

**Essential**

# Health Skills for Middle School

Third Edition

**Catherine A. Sanderson, PhD**

Professor of Psychology  
Amherst College  
Amherst, Massachusetts

**Mark Zelman, PhD**

Professor of Biology  
Aurora University  
Aurora, Illinois

Pedagogy Developers

**Lindsay Armbruster**

Health Education Teacher  
Burnt Hills, New York

**Mary McCarley**

National Health Education Specialist  
National Board Certified Teacher in Health Education  
Charlotte, North Carolina

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# Introduction

We wrote this exciting textbook for middle school health and wellness classes based on our experiences as professors of psychology (Catherine Sanderson) and biology (Mark Zelman), and as the accomplished authors of high school and college-level textbooks. Our backgrounds give us a deep well of knowledge of the most current scientific theory and research to draw from.

Perhaps the most valuable experience we had in preparing us to write this book is our roles as parents to a combined total of seven children, ages 15 through 29. After all, in writing this book, we both reflected frequently on our experiences as parents and our goal of ensuring that our own children maintain excellent physical, mental and emotional, and social health.

This book includes all of the standard topics found in middle school health and wellness books—including self-talk, self-compassion, and self-care; body positivity, neutrality, and compassion; health effects of vaping; medication and drug abuse (including opioids); digital citizenship and personal digital footprint; affects of social media on physical, mental and emotional, and social health; and healthy relationships. We wanted our book to give middle school students the most current health information, presented in an engaging writing style so students would enjoy reading the book. Additionally, we included a focus on practical health skills that young people can use to develop and promote good health and wellness habits throughout their lives.

In this new edition, we include information about the COVID-19 pandemic, including the characteristics of a pandemic, controlling disease outbreaks, and disease prevention. We also discuss the influence of stress, such as a global pandemic, on health and strategies to promote physical and psychological well-being.

As the authors of high school and college-level textbooks, we felt confident in our research and writing abilities, but felt that the pedagogy was better left to health teachers. We would like to thank Lindsay Armbruster and Mary McCarley for developing the skills-based questions, activities, and features that are a vital part of this course. We are delighted with the final product, and wish all readers of this book a lifetime of good health.

*Catherine Sanderson     Mark Zelman*

# About the Authors

## Textbook Authors



**Catherine A. Sanderson** is the Poler Family Professor and Chair of Psychology at Amherst College. She received a bachelor's degree in psychology, with a specialization in Health and Development, from Stanford University, and received both master's and doctoral degrees in psychology from Princeton University. Professor Sanderson's research examines how personality and social variables influence health-related behaviors, such as safer sex and disordered eating. Her research also examines the development of persuasive messages and interventions to prevent unhealthy behavior and predictors of relationship satisfaction. This research has received grant funding from the National Science Foundation and the National Institutes of Health. Professor Sanderson has published more than 25 journal articles and book chapters; four college textbooks; high school and middle school health textbooks; and a trade book, *The Positive Shift*, which examines how mind-set influences happiness, health, and even how long people live. Her latest book, *Why We Act: Turning Bystanders into Moral Rebels*, examines why good people often stay silent or do nothing in the face of wrongdoing. In 2012, she was named one of the country's top 300 professors by the Princeton Review.



**Mark Zelman** is a Professor of Biology at Aurora University, Aurora, Illinois. He received a bachelor's degree in biology at Rockford College, with minors in chemistry and psychology. He received a PhD in microbiology and immunology at Loyola University of Chicago, where he studied the molecular and cellular mechanisms of autoimmune disease. During his postdoctoral research at the University of Chicago, he studied aspects of cell physiology pertaining to cell growth and cancer. Dr. Zelman supervises undergraduate research on streptococcal and staphylococcal infections, and mechanisms of antibiotic resistance. He teaches science education courses for high school teachers. He has published articles on microbiology, infectious disease, autoimmune disease, and biotechnology, and he has written two college texts on human diseases and infection control. Dr. Zelman works with the West Africa AIDS Foundation in Ghana and other public health projects in the US and abroad. He is an officer of the Illinois State Academy of Sciences and Editor-in-Chief of the Academy's scientific journal, *Transactions*.

