify solutions both parties can support. | Calmly discuss the issue and possible solutions. Both parties should be open to suggestions and focus on finding a solution together. |
| Step 4 | Agree on a solution. | Often, both sides agree to give in a little, or compromise. Through compromise, each side can reach a solution that is acceptable for all people involved. |
| Step 5 | Carry out the solution. | Take action to apply the solution. Ensure that all parties know their designated roles in the solution. Make sure everyone follows through on the agreed-upon solution. |
| Step 6 | Evaluate the solution and renegotiate, if necessary. | Review the outcome of the solution. If for some reason the solution is not working, identify which step in the process failed, go back to that step, and try again. |

Figure 1.13 When you meet with the other person in the conflict, remember that each person is different. There is nothing wrong with someone having an opinion that is different from yours. Differences make people more interesting. **Why is it important to deal with arguments in a positive, respectful way?**

As you learn about health and wellness, you will discover that researchers are constantly finding out new information about the human body and its health. This means you will need to keep learning about health and wellness throughout your life.

Developing health literacy means you can also evaluate health-related products and services. Health literacy helps you analyze advertisements for products (**Figure 1.14**). With health literacy skills, you can find out whether various products actually promote health. Health literacy can help you determine which health services are right for you.

Technology can influence your health literacy. By using the Internet and a few key search words, you can find lots of health-related information. Just because health information is on the Internet, however, does not make it accurate or true. Developing health literacy can help you access valid health-related information on the Internet and evaluate health information.

Access Valid Information

Your health and wellness depend on your ability to access valid (accurate) information. You need to be able to tell information grounded in science from health claims based on rumors, opinions, and theories.

Science is a body of knowledge regarding the natural world, based on observation and experimentation. Science poses questions and proposes explanations about the natural world—including the human body, human health, and diseases. Scientists test these explanations repeatedly to prove or disprove them as factual. Therefore, science-based information is valid, unlike opinions and theories that have not been tested and verified as fact.

When using the Internet to answer questions about your health, you will see several websites. How do you decide which source you should trust? In general, you can access valid information from agencies or organizations whose main mission is education, research, or direct healthcare. Safe or reliable URL stems generally include *.gov*, *.edu*, and *.org*.



Figure 1.14
Health literacy helps you to analyze advertisements, such as this one. **What health claim is being made in this advertisement?**

HstrongART/Shutterstock.com

Websites of businesses that earn profits or organizations promoting a particular cause are often not trustworthy. The main goal of a business is to make money by selling the product or service it provides. Information from a business may play up the benefits of the product or service and play down negative information. Organizations promoting a certain cause may only share information that supports its cause. Accessing valid information can help you locate reliable health-related products and services as well.

When searching for information, begin with a reliable, general source such as one of the agencies or websites in **Figure 1.15**. When in doubt, ask your school librarian or doctor about a reliable media source to find information about health and wellness. Librarians specialize in finding and evaluating sources, which means you can rely on their advice should questions arise.

Evaluating Health Information

“Get six-pack abs in two weeks!”

“You will catch a cold if you go outside with wet hair.”

“The bumps on your skull reveal your character.”

“Cell phones cause brain cancer.”

“Caffeinated energy drinks will make you perform better on exams.”

These are some examples of the thousands of health claims in magazines, on websites, in the media, and in advertisements. Claims such as these are not supported by science. If you act on these claims, you could waste money and time and harm your health. This is why carefully evaluating health-related information is so important.

Figure 1.15

These websites from reputable government and health agencies are a great place to start when looking for accurate health-related information. **What are three examples of safe or reliable URL stems?**

Health and Safety Information

Sources of Information	URLs
Academy of Nutrition and Dietetics	www.eatright.org
American Academy of Pediatrics	www.aap.org
American Cancer Society	www.cancer.org
American Heart Association	www.heart.org
American Red Cross	www.redcross.org
Centers for Disease Control and Prevention (CDC)	www.cdc.gov
Mayo Clinic	www.mayoclinic.org
MedlinePlus® (U.S. National Library of Medicine, National Institutes of Health)	www.nlm.nih.gov/medlineplus/
National Highway Traffic Safety Administration	www.nhtsa.gov
National Institute of Mental Health	www.nimh.nih.gov
National Institute on Drug Abuse	www.drugabuse.gov
Office of the Surgeon General	www.surgeongeneral.gov
Tufts University Health & Nutrition Letter	www.nutritionletter.tufts.edu
United States Consumer Products Safety Commission	www.cpsc.gov
United States Department of Agriculture	www.choosemyplate.gov
United States Department of Health and Human Services	www.healthfinder.gov
United States Food and Drug Administration	www.fda.gov
World Health Organization	www.who.int

