

A Health Program **for Today's Classroom**

PEARSON

# HEALTH»»

MAKE HEALTHY  
**CHOICES**



DEVELOP SMART  
**ONLINE HABITS**



BUILD STRONG  
**RELATIONSHIPS**



[PearsonSchool.com/Health](http://PearsonSchool.com/Health)

Pearson Health helps students develop the skills they need as they work to improve their personal and interpersonal health. Each health skill, appearing once in every chapter, is taught and then reinforced, ensuring that students master these essential life skills.

### Real-World Situations

set the scene for learning new health skills.

### Practice the Skill

gives students an opportunity to practice and apply their newly learned skill.



**Practicing Healthful Behaviors**

## Managing Your Time

Last night, José stayed up late to write a report that was assigned two weeks ago. He planned to do his math homework in the morning, but then slept through his alarm. In his haste this morning, José left his gym clothes at home. Running toward the school as the bell rang, José felt anxious and tense.

José needs to manage his time better. A good time manager completes daily tasks and still finds time to relax. Follow these steps to better manage your time.

- Track how you spend your time.**
  - Use a sheet from a daily planner that is divided into 15-minute blocks or make your own version on ruled paper. Prepare a sheet for each day of the week.
  - Mark all your scheduled activities on the grid, beginning with your classes at school. Include other activities that you attend on a regular schedule, such as religious classes or team practice.
  - Use the grids to track how you currently spend your "free" time.

Monday	
8:00	Algebra 1
9:00	English
10:00	American History
11:00	Earth Science
12:00	Lunch
1:00	Studio Art I
2:00	Basketball Practice
- Make a daily "To Do" list.**
  - Before you go to bed, make a list of the tasks you need to do the next day.
  - Include tasks that you know you have to do, such as homework and chores, along with tasks that you would like to do.
  - Break long-range tasks, such as term papers and projects, into smaller, more manageable tasks. This makes it easier to fit these tasks into your schedule.

**3 Prioritize your tasks.**  
Rate each task according to this scale.  
A = very important  
B = somewhat important  
C = not very important

To Do List	
Do math homework	A
Do laundry	B
Outline history paper	A
Organize CDs	C
Call grandmother	B
Watch TV	C
Practice jump shots	B
Get permission slip signed	A

*Am I avoiding a task because I am afraid to fail or make a mistake? You can waste a lot of time worrying about a task. If you just begin doing the task, you may realize that it is not as difficult as you thought.*

*Is this the right time to do this task? For example, if your math homework is challenging, don't leave it until late at night when you are tired.*

*Am I being distracted by phone calls or instant messages? Tell your friends when it is okay to contact you and when you need time to concentrate on homework or chores.*

**Practice the Skill**

- For one week, keep track of how you spend your time each day. Decide whether or not you are spending your time wisely. Are there tasks that you can eliminate? Are there tasks that you can do more quickly?
- During the second week, make a "To Do" list each day. Break down complex activities into a set of simpler tasks. Assign a specific, realistic amount of time for each task.
- Use the A-B-C scale to prioritize your tasks. When you decide which tasks you will do in a day, use the A-B-C scale. Do your best.

### Step-by-step Procedures

make it easier for students to master essential health skills in the following areas:

- Analyzing Influences
- Communicating
- Practicing Healthful Behaviors
- Accessing Information
- Making Decisions
- Advocacy
- Setting Goals

The student-friendly writing style and engaging activities make learning about health fun, relevant, and meaningful.

### Hands-On Activities

These activities engage students in active explorations that reinforce important health concepts.

### Hands-On Activity

#### Sports Drinks, Soft Drinks, and Your Teeth

In this activity, you will observe how various drinks affect eggshells, which are composed of some of the same materials as your teeth.