## Pedagogy Developers

**Lindsay Armbruster** experiences, on a daily basis, the impact that positivity and happiness can have on a class, an individual, and on students' health behaviors. As a result, her teaching focuses on strengths and possibilities and is highly influenced by the theories of skills-based health education and positive psychology. Lindsay has been teaching Health Education since 2004, ranging all grade levels—kindergarten through twelfth grade as well as graduate school—with most of her experience occurring at the middle school level. Lindsay received her bachelor's degree in school and community health education from the State University of New York College at Brockport and her master degree in curriculum development and instructional technology from the University at Albany, while also completing coursework toward a master's degree in Public Health at the George Washington University. She is an award winner of the New York State Association for Health, Physical Education, Recreation and Dance (NYSAHPERD) Health Teacher of the Year award and the Society of Health & Physical Educators (SHAPE) America Eastern District Health Teacher of the Year award. Lindsay is a frequent presenter at local, state, and regional conferences.



**Mary McCarley** is the National Health Education Content Specialist. She taught health education for 14 years in Charlotte Mecklenburg Schools. As a teacher, she excelled at creating an engaging student-centered learning environment with a focus on real-world learning and skills-based health education. Mary graduated from UNC-Chapel Hill with an Exercise and Sports Science degree and East Carolina University with a Master of Arts in Education in Health Education. She is a National Board Certified Teacher in Health Education. In addition, Mary is the 2016 North Carolina High School Teacher of the Year for Health Education and the 2016 High School Southern District Teacher of the Year for the Advancement of Health Education. Mary presents at conferences and for school districts on various health education topics locally and nationally. She provides professional development and training for school districts to help teachers effectively implement skills-based health education curriculum.



# Reviewers

## Professional Reviewers

Goodheart-Willcox Publisher would like to thank the following health professionals who reviewed selected chapters and contributed valuable input into the development of *Essential Health Skills for Middle School*.

**Jennifer Carroll, MSW**  
Resource Development  
Manager  
National Eating Disorders  
Association  
New York, New York

**Michael Dorcas**  
Registered Pharmacist, Retired  
Apple Valley, Minnesota

**Pam Garramone, M.Ed.**  
Positive Psychology Keynote  
Speaker  
pamgarramone.com  
Quincy, Massachusetts

**Shawn V. Giammattei, PhD**  
Psychologist  
Quest Family Therapy  
Santa Rosa, California

**Courtney L. Hansen, PT, MPT,  
CMTPT**  
Physical Therapist/Owner  
Fremont Therapy Group  
Lander, Wyoming

**Deb Kimberlin, PhD, RDN, LDN**  
Associate Professor  
Olivet Nazarene University  
Bourbonnais, Illinois

**Linnea L. Mavrides, PsyD, CGP**  
Clinical Psychologist,  
Adjunct Professor  
LIU-Post  
Brookville, New York

**Heather Noworatzky, MSED**  
School Counselor  
Fond du Lac School District  
Fond du Lac, Wisconsin

**Rachael Woznick, RDN, CD**  
Renal Dietitian  
Fresenius Medical Care  
Milwaukee, Wisconsin

## Teacher Reviewers

Goodheart-Willcox Publisher would like to thank the following teachers who reviewed selected chapters and contributed valuable input into the development of *Essential Health Skills for Middle School*.