Refer to the information in **Figure 1.16** to learn more about evaluating health websites. When evaluating health information, including health claims about health products, ask yourself the following questions. Answering these questions can help you determine if the information is scientifically accurate:

- Is the source of the information reliable?
- Is the information current?
- Is the information relevant to my life stage and situation?
- Is the source making money or promoting a cause by publishing the story or article?
- Does the article refer to research published by medical scientists?
- Does the article give the names of the researchers and the journal that published the original research?
- Can you find other reliable sources with the same information?

Communicating Health Information

Once you have reliable health information, you can **advocate** for, or support, the health of your family and community by sharing it with others.

The image shows a screenshot of the MentalHealth.gov website. Several callout boxes with blue borders and white text are overlaid on the page, pointing to specific elements. The callouts ask the following questions:

- Does the URL end in .gov, .edu, or .org? Websites with URLs ending in .net or .com are less likely to contain reliable, health-related information.** (Points to the address bar showing 'http://www.mentalhealth.gov')
- Does the website or article cite the sources for all statistics, data, and health claims?** (Points to the 'About Us' section)
- Does the website or article cite the sources for all statistics, data, and health claims?** (Points to a list of target audiences)
- What is the sponsor's goal in creating the website? Some websites contain mission statements that outline the goal of the information presented.** (Points to the 'About Us' section)
- Do all links lead to active websites? Broken links (links to content that has been removed) indicate that information is outdated or unreliable.** (Points to a list of sponsors)
- When was the website created and last updated? A website's header or footer should list its publication and update dates.** (Points to the footer area)
- Are advertisements on the website clearly identified? If it is easy to confuse the content on the website with advertisements, this indicates the information might be biased.** (Points to a 'Veterans' advertisement)
- Is the sponsor of the website a respectable, credible organization or individual? A website's header or footer should list the organization or individual sponsoring the site.** (Points to the footer area)

Figure 1.16 These tips can help you access valid information online.

This is called *health promotion*. For example, if your mother smokes, consider encouraging her to quit. Research the health risks of smoking and present the information to your mother. If your mother decides to quit smoking, support her effort.

Help your family access health information. For example, if your family members have questions about a health-related topic and do not understand English, help them by researching the topic on the Internet and translating the information you find.

If you are worried about a friend who is engaging in unhealthy behaviors, you can ask a school counselor how to help your friend. You might ask members of your community to help create health awareness posters. Collaborating with others can increase your personal ability to advocate for health.

BUILDING Your Skills

Your School Environment

Your school environment can have a positive or a negative influence on your health. Unhealthy food and beverage choices in the cafeteria can diminish student nutrition. School counseling services can help students who struggle with their mental and emotional health.

Your school environment can be influenced by initiatives and regulations on anything from banning weapons and alcohol to building speed bumps in the parking lot. Your voice or a collective group of voices has the power to change a school environment. Speaking up about your health needs and the needs of those around you is what can make you a health advocate in your community.

Be a Health Advocate at School

In this activity, you will create an inspiring school advocacy project for a new health initiative. To create your initiative, complete the following steps:

1. In small groups, discuss your school environment and what actions are being taken to encourage healthy students. Make a list of these positive actions.
2. Next, discuss which health needs are not currently being met at your school. Make another list of the actions not being taken to improve health and any actions that discourage healthy behavior.
3. Identify one school initiative or change that would improve the health of students.
4. Create a plan to gather student awareness and support to create this change.
5. Create a product to help raise awareness for your school advocacy project. Possible formats for this product include handmade posters, social media posts, and petitions.
6. Display your products around the classroom or school.

SPEAK UP!