**Materials**

- three plastic cups
- tape for labeling
- three large pieces of eggshell
- sports drink
- soft drink
- water



**Try This**

- Label the first cup "sports drink," the second cup "soft drink," and the third cup "water." Place a piece of eggshell in each cup.
- Pour some of the sports drink into the appropriate cup. Pour the same amount of soft drink into the second cup and water into the third.
- After three days, discard the liquids and examine each eggshell.

**Think and Discuss**

- Describe the appearance of each eggshell after three days.
- Compare the effects of the sports drink and soft drink. Was there any difference in the effects of water, soft drink, and sports drink?

### Media Wise

Students use checklists to evaluate how the media influences the decisions they and other teens face.

### Media Wise

#### Gender Roles and Movies

People learn about gender roles by observing how other people behave. Family members, friends, and other adults may serve as roles models. People also receive messages about gender roles from movies. Use this checklist to evaluate how gender roles are shown in a movie.



Do the females tend to be less assertive than the males?  Yes  No

Are the male roles more action-oriented than the female roles?  Yes  No

Do the females share their feelings more easily than the males?  Yes  No

When there is a problem to solve, is the problem solver usually male?  Yes  No

Do the men tend to work outside the home and the women inside the home?  Yes  No

Two or more "Yes" answers indicate a movie that supports traditional gender roles.

**Activity:** Use the checklist to evaluate gender roles in two movies. Then write a paragraph about what you observed. How do you think these movies affect people's opinions about gender roles? **WRITING**

### Health in Real Life

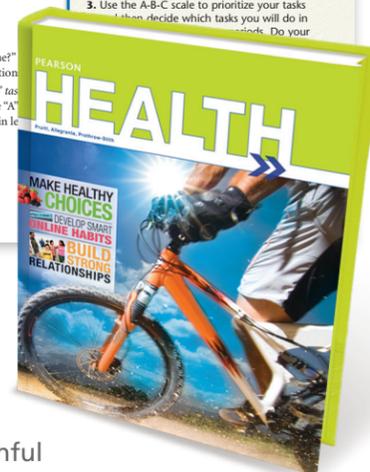
These activities ask students to apply health concepts learned in the classroom to their lives at home, at school, and in their communities.

### Health at Home

**Warning Signs of Stress** Ask a few friends and trusted adults if they can tell when you are under stress. Ask them to describe the warning signs that you exhibit. Write a paragraph about what you find out. **WRITING**

### Health at School

**Resilience** Interview a guidance counselor, school nurse, or social worker. Ask the person you interview to describe those factors that make it easier for a student to recover from an extremely stressful situation. Summarize what you learn in a paragraph. **WRITING**





# Personalized Learning Made Easy

What's different about each of the students in your classroom? Just about everything. A typical classroom is comprised of students whose differences include culture, language, interest, motivation, and knowledge.

## In the Student Edition

### Considerate Text Structure

Built-in reading support and the frequent use of analogies are all part of a considerate text.

- At the beginning of each section, the important learning objectives and vocabulary terms are introduced.
- The objectives are then highlighted to encourage students to focus on the big ideas of health.
- Section Reviews reinforce the key concepts at the end of every section.

before

during

after

### Section 2

## How Stress Affects Your Body

**Objectives**

- ▶ List in order the three stages of the body's response to stress.
- ▶ Identify four types of early warning signs for stress.
- ▶ Describe the relationship between stress and illness.

**Vocabulary**

- fight-or-flight response

Warm-Up

**Health Stats** Is there a relationship between stress and the risk of catching a cold?

Duration of stress (months)	Relative risk of a cold
<1	1.0
1-6	2.0
6-24	2.5
>24	3.5

**WRITING** Predict why being in a prolonged stressful situation might increase the likelihood of getting a cold.

**Stages of Stress**

You are walking in a park. Suddenly, you see a large dog that isn't on a leash. The dog is growling. How do you react? Instantly, your mind sizes up the situation. You recognize that the dog could be a threat to your safety. When you perceive something to be a threat, your body springs into action. Your body's response isn't under your control—it's automatic. All stressors trigger the same stress response. However, the intensity of the response will vary. **The body's response to stress occurs in three stages—the alarm stage, the resistance stage, and the exhaustion stage.**

**Alarm Stage** During the alarm stage, your body releases a substance

### Section 1 Review

**Key Ideas and Vocabulary**

1. What is stress? Explain how stress can be both positive and negative.
2. When do people experience stress?
3. What is meant by the term **stressor**?
4. List the four general types of stressors and give an example of each type.

