

Comprehensive

Health Skills for Middle School

Third Edition

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Publisher

The Goodheart-Willcox Company, Inc.

Tinley Park, Illinois
www.g-w.com

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ISBN 978-1-63776-138-0

1 2 3 4 5 6 7 8 9 — 23 — 26 25 24 23 22 21

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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

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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*.

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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 (NYSAPERD) 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.



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

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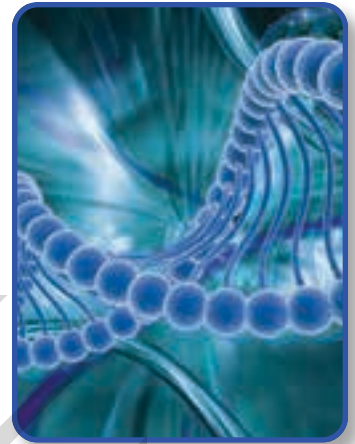
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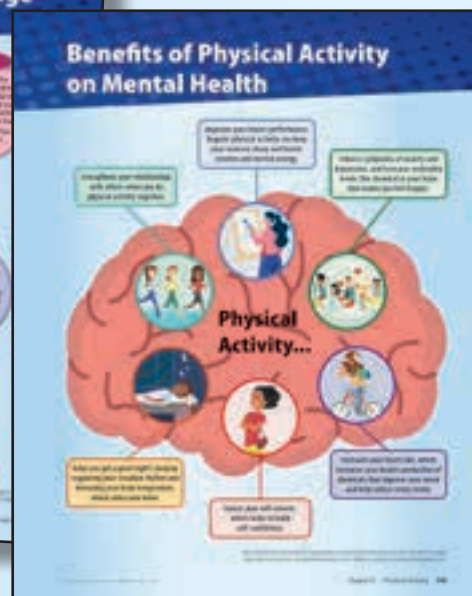
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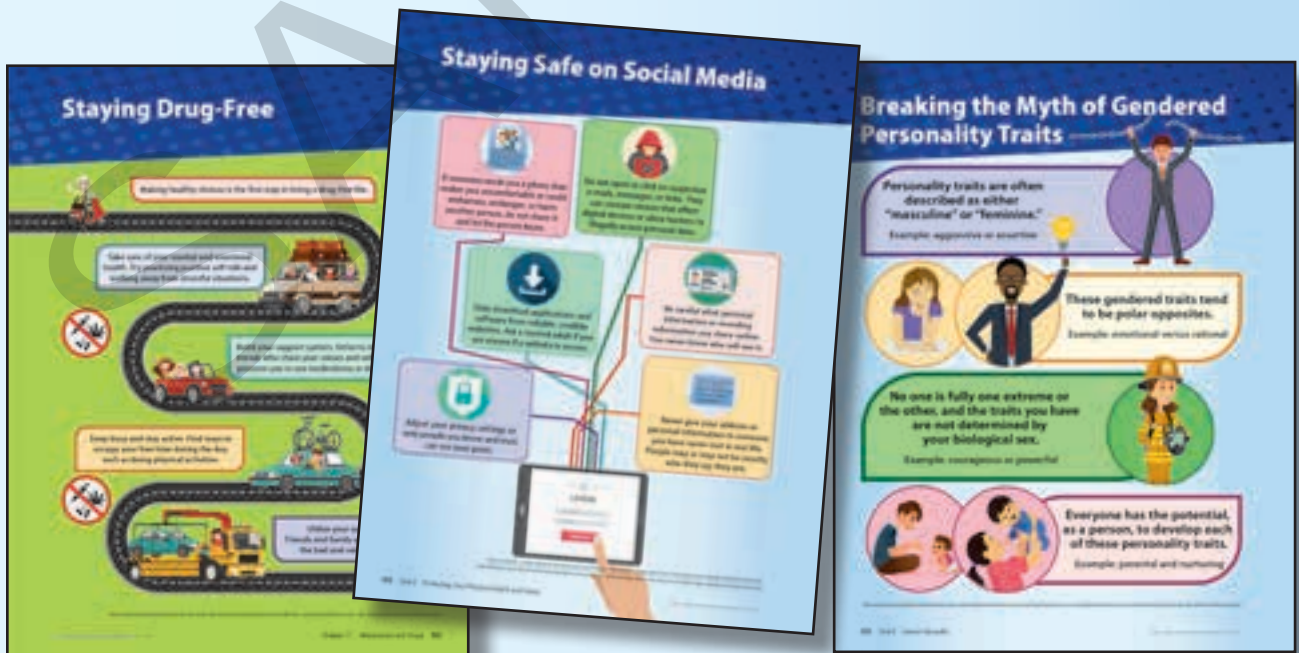


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