HowLettery/Shutterstock.com

You can also advocate for community health. *Community health* describes the overall physical and mental health of a community. A *community* is a group of people who live in the same area and interact with one another (Figure 1.17). If a community is healthy, this means there are positive relationships among people and organizations. These organizations include health organizations and local, state, and national governments.

Suppose your state has a high rate of obesity. Begin by learning about existing public health services and write to your elected officials about supporting a healthy eating program. On a local level, start a fitness club at school. Attend community meetings and speak about health issues that concern you. Use your problem-solving and decision-making skills to promote solutions to physical or mental health issues faced by people in the community.

Community health depends on the actions of businesses, organizations, and each person in the community. This means you can promote the health of your community in the following ways:

- **Use community resources.** *Community resources* are organizations and programs that help the environment and people within a community (Figure 1.18).
- **Get involved in community service by volunteering.** *Community service* is work done without pay to help people in the community. Many organizations depend on volunteers. Some examples include nursing homes, food pantries, community gardens, shelters, or community outreach centers.



Figure 1.17

Some communities are healthier than others, and communities can fall anywhere on the health spectrum.

Figure 1.18

Knowing how to find and use community resources can help you maintain your own health and advocate for the health of others. *What resources are available in your community?*

Examples of Community Resources	
City and county healthcare facilities	Hospitals
Community centers	Mental health centers
Crisis hotlines	Nursing homes
Department of human services	Public health departments
Financial assistance organizations	Rescue missions
Food pantries	Soup kitchens
Homeless shelters	Support groups

Lesson 1.3 Review

1. What are the five steps to making a good, healthy decision?
2. What are SMART goals?
3. To stand up to pressures and influences toward unhealthy behaviors, you can build ____ skills.
4. Health ____ is the ability to locate, interpret, apply, and communicate information as it relates to your health.
5. **Critical thinking.** Give an example of a long-term goal and the series of short-term goals involved in achieving it. Make sure that your goals are SMART.

Hands-On Activity

Imagine that the following text messages were sent to you during this school year:

My mom cooked. LOL Want to walk to McDonald's?

Nobody is home tonight. Want to come over and get drunk?

Hey, can we play video games today instead of going to the park?

On a separate sheet of paper, respond to the text messages using refusal skills and conflict resolution skills. With a partner, share how you responded to the text messages and discuss how refusing these offers would help maintain good health and wellness.

Review and Assessment

Summary

Lesson 1.1 Learning About Health and Wellness

- The term *health* refers to the state of complete physical, mental and emotional, and social well-being. *Wellness* is an active process that involves becoming aware of and making choices toward improving aspects of health.
- *Well-being* is a person's overall satisfaction that life's present conditions are good.
- Personal well-being depends on good physical, mental and emotional, and social health. These aspects of your health are *interrelated*, meaning they all interact with and affect each other.
- Focusing on wellness means that you not only go to the doctor to receive treatment when you are sick, you also go to the doctor when you are well to help you stay healthy.

Lesson 1.2 Recognizing Factors That Affect Health and Wellness

- *Risk factors* are aspects of people's lives that increase the chance of a disease, injury, or decline in health. Some risk factors, such as genetic factors, are not within your control. Many environmental and lifestyle risk factors, however, are within your control.
- *Protective factors* are aspects of people's lives that reduce risk and increase the likelihood of good health.
- Your *environment* includes the circumstances, objects, or conditions that surround you in everyday life and affect your health and wellness. This includes your physical, social, and economic environments.
- Your physical environment consists of the places where you spend your time, the region in which you live, the air you breathe, and the water you drink. Your social environment includes the people in your life and your culture (the beliefs, values, customs, and arts of a group of people). Your economic environment includes your level of education and income level.
- Making healthy lifestyle choices and practicing healthy behaviors promote your personal health and wellness today and in the future.