**Critical Thinking**

5. **Applying Concepts** List five stressful experiences that you have faced in the past two weeks. Next to each, note whether it was a positive or a negative experience for you.

**Health and Community**

**Noise Pollution** Does your community have any regulations related to noise? If so, do the regulations vary with time of day or location? Sources of noise that might be regulated are radios, car exhausts, power lawnmowers, and blasting for construction. Write a paragraph summarizing your findings. **WRITING**

6. **Classifying** Explain why getting your driver's license could be classified as a major life change.
7. **Comparing and Contrasting** How is a catastrophe similar to a major life change? How is it different?



### Visual Learning

Graphs, charts, illustrations, and photos clarify complex topics for students who think visually.

### Active Learning

- Building Health Skills, Warm-Up Activities, Media Wise, and Hands-On Activities offer opportunities for active involvement and peer communication. These activities also help to build the skills that are necessary for critical thinking.
- Online activities bring timely, relevant, and appropriate health topics into the classroom.

### Media Wise

#### Evaluating Diet Plans

New diets seem to be everywhere—in magazines, on the Internet, in TV infomercials, and in best-selling books. Do these diets live up to their claims? Are they good for your health? Use this checklist to evaluate a diet.

Does the diet provide fewer than 1,200 calories a day?	<input type="radio"/> Yes <input type="radio"/> No
Does the diet cut out fats, carbohydrates, or proteins?	<input type="radio"/> Yes <input type="radio"/> No
Does the diet promise rapid weight loss in a short amount of time (more than 1 or 2 pounds per week)?	<input type="radio"/> Yes <input type="radio"/> No
Does the diet ignore the need for long-term changes in eating habits?	<input type="radio"/> Yes <input type="radio"/> No
Does the diet ignore the need for regular exercise?	<input type="radio"/> Yes <input type="radio"/> No

\*"Yes" answers to one or more questions may indicate a diet that is unlikely to work. What's worse, the diet could harm your health in the long term.

**Activity** Choose a diet plan that you have seen advertised or have read about. Use the checklist to evaluate the diet. Then write a paragraph evaluating the diet plan. **WRITING**

## In the Teacher's Edition

Chapter Planning Guides label activities by level of difficulty, to help you meet the needs of all students.

- Program resources are identified by level—for students with special needs, less proficient readers, all students, gifted and talented students, and English language learners.
- Practical teaching tips appear at point-of-use.

### Differentiated Instruction

**EL English Language Learners**

Use an analogy to explain the stages of stress. Say that stress is like swimming against a current. At first, you can swim faster than the current and move forward in the water (alarm stage). After awhile, you get tired and can only manage to stay in the same place (resistance). Eventually, you get too tired to swim and are carried backward by the current (exhaustion).

**L2 Less Proficient Readers**

Pair less proficient readers with advanced readers, and ask the pairs to create flowcharts of the stages of stress, including changes that occur at each stage. Post the flowcharts in the classroom where students can see them as they continue to learn about the effects of stress.

## Online

Support for differentiated instruction can easily be found online via the Student and Teacher's Edition eTexts\*.