**Gwyneth Aldridge**  
Randolph Middle School  
Charlotte, North Carolina

**Lynnea Allen**  
Wayzata East Middle School  
Plymouth, Minnesota

**Lindsay Armbruster**  
O'Rourke Middle School  
Burnt Hills, New York

**Kelsey Baker**  
Aliamanu Middle School  
Honolulu, Hawaii

**Heather Berlin**  
Harmon Middle School  
Aurora, Ohio

**Dawn Blevins**  
San Fernando Middle School  
San Fernando, California

**Susie Blucher**  
Tejeda Middle School  
San Antonio, Texas

**Scott Borowicz**  
Normandin Middle School  
New Bedford, Massachusetts

**Corbin Bray**  
Banks Trail Middle School  
Fort Mill, South Carolina

**Tammi Conn**

Valley View School District  
Romeoville, Illinois

**Julie Connor**

Wydown Middle School  
Clayton, Missouri

**Anita Dunham**

Lexington Junior High School  
Cypress, California

**Cheryl Friske**

Vernon Verona Sherrill  
Middle School  
Verona, New York

**Kim Gillick**

Greenwich Middle School  
Greenwich, Connecticut

**Dwayne Hamlette**

Amherst Middle School  
Amherst, Virginia

**Cathy Hawkins**

Tri-North Middle School  
Bloomington, Indiana

**Emily Hill**

Southern Hills Middle School  
Boulder, Colorado

**Diane Jones**

Fairfield Middle School  
Henrico, Virginia

**Selene Kelley**

Gahanna Middle School South  
Gahanna, Ohio

**Mike Kruse**

Gilbert Middle School  
Gilbert, Iowa

**Dalis La**

Stanford Middle School  
Long Beach, California

**Carleen Lawson**

Hampton City School  
Hampton, Virginia

**Sheila Leamer**

Chittenango Middle School  
Chittenango, New York

**Ben Leven**

Twin Groves Middle School  
Buffalo Grove, Illinois

**Sarah Lewis**

Rochester Community Schools  
Rochester Hills, Michigan

**Ashley Lubas**

Ridley Middle School  
Ridley Park, Pennsylvania

**Charlie Means**

Scott Middle School  
Denison, Texas

**Dawn Miller**

Stewartville Middle School  
Stewartville, Minnesota

**Matthew Nichols**

Lopez Middle School  
San Antonio, Texas

**Pam Nitsche**

Madison Middle School  
Trumbull, Connecticut

**Judith R. Peters**

School District of Philadelphia  
Philadelphia, Pennsylvania

**Marla Rickard**

Suzanne Middle School  
Walnut, California

**Pam Riddle**

Wayland Middle School  
Wayland, Massachusetts

**Misty Rodriguez**

Jackson Middle School-NEISD  
San Antonio, Texas

**Jamie Rucci**

Solon Middle School  
Solon, Ohio

**Tracey Rudnick**

Nimitz and Ed White Middle  
Schools/NEISD  
San Antonio, Texas

**Susan Schoenrock**

Stanley Middle School,  
Lafayette School District  
Lafayette, California

**Heidi Stan**

Carmel Clay Schools  
Carmel, Indiana

**Shannon Todd**

Lake Oswego Junior High  
School  
Lake Oswego, Oregon

**Craig Walter**

Upper Moreland School District  
Hatboro, Pennsylvania

**Susie Woerner**

Hinsdale Middle School  
Hinsdale, Illinois

# Brief Contents

<b>Unit 1</b>	<b>Taking Charge of Your Health and Wellness</b> .....	2
1	Understanding Your Health and Wellness .....	4
2	Knowing How Your Body Works .....	36
3	Developing Good Personal Hygiene .....	74
4	Getting the Sleep You Need .....	100
<b>Unit 2</b>	<b>Taking Care of Mental and Emotional Health</b> .....	126
5	Understanding Mental and Emotional Health .....	128
6	Understanding Mental Illnesses .....	162
<b>Unit 3</b>	<b>Nutrition and Physical Activity</b> .....	190
7	Nutrition .....	192
8	Physical Activity .....	240
<b>Unit 4</b>	<b>Tobacco, Alcohol, and Other Drugs</b> .....	272
9	Tobacco and Vaping .....	274
10	Alcohol .....	306
11	Medications and Drugs .....	332
<b>Unit 5</b>	<b>Protecting Your Physical Health and Safety</b> .....	366
12	Understanding and Preventing Diseases .....	368
13	Promoting Safety and Preventing Injuries .....	404
14	Protecting Environmental Health .....	442
<b>Unit 6</b>	<b>Social Health and Wellness</b> .....	470
15	Promoting Healthy Relationships .....	472
16	Preventing and Responding to Violence .....	514
<b>Unit 7</b>	<b>Human Development and Reproductive Health</b> .....	546
17	Human Development .....	548
18	Sexually Transmitted Infections and HIV/AIDS .....	582