Lesson 1.3 Building Skills for Health and Wellness

- The *decision-making process* involves identifying a decision, brainstorming options, identifying possible outcomes, making a decision, and reflecting on the decision.
- Effective goals are *SMART goals*—specific, measurable, achievable, relevant, and timely.
- When peers or family members attempt to influence you to engage in unhealthy behaviors, refusal skills can help you respond without compromising your goals, values, or health.
- Conflict resolution skills, which involve negotiation and compromise, help you resolve arguments in a way that promotes healthy relationships.
- The ability to locate, interpret, apply, and communicate information as it relates to your health is called *health literacy*.
- Taking charge of your health and wellness involves playing an active role in your healthcare and advocating for your personal health.

Check Your Knowledge

Record your answers to each of the following questions on a separate sheet of paper.

- True or false.** To achieve health, people practice well-being.
- Identify the aspects of your health. How are these aspects interrelated?
- Which type of healthcare involves getting an annual physical exam, regular checkups, and screenings?
- How do most people pay for the expensive cost of healthcare services?
- The ____ you receive from your parents can affect your health and wellness by putting you at risk for developing certain diseases, such as heart disease.
- Food and taste preferences and eating patterns are examples of ____ practices that may affect your social environment.
 - peer
 - physical
 - cultural
 - economic
- True or false.** Protective factors increase the chance of a disease, injury, or decline in health.
- Identify three risky behaviors that can be a hazard to your health.
- Using the ____ process can help you make good choices about health and wellness.
- Which of the following URL stems is *not* generally a reliable source of health-related information?
 - .gov
 - .org
 - .edu
 - .com
- What is at stake if you act on health claims that are *not* based in science?
- Helping your grandfather research health information on the Internet is an example of ____ for family health.

Use Your Vocabulary

action plan	goal	preventive healthcare
advocate	health	protective factors
conflict resolution	healthcare	refusal skills
skills	health literacy	risk factors
culture	mental and emotional	SMART
decision-making process	health	social health
environment	peers	well-being
genes	physical health	wellness

- Working in pairs, locate a small image online that visually describes or explains each of the terms above. Create flash cards by writing each term on a note card. Then paste the image that describes or explains the term on the opposite side.
- With a partner, review each key term from this chapter and its definition. Then, write a short story about health and wellness in your life using at least 10 of the key terms. Share your short stories in class.

Think Critically

15. **Predict.** How can a change in a student's social health, such as experiencing violence or having close friends, also affect his or her physical and mental and emotional health?
16. **Identify.** What are three reasons young people may be tempted by risky behaviors? Explain why this group in particular is vulnerable.
17. **Draw conclusions.** How could you respond if you found that a claim about a health product was false? Whom would you tell about the false claim, and why?
18. **Determine.** In your opinion, does a young person have the power to change family health? Give a brief explanation to the class.

DEVELOP Your Skills

19. **Communication.** Imagine that you are in the following scenario: As a middle school student, life is pretty good. You have great friends, school is going well, and your family is a lot of fun. Last week, however, your grandma died and you are struggling to cope with the loss. You are sad, lack interest in everyday activities and friendships, and do not have much of an appetite. Write an essay reflecting on the following questions:
 - If you continue struggling with the loss of your grandma, how could it impact your physical and social health?
 - What would you do in this situation?
 - Who would you talk to, and how would you begin the conversation?
 - What self-help strategies could be helpful in coping?
20. **Goal setting.** Reflect on the parts of your health that you think could use more development. What improvements would you like to see in your health and wellness? Establish three or more long-term personal health goals. For each long-term goal, create three or more short-term goals. Your short-term goals should act as stepping stones for each of your long-term goals. Make sure to follow the SMART goal guidelines to make the most effective goals for you. Make a creative product that will serve as a reminder of your goals.
21. **Analyze influences.** Analyze a social media post, online article, or website that could potentially have a negative influence on a young person's physical, mental and emotional, or social health. Write a short paragraph about how this post, article, or website could negatively affect a teenager's behavior or health. Share your reflection with the class. Include the post, article, or website for the class to view during your presentation.
22. **Advocacy.** Imagine that your family has a history of a health condition, such as diabetes, heart disease, cancer, or obesity. Despite this, your family continues to make poor lifestyle decisions and you are worried about their health across the life span. Write a letter to your family talking about their current lifestyle choices and offer a plan to improve family health. This plan should include the big and small lifestyle changes that you would want to make with your family. It should also include a way to hold each other accountable for achieving these goals, such as a rewards system.