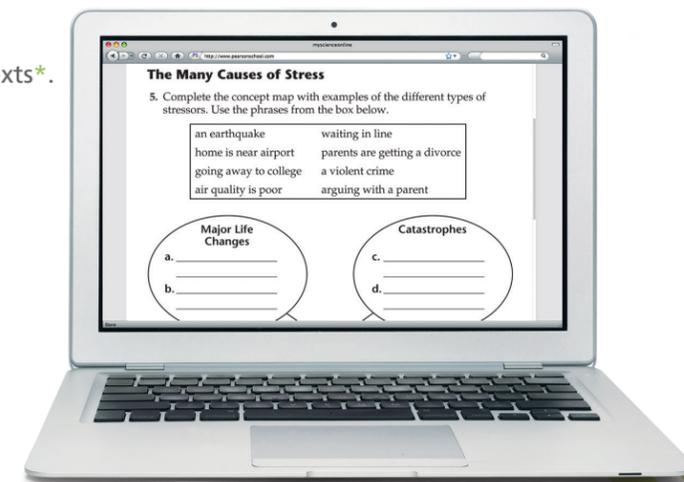
### Student Resources

- Reading and Note Taking Guides in English and Spanish
- Adapted Reading and Note Taking Guide
- Audio Section Summaries in English and Spanish

### Teaching Resources

- Lesson Plans
- Enrichment Worksheet
- Teacher Edition Reteach Strategy

\*(Available for PC, Mac, iPad with iOS 5 or greater, and Android tablets with Android OS 3.1 or greater)





# Robust Digital Assets - Teacher Resources All Online

## Digital/Video Pathway

With *Pearson Health*, you can organize your teaching around the Teens Talk Video Series. These engaging videos will help students make connections between classroom learning and the decisions they face every day.



## TEENS Talk Video Series

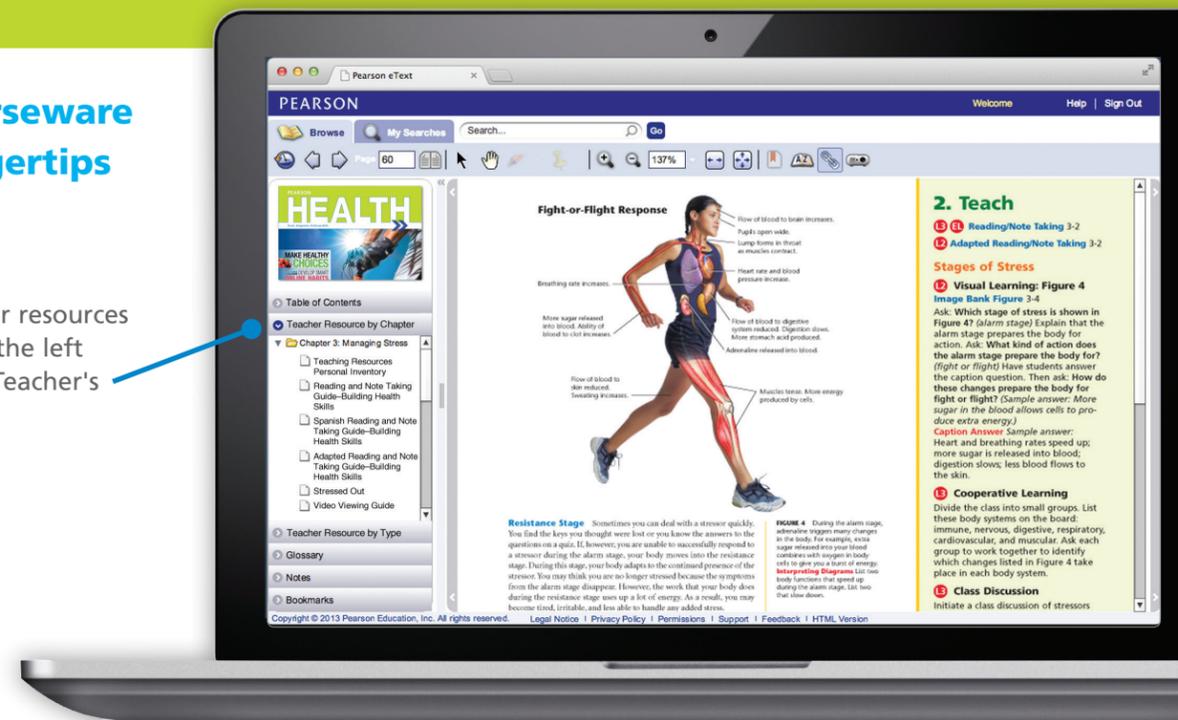
One video for every chapter of the student edition—26 engaging videos in all!