# Contents

<b>Unit 1</b>	<b>Taking Charge of Your Health and Wellness</b> .....	2
<b>Chapter 1</b>	<b>Understanding Your Health and Wellness</b> .....	4
	<b>Lesson 1.1</b> Learning About Health and Wellness .....	6
	<b>Lesson 1.2</b> Recognizing Factors That Affect Health and Wellness .....	14
	<b>Lesson 1.3</b> Building Skills for Health and Wellness .....	22
	<b>Chapter 1</b> Review and Assessment .....	33
<b>Chapter 2</b>	<b>Knowing How Your Body Works</b> .....	36
	<b>Lesson 2.1</b> Supporting and Moving the Body .....	38
	<b>Lesson 2.2</b> Moving and Exchanging Substances .....	46
	<b>Lesson 2.3</b> Digesting and Removing Substances .....	54
	<b>Lesson 2.4</b> Controlling and Regulating the Body .....	62
	<b>Chapter 2</b> Review and Assessment .....	71
<b>Chapter 3</b>	<b>Developing Good Personal Hygiene</b> .....	74
	<b>Lesson 3.1</b> Caring for Your Skin, Hair, and Nails .....	76
	<b>Lesson 3.2</b> Keeping Your Mouth, Eyes, and Ears Healthy .....	87
	<b>Chapter 3</b> Review and Assessment .....	97
<b>Chapter 4</b>	<b>Getting the Sleep You Need</b> .....	100
	<b>Lesson 4.1</b> Understanding Sleep .....	102
	<b>Lesson 4.2</b> Recognizing Sleep Disorders .....	109
	<b>Lesson 4.3</b> Developing Strategies for Getting Enough Sleep .....	115
	<b>Chapter 4</b> Review and Assessment .....	123