- Videos feature real teens facing real issues in their daily lives.
- Video Viewing Guide with teaching strategies plus worksheets in English and Spanish.

## Digital Courseware at Your Fingertips

### Easy navigation through eText

An array of teacher resources are accessible via the left navigation in the Teacher's Edition eText.



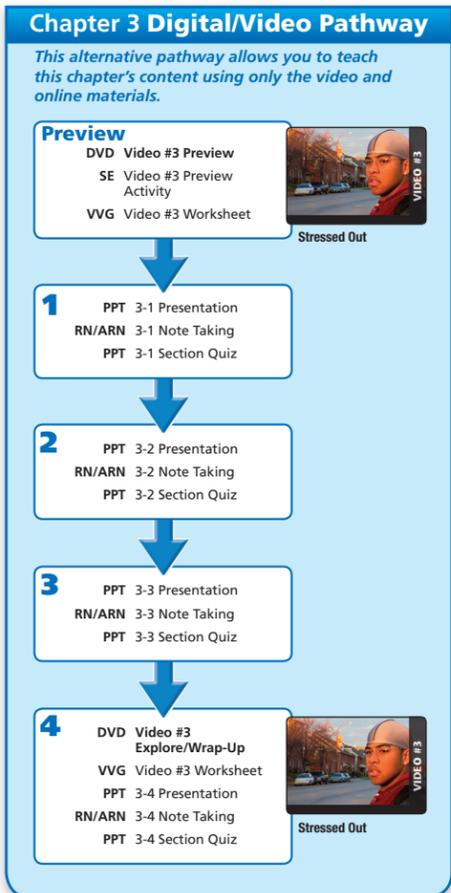
## Use the Digital/Video Pathway to organize your teaching around the video program.

The Video Pathway in the Teacher's Edition guides you how to organize your teaching around the videos. The Video Pathway will help you:

- Organize the key video, technology, and print resources to match your curriculum needs with ease.
- Develop lessons that differentiate the way you deliver health topics to your students and keep them engaged.
- Save time coordinating the program resources needed for each lesson.

**GO ONLINE** [PearsonSuccessNet.com](http://PearsonSuccessNet.com)

Go Online references throughout the book and eText make accessing additional resources easy.



## Online Resources

### Editable Teaching Resources

- Lesson Plans
- Letter to Parents
- Practice and Enrichment Worksheets
- Section Quizzes
- Chapter Tests
- Answer Keys
- Reading and Note Taking Guide
- Adapted Reading and Note Taking Guide
- Video Viewing Guide with Worksheets

### Spanish Resources

- Spanish Reading and Note Taking Guide
- Video Viewing Guide with Spanish Worksheets
- Audio Section Summaries in Spanish

### Presentation Materials

- Image Bank with Editable Worksheets
- Chapter PowerPoint® Presentations, including Warm-Ups and Building Health Skills

### Audio and Video Resources

- Discovery Education™ Teens Talk Videos
- Audio Section Summaries

### Online Activities

- Web Links
- Chapter Review Activities
- Skills for Physical Fitness Worksheets

### Additional Material

- Teacher Online Access Pack



## Print Resources

- Student Edition
- Teacher's Edition
- Reading and Note Taking Guide

## Technology Resources

### Media Resources

- Discovery Education™ Teens Talk Video Series DVDs
- ExamView® Test Generator CD-ROM

### Digital Courseware on PearsonSuccessNet.com

- Student Edition and Teacher's Edition eTexts with bilingual audio glossary\*
- Human Sexuality Student Edition and Teacher's Edition eTexts\*

\*Available for PC, Mac, iPad with iOS 5 or greater, and Android tablets with Android OS 3.1 or greater

### Editable Resources

- Teaching Resources:
  - Lesson Plans
  - Letter to Parents
  - Practice and Enrichment Worksheets
  - Section Quizzes
  - Chapter Tests
  - Answer Keys
- Reading and Note Taking Guide
- Adapted Reading and Note Taking Guide
- Video Viewing Guide with Worksheets

- Answer Key for Reading and Note Taking Guides
- Human Sexuality
- Human Sexuality, Teacher's Edition

### Spanish Resources

- Spanish Reading and Note Taking Guide
- Video Viewing Guide with Spanish Worksheets
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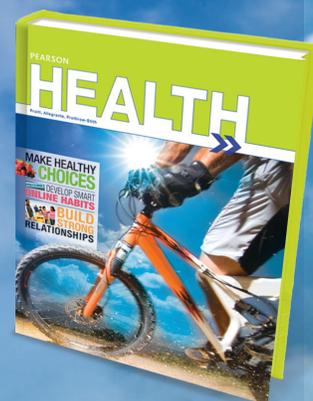
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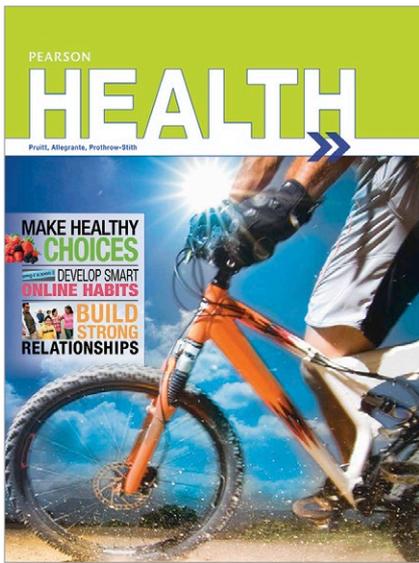
- Teacher Online Access Pack



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Pearson  
**Health** ©2014

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**The integrated text, digital, and video program that's ideal for today's health classroom!**

*Pearson Health* ©2014 delivers high school students the tools necessary for developing and enhancing healthy behaviors that influence lifestyle choices. This relevant text, digital, and video program stimulates classroom discussion, helping students' master skills essential to successful health education.

### The Pearson Advantage

- **A proven formula for reading success:** A variety of differentiated instruction components support academic achievement at every learning level, including before-, during-, and after-reading support in every lesson.
- **Relevant for today's world:** Activities, including Building Health Skills and Media Wise, engage students and promote healthy decision-making skills.
- **Other new features!:**
  - Information on school violence
  - MyPlate Food Guide
  - Current information on building healthy relationships, including dating and online friendships
  - Health and Human Services: Healthy People 2020 Goals
  - Digital Courseware, including eTexts and online resources
  - Up-to-date statistics and data throughout the program
- **Support for high-stakes testing in other subjects:** Each chapter includes opportunities for practicing reading, writing, and math.
- Now available on *Pearson Realize™* for Fall 2020 classes.

### Online resources

- eText\*
- Teens Talk videos
- Video viewing guides in English and Spanish
- Audio section summaries
- Chapter review activities
- Web links and activities on current health topics
- Focus on issues resources
- Careers resources
- Skills for Physical Fitness worksheets



Go online to [pearsonsuccesnet.com](http://pearsonsuccesnet.com)

\* Available for PC, Mac®, iPad® tablet (iOS 5 or greater), and Android™ tablet (OS 3.1 or greater).

[PearsonSchool.com/health](http://PearsonSchool.com/health)