## Unit 2

### Taking Care of Mental and Emotional Health..... 126

#### Chapter 5 Understanding Mental and Emotional Health .... 128

**Lesson 5.1** Being Mentally and Emotionally Healthy ..... 130

**Lesson 5.2** Making Sense of Your Emotions ..... 139

**Lesson 5.3** Managing Stress..... 149

**Chapter 5** Review and Assessment..... 159

#### Chapter 6 Understanding Mental Illnesses ..... 162

**Lesson 6.1** Recognizing Mental Illnesses ..... 164

**Lesson 6.2** Getting Help for Mental Illnesses ..... 173

**Lesson 6.3** Preventing Suicide..... 180

**Chapter 6** Review and Assessment..... 187



## Unit 3

### Nutrition and Physical Activity... 190

#### Chapter 7 Nutrition ..... 192

**Lesson 7.1** Getting Enough Nutrients..... 194

**Lesson 7.2** Following a Healthy Eating Pattern ... 204

**Lesson 7.3** Managing Your Weight..... 217

**Lesson 7.4** Having a Healthy Body Image ..... 228

**Chapter 7** Review and Assessment..... 237

#### Chapter 8 Physical Activity..... 240

**Lesson 8.1** Understanding Physical Activity and Fitness..... 242

**Lesson 8.2** Knowing About Types of Physical Fitness ..... 248

**Lesson 8.3** Staying Safe During Physical Activity... 255

**Lesson 8.4** Developing a Personal Physical Activity Plan..... 261

**Chapter 8** Review and Assessment..... 269

## Unit 4

**Tobacco, Alcohol, and Other Drugs**.....272

**Chapter 9** Tobacco and Vaping..... 274

**Lesson 9.1** Tobacco Products and Your Health.... 276

**Lesson 9.2** Understanding Tobacco Use..... 287

**Lesson 9.3** Preventing and Treating Tobacco Use... 295

**Chapter 9** Review and Assessment..... 303

**Chapter 10** Alcohol..... 306

**Lesson 10.1** The Effects of Alcohol..... 308

**Lesson 10.2** Preventing and Treating Alcohol Use... 320

**Chapter 10** Review and Assessment..... 329

**Chapter 11** Medications and Drugs..... 332

**Lesson 11.1** Medication Use and Abuse..... 334

**Lesson 11.2** Drug Abuse..... 343

**Lesson 11.3** Preventing and Treating Medication and Drug Abuse..... 354

**Chapter 11** Review and Assessment..... 363

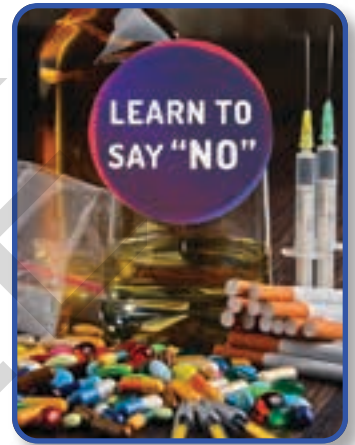
## Unit 5

**Protecting Your Physical Health and Safety**.....366

**Chapter 12** Understanding and Preventing Diseases..... 368

**Lesson 12.1** Communicable Diseases..... 370

**Lesson 12.2** Noncommunicable Diseases..... 377



**Lesson 12.3** Preventing Diseases ..... 390

**Chapter 12** Review and Assessment..... 401

**Chapter 13 Promoting Safety and Preventing Injuries** ..... 404

**Lesson 13.1** Promoting Safety in the Home..... 406

**Lesson 13.2** Promoting Safety in the Community  
and Online ..... 417

**Lesson 13.3** Knowing Basic First Aid ..... 427

**Chapter 13** Review and Assessment..... 439

**Chapter 14 Protecting Environmental Health**..... 442

**Lesson 14.1** Common Hazards in the Environment ... 444

**Lesson 14.2** Pollution Prevention and Greener  
Living..... 455

**Chapter 14** Review and Assessment..... 467

**Unit 6**

**Social Health and Wellness** .....470

**Chapter 15 Promoting Healthy Relationships** ..... 472

**Lesson 15.1** What Is a Healthy Relationship?..... 474

**Lesson 15.2** Family Relationships ..... 488

**Lesson 15.3** Peer Relationships ..... 496

**Lesson 15.4** Dating Relationships..... 505

**Chapter 15** Review and Assessment..... 511

**Chapter 16 Preventing and Responding to Violence** ..... 514

**Lesson 16.1** Bullying and Cyberbullying..... 516

**Lesson 16.2** Abuse and Neglect ..... 527

**Lesson 16.3** Other Types of Violence ..... 536

**Chapter 16** Review and Assessment..... 543



## Unit 7

# Human Development and Reproductive Health ..... 546

## Chapter 17 Human Development ..... 548

**Lesson 17.1** The Beginning of Life ..... 550

**Lesson 17.2** Child Development ..... 556

**Lesson 17.3** Adolescence and Puberty ..... 563

**Lesson 17.4** Adulthood and Aging ..... 572

**Chapter 17** Review and Assessment ..... 579

## Chapter 18 Sexually Transmitted Infections and HIV/AIDS.... 582

**Lesson 18.1** Sexually Transmitted Infections (STIs) ... 584

**Lesson 18.2** HIV/AIDS ..... 594

**Chapter 18** Review and Assessment ..... 601

**Appendix** ..... 604

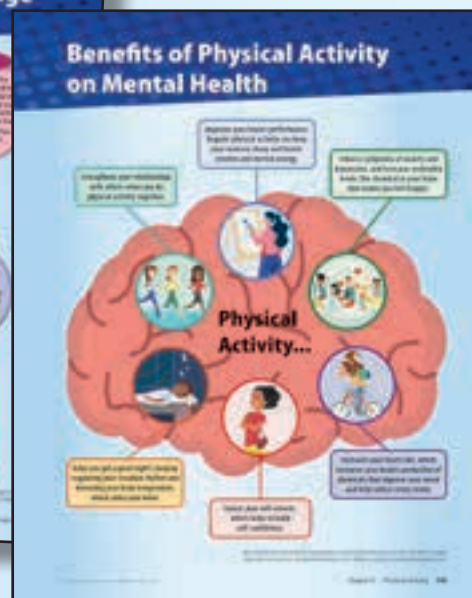
**Glossary/Glosario** ..... 606

**Index** ..... 634

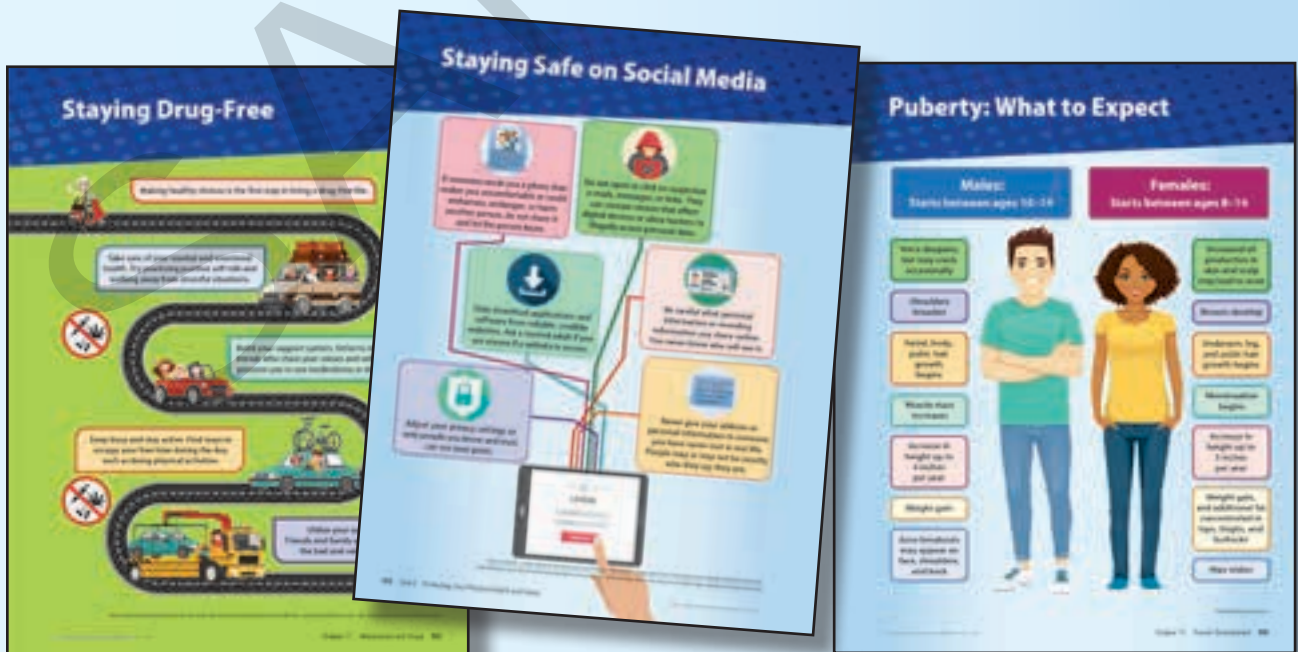


# Infographics

Skills for Practicing Wellness.....	9
The Game of Life .....	20
Brain Powers: The Different Abilities of the Left and Right Brain .....	65
Tips for Choosing Care Products .....	82
Ways to Get a Good Night's Sleep.....	121
Questions to Help Assess Mental and Emotional Health .....	136
What to Do If You Feel.....	143
Using Mindfulness to Manage Social Media Anxiety.....	167
The Healthy Weight Journey.....	224
Benefits of Physical Activity on Mental Health .....	245
Types of Fitness .....	253
The Myths and Facts of Vaping .....	283
The Consequences of Underage Drinking .....	315



Influences on Drinking .....	322
Drug Facts .....	340
The Consequences of Medication and Drug Abuse .....	346
Staying Drug-Free .....	357
How to Wash Your Hands .....	393
Love Your Heart .....	399
Are You Prepared? .....	413
Staying Safe on Social Media .....	422
Steps Toward a Greener Planet .....	464
Damage Control: The Negative Effects of Gossip and Rumors .....	500
How to Spot Cyberbullying .....	523
Puberty: What to Expect .....	565



# Features

## CASE STUDIES

A Day in the Life of Sarah.....	11	Kara’s Babysitting Conundrum.....	316
Fighting Off Infections: Brian Gets a Cold.....	60	Mateo’s Risky Behavior.....	345
Malcolm: Changes in Hygiene.....	79	Sawyer Copes with Cancer.....	384
Time to Wake Up, Beckett!.....	110	Brianna’s Online Relationship.....	421
Sameera Is in a Slump.....	153	Seiji’s Paint Job.....	452
Best Friends: Conor and Julia.....	171	Travis’s First Date?.....	509
Asher’s Quest—Losing to Win.....	230	Aarav and Rajesh: Boys Will Be Boys.....	532
Walk in My Shoes: Jaquan’s Story.....	244	Akiko Feels Left Behind.....	566
Kevin’s Decision to Vape.....	291	Aiden’s “Perfect” Relationship.....	589

## BUILDING Your Skills

The Power of Social Media to Inspire.....	18	Addiction Prevention.....	298
Your School Environment.....	30	Making Healthy Decisions.....	324
Blood Donation.....	50	The Opioid Epidemic: Advocating for a Drug-Free Life.....	358
Health in the Media.....	80	Family History.....	397
Take Charge of Your Personal Hygiene.....	92	Planning for an Emergency.....	415
Create Your Own Sleep-Wake Schedule.....	117	Advocating for the Environment.....	461
How You Can Build Your Self-Esteem.....	135	Be Assertive.....	481
Being Thankful Makes You Healthier.....	147	Rumor Has It.....	519
Talking About Mental Health.....	175	Peer Pressure Throughout the Life Span.....	569
Making Healthy Food Choices.....	211	Testing and Treatment.....	592
Be SMART, Stay Motivated.....